



Contents lists available at Jurnal IICET

**Jurnal Konseling dan Pendidikan**

ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic)

Journal homepage: <http://jurnal.konselingindonesia.com>



## Career adaptability profile of FKIP ULM guidance and counseling students

**Ali Rachman<sup>\*)</sup>**

Department Guidance and Counseling, Universitas Lambung Mangkurat, Indonesia

### Article Info

#### *Article history:*

Received Sep 15<sup>th</sup>, 2021

Revised Oct 18<sup>th</sup>, 2021

Accepted Nov 19<sup>th</sup>, 2021

#### *Keyword:*

Career adaptability  
Profile

### ABSTRACT

Career adaptability as a construct that can predict career development shows flexibility or desire to fulfill career tasks. This study aims to find out how the general description of the career adaptability profile for Guidance and Counseling study program students at Lambung Mangkurat University class of 2016. This study uses a quantitative approach with a descriptive type. The number of students in the study who became the research subjects was 72 in the BK FKIP ULM Banjarmasin Study Program. The topics in this study used saturated sampling. Data collection uses scale the career adaptability instrument from Sarvick. The data analysis technique used in this research is descriptive statistical analysis. The results of the study show that 29% of students in the Guidance and Counseling Study Program FKIP ULM are in the category of the strongest career adaptability, 65% in the very strong category, 6% in the strong category, and 0% in the rather strong and not strong category. The results of this study also found that the category of very strong career adaptability in male students was higher than in female students.



© 2021 The Authors. Published by Indonesian Institute for Counseling, Education and Therapy (IICET). This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>)

### *Corresponding Author:*

Ali Rachman,  
Universitas Lambung Mangkurat  
Email: [ali.bk@ulm.ac.id](mailto:ali.bk@ulm.ac.id)

## Introduction

The development of advances in information and technology will undoubtedly make individuals adapt more quickly to new things at work. Flexibility and self-adaptability are significant to learn to compete in society in the industrial era 4.0 and society 5.0 (Fukuda 2020; Kobelev and Borovik, 2017). In the Framework for 21st Century Learning, Indonesian students can solve life problems that continue to develop and master life and career skills, such as being quick to adapt to acquire and apply new knowledge (Akilli and Genc 2017; Pesakovic, Flogie, and Abersek 2014; Trilling and Fadel 2009; Vlasta and Jan 2011).

For a student, their knowledge is obtained through college. Students who enter college at one of the universities will be able to experience several conditions such as how the learning situation is, and academic competition is tighter, lecture classes, various types of work, variations in teaching styles of different lecturers, high volume and frequency of written work and standards. This problem can be faced if students have life and career skills. The ability to behave adaptively and positively that allows a person to be able to face various demands and challenges in his life and work effectively and be able to find solutions to overcome them (Ball, Joyce, and Anderson-Butcher 2016; Binkley et al. 2012; Trilling and Fadel 2009).

When students go to college, it is certainly a period where they are career development. During this development period, students begin to design a career direction that they will go through, both support and barriers to their abilities, so that they can be improved for their academic and career goals. This transition period encourages students to be able to use their potential to achieve their careers later. Students learn adaptability through a learning process that has challenges to complete. It can challenge students to adapt to developing their ideas to support their career development later.

A career is an essential thing in the development of a person's life, especially for students. A career can occur throughout a person's life which includes before work (preoccupation), during work (occupational), and at the end or after work (post occupational). This shows that one's ability in a career can be developed throughout the stages of development, including during education. A student, especially one who has entered early adulthood, must have been at a location of development where he has already thought about his future, including determining where and how they will achieve their career.

A person's career is a role that will be carried out at some time in a person's life span. Career development is one's life role is a form of self-actualization to live and achieve life goals. A person's career development will be in harmony with life's development passed from children, teenagers, students, students, parents, and the elderly. Therefore, of course, in every individual, there is a desire to have career adaptability to adapt to the changes that are so fast today related to the role of the individual in his life. Individual ability in career adaptation is satisfaction for individuals in various life situations in achieving career development in a better direction. According to Alissa & Akmal, in improving the ability of career adaptability, a person must have confidence in his career choice first, which can be determined from the amount of contextual support he gets (Alissa and Akmal 2019).

Career adaptability as a construct that can predict career development shows flexibility or desire to fulfill career tasks. In career adaptability is influenced by several factors in the individual, the environment, and interactions. Students in higher education will face various problems in various aspects of learning, independence, social, personal, career, etc. According to Sarawati, there are several challenges that students will face, namely academic challenges, developmental challenges, and institutional challenges (Saraswati and Isrofin 2017). Academic challenges, for example, students have to face different learning models in lectures-developmental challenges such as changes from adolescence to adulthood that affect physical and psychological conditions. Institutional challenges, for example, are regulations from universities that apply to students.

Based on interviews conducted with five students who took lectures at the Guidance and Counseling Study Program, FKIP ULM Banjarmasin. Information was obtained about their belief in continuing to have a career as a Guidance and Counseling teacher. According to them, in achieving their career, the students said that after graduating with a bachelor's degree in education, they would work as Guidance and Counseling teachers in schools by following developments in the school.

Career adaptability is a readiness to cope with predictable tasks to prepare for and participate in work and working conditions. Career adaptability has a relationship with the formation of vocational identity. Graduates who can adapt can have various additional skills and make them more dynamic in selecting work fields (Savickas and Porfeli 2012). The problem that becomes a gap, in this case, is how students are prepared in adapting their careers so that students are ready to take on their roles and work situations later because this problem must be known how students' strengths in career adaptation.

This study aims to find out how the general description of the profile of career adaptability for Guidance and Counseling study program students at Lambung Mangkurat University batch 2016 will graduate with a bachelor's degree in education. Career adaptability will undoubtedly be an asset for students who can adjust to changes and quickly adapt to various conditions after they graduate from work. The research results can be used as initial study material to develop a program to help improve and develop the career adaptability that exists in students.

## Method

The research uses a quantitative approach with a descriptive type (Hikmawati 2017). The number of students in the study who became the research subjects was (as many as 14 male students and 58 female students with an age range of 21-22 years. A total of 72 students were sampled in this study at the Guidance and Counseling Study Program FKIP ULM Banjarmasin. The topics in this study used saturated sampling (Sugiyono 2011). Data collection uses to scale the career adaptability instrument from Sarvick. Career Adapt Abilities Inventory Version 2.0. By using the strongest scale, very strong, strong, moderately strong, not strong. The data analysis technique used in this research is descriptive statistical analysis.

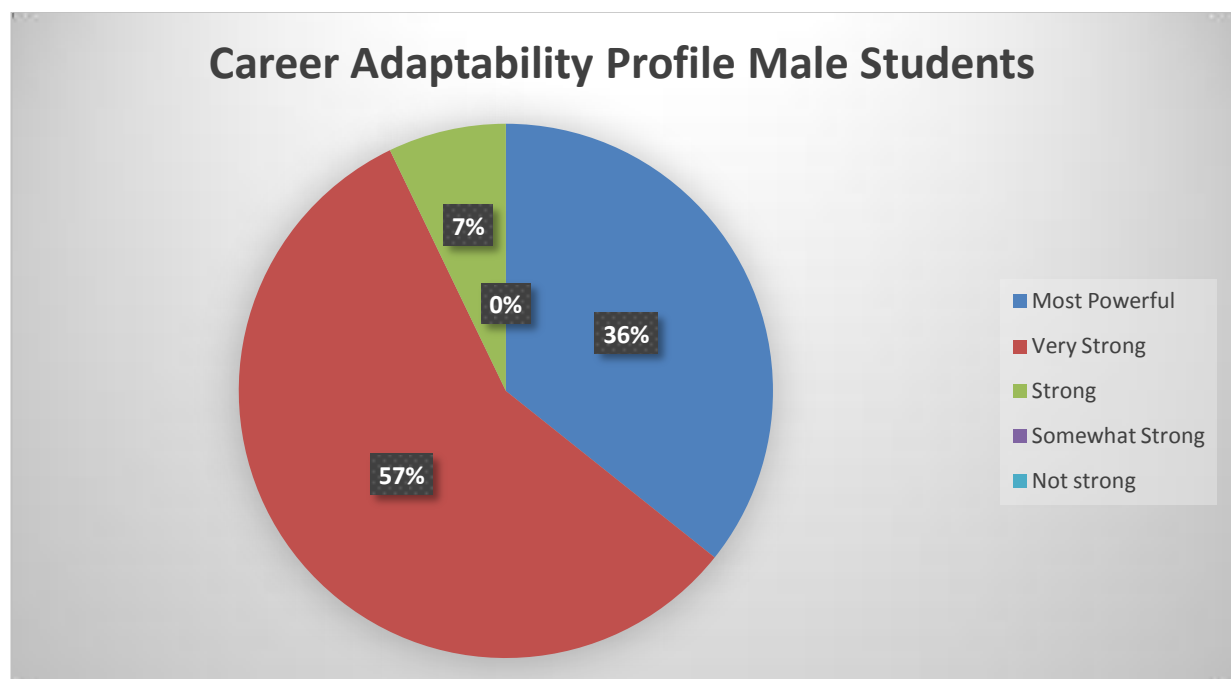
## Results and Discussion

The results showed that the career adaptability profile of BK FKIP ULM students showed that the strongest category was 29%, very strong 65%, strong category 6%, moderately strong category 0%, and not strong category 0%. This percentage can mean that most students have good preparation to face the duties and roles as prospective counselors in the future in providing guidance and counseling services. The existence of career adaptability can provide benefits in increasing students' understanding of commitment and competence to improve performance later in achieving self-actualization in their careers, can prepare them to face obstacles through career planning. Career adaptability can make students plan and adapt their development to development plans and changes in their career life. In more detail, the career adaptability profile of Guidance and Counseling students can be seen in the following table.

**Table 1.** Carer Adaptability Profiles of Student Counseling Study Program  
FKIP ULM who take the Religious Counseling Course (Sarvick 2012)

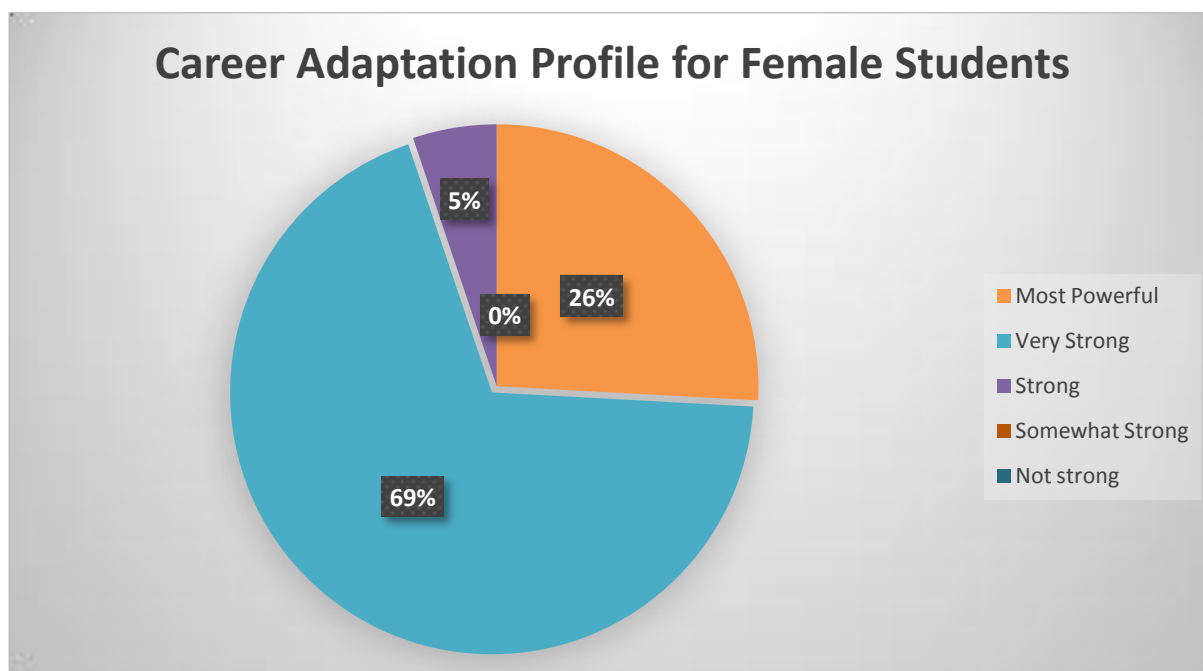
Category	College student	
	f	%
Most powerful	21	29%
Very strong	47	65%
Strong	4	6%
Somewhat Strong	0	0%
Not strong	0	0%
<b>TOTAL</b>	<b>72</b>	<b>100%</b>

The career adaptability profile analysis results in terms of gender also showed that male students were the strongest category at 36%, very strong category 57%, strong at 7%, moderately strong at 0%, and not strong at 0%. Meanwhile, the strongest category is 26% for female students, the very strong category is 69%, the strong category is 5%, and the moderately strong category is 0% and not strong at 0%. This data shows that basically, the career adaptability of female and male students is in the very strong category. Male students have the strongest career adaptability, which is higher than female students. An illustration in the form of a diagram can be seen below:



**Figure 2.** Profile of Male Students' Career Adaptability Ability

Then the image of female female student career adaptability can be seen in the following Figure 3,



**Figure 3.** Profile of Female Students' Career Adaptability Ability

Career adaptability is a psychosocial construct that shows the readiness of individuals and the resources used in adjusting to working development tasks, adjustments in the face of work transitions, and personal trauma. This is following the results of studies that show that proper preparation enables individuals to succeed in finding and finding jobs and improving careers (Jepsen and Dickson 2003; Koivisto, Vinokur, and Vuori 2011). Career adaptability can also mean that a person is ready to cope with the various positions he will do and can cope with different situations and conditions of a job. Savickas defines career adaptability as career readiness to face any demands to prepare and participate in a role in work and the ability to adapt to unexpected changes in working conditions and working conditions (Savickas 2013).

Contextual support is a person's support from their social environment, such as friends, family, teachers, and role models (Lent, Brown, and Hackett 2000). Raymund et al. say contextual support can be in the form of advice, moral assistance, and financial assistance (Raymund et al. 2015). Research conducted by Hirschi shows that social support (in this case is contextual support) is vital for improving career adaptability (Hirschi 2009). A supportive environment can help a person hone his career adaptability skills and increase his future expectations (Higgins, Dobrow, and Roloff 2010). The same thing was also stated by Savickas & Porfeli through their research which said that culture and contextual support could influence a person's ability to adapt (Savickas and Porfeli 2012). Wang & Fu's research shows the importance of contextual support in helping individuals cope with highly competitive circumstances in a career environment. Students should expand social connections and explore social support during the transition period (Wang and Knobloch 2018).

Career adaptability is the highest conceptualization of a career, consisting of several dimensions, including concern, control, curiosity, and confidence. Adolescents who have a higher level of career adaptability in terms of career decision making, career planning, career exploration, and feelings of self-confidence will have a better level of success in mastering vocational transitions (Creed et al. 2003).

Hirschi's results of a study showed that career adaptability has a positive relationship to adolescent development (Hirschi 2009). The study was conducted to examine the effects of career adaptability on positive adolescent development, such as life satisfaction, feelings of power, and well-being. The study results show that career adaptability is a positive predictor of positive adolescent development in feelings of control. The study results also show that career adaptability has a positive relationship to life satisfaction (Duffy and Blustein 2005; Hirschi 2009). Furthermore, Hirschi explained the factors influencing career adaptability, including age, gender, work experience, family, educational institutions, and socioeconomic status (Hirschi 2009). A person's age can determine his mindset. For example, individuals at the age of adolescence have higher career adaptability than individuals at the age of children. This is because adolescents already understand the long-term implications of their education and career choices (Steinberg 1999). Adolescent

girls and boys have different patterns regarding the components of identity formation. Seligman stated that women form an identity by establishing relationships with other people, while men develop their independence (Seligman 1994).

Therefore, it is very natural that career adaptability in men is higher than in women because men interact more with many people. Hence, they tend to find it easier to find career information according to their interests. Regarding the work experience factor, when an individual has work experience that matches his interests and abilities, he gets information related to his chosen career. Research conducted by Luzzo regarding individuals who have work experience related to their career interests will feel that decision making in their careers is a continuous process where they have personal control over it (Patton and Lokan 2006). Based on this statement, it can be concluded that the more work experience a person has by his interests and abilities, the higher the level of career adaptability. The relationship between parents and children is one of the essential things in the family. Through the pattern of family relationships, the direction of education and expectations for children from parents can be known. Adolescents who have close relationships with their families can have difficulty mastering career development tasks because children are often unable to distinguish between their life goals and their parents' expectations.

This is in line with the results of a study by Esters and Bowen, who found that parents (mother and father) were the first factors that influenced their children's career choices (Juwitaningrum 2013). The demands on the quality and quality of education in Indonesia have caused several schools to start providing education outside the main subjects related to majors in the world of lectures and alternative careers related to these majors. Patton & Lokan believe that differences in educational institutions individuals attend have an essential role in career adaptability (Patton and Lokan 2006).

This is because the experience gained by individuals at each educational institution is different, depending on the self-development program at each educational institution. In addition, socioeconomic status can also affect career adaptability. Related to this, individuals with higher socioeconomic status will have more significant opportunities in the context of career exploration and career planning. According to (Nasution 2019) the factors influencing career planning are abilities, interests, and achievements. Students always maintain and improve their career planning into career decisions by participating in various training by the study program and future career plans (Malasari and Rosmila 2021). The study results (Nurhudi, Budiamin, and Budiman 2019) show that students are still less responsible for the actions taken to control their careers. Sarvick's four dimensions are needed to build individual career adaptability abilities (Ramadani, Fachrurrazi, and Hidayat 2020). Career orientation programs for students can improve their self-understanding as prospective educators (Septiany Rahayu 2021).

This research certainly provides information that for universities, especially in the guidance and counseling study program, it is necessary to conduct an in-depth study of the competence of their graduates. So that students' competence in their readiness to face the world of work, especially in the realm of education in the field of guidance and counseling. This career adaptation will have an influence on student career planning later when in school as a guidance and counseling teacher. Career planning readiness so that students are ready to plan their careers and adapt their careers is also greatly influenced by the campus curriculum, and the learning system carried out on campus and student skills in providing guidance and counseling services. Through the independence of the independent campus, the current government program is a new breakthrough in student career development so that students' career adaptability abilities are getting better when entering the world of work.

## Conclusion

The study results show that 29% of students of the 2016 FKIP ULM Guidance and Counseling study program are in the category of the strongest career adaptability, 65% very strong category, 6% strong category, and 0% are in the rather strong and not strong category. This study also found that the career adaptability of students in the very strong category obtained data that male students were taller than women. The study results would be able to provide data for campus institutions so that in student self-development in helping students develop their career adaptability so that they can become professional counselors in the future.

This research can provide recommendations for further study, namely that the population and sample can be expanded again on a faculty or university scale, which at the university level can be distinguished based on their respective faculties. The following recommendation also needs to be researched related to career



adaptability with a tracer study conducted by the campus. It is also possible for further research to provide guidance and counseling services related to increasing career adaptability.

## References

- Akilli, M. and M. Genc. 2017. "Modelling the Effects of Selected Affective Factors on Learning Strategies and Classroom Activities in Science Education." *Journal of Baltic Science Education* 16(4):599–611.
- Alissa, S. and S. Z. Akmal. 2019. "Career Decision Making Self-Efficacy Mediator Antara Dukungan Kontekstual Dan Adaptabilitas Karier." *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling* 5(1):1–8.
- Ball, A., H. D. Joyce, and D. Anderson-Butcher. 2016. "Exploring 21st Century Skills and Learning Environments for Middle School Youth." *International Journal of School Social Work* 1(1).
- Binkley, M., O. Erstad, J. Herman, S. Raizen, M. Ripley, and M. Rumble. 2012. *Defining Twenty-First Century Skills. In Assessment and Teaching of 21st Century Skills*. Springer, Dordrecht.
- Creed, Francis, Lakshmi Fernandes, Elspeth Guthrie, Stephen Palmer, Joy Ratcliffe, Nicholas Read, Christine Rigby, David Thompson, Barbara Tomenson, Francis Creed, Lakshmi Fernandes, Elspeth Guthrie, Stephen Palmer, Joy Ratcliffe, Nicholas Read, Christine Rigby, David Thompson, and Barbara Tomenson. 2003. "North of England IBS Research Group The Cost-Effectiveness of Psychotherapy and Paroxetine for Severe Irritable Bowel Syndrome." *Gastroenterology* 124(2):303–17.
- Duffy, R. D. and D. L. Blustein. 2005. "The Relationship between Spirituality, Religiousness, and Career Adaptability." *Journal of Vocational Behavior* 67(3):429–40.
- Fukuda, Kayano. 2020. "Science, Technology and Innovation Ecosystem Transformation toward Society 5.0." *International Journal of Production Economics* 220(April):107460.
- Higgins, M., S. R. Dobrow, and K. S. Roloff. 2010. "Optimism and the Boundaryless Career: The Role of Developmental Relationships." *Journal of Organizational Behavior* 31(5):749–769.
- Hikmawati, Fenti. 2017. *Metodologi Penelitian*. Depok: RajaGrafindo Persada.
- Hirschi, A. 2009. "Career Adaptability Development in Adolescence: Multiple Predictors and Effect on Sense of Power and Life Satisfaction." *Journal of Vocational Behavior* 74(2):145–155.
- Jepsen, D. A. and G. L. Dickson. 2003. "Continuity in Life-span Career Development: Career Exploration as a Precursor to Career Establishment." *The Career Development Quarterly* 51(3):217–33.
- Juwitaningrum, I. 2013. "Program Bimbingan Karir Untuk Meningkatkan Kematangan Karir Siswa SMK." *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling* 2(2):132–47.
- Kobele, P. O. and S. Yu Borovik. 2017. "On the Way from Industry 4.0 to Industry 5.0: From Digital Manufacturing to Digital Society." *Industry 4.0* 2.6 307–11.
- Koivisto, P., A. D. Vinokur, and J. Vuori. 2011. "Effects of Career Choice Intervention on Components of Career Preparation." *The Career Development Quarterly* 59(4):345–66.
- Lent, R. W., S. D. Brown, and G. Hackett. 2000. "Contextual Supports and Barriers to Career Choice: A Social Cognitive Analysis." *Journal of Counseling Psychology* 47(1):36–49.
- Malasari, Fadhila and Mila Rosmila. 2021. "Profil Perencanaan Karir Mahasiswa Bimbingan Dan Konseling Universitas Mathlaul Anwar." *Selaras* 4(1):9–16.
- Nasution, Helsa. 2019. "Perencanaan Karir Mahasiswa Setelah Wisuda Pascasarjana." *CONSILIUM* 6(1–8).
- Nurhudi, Rina Ramdhani, Amin Budiamin, and Nandang Budiman. 2019. "Adaptasi Karir Dewasa Awal." *Penelitian Pendidikan* 18(3):361–70.
- Patton, W. and J. Lokan. 2006. "Perspectives on Donald Super's Construct of CareerMaturity." *International Journal for Educational and Vocational Guidance* 1:31–48.
- Pesakovic, D., A. .. Flogie, and B. Abersek. 2014. "Development and Evaluation of a Competence-Based Teaching Process for Science and Technology Education." *Journal of Baltic Science Education* 15(1):4–6.
- Ramadani, Dewita, Muhammad Fachrurrazi, and Dede Rahmat Hidayat. 2020. "Adaptabilitas Karir Dalam Perspektif Teori Perkembangan Karir Mark L. Savickas." *Jurnal Ilmiah Bimbingan Dan Konseling Undhiksa* 11(1):24–31.
- Raymund, P., J. M. Garcia, S. Lloyd, D. Restubog, P. Bordia, S. Bordia, and O. Roxas. 2015. *Career Optimism: The Roles of Contextual Support and Career Decision-Making Self-Efficacy*.
- Saraswati, S. and B. Isrofin. 2017. "Career Adaptability Mahasiswa Bidikmisi Universitas Negeri Semarang." *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling* 6(2):98–103.
- Savickas, M. L. 2013. "Career Construction Theory and Practice." *Career Development and Counseling: Putting Theory and Research to Work* 2:144–80.
- Savickas, M. L. and E. J. Porfeli. 2012. "Career Adapt-Abilities Scale: Construction, Reliability, and

- Measurement Equivalence across 13 Countries.” *Journal of Vocational Behavior* 80(3):661–73.
- Seligman, L. 1994. *Developmental Career Counseling and Assessment*. Sage Publications, Inc.
- Septiany Rahayu, Fanny. 2021. “Kemampuan Membuat Pilihan Karir Mahasiswa.” *INSIGHT: Jurnal Bimbingan Konseling* 10(1):1–8.
- Steinberg, M. W. 1999. “The Talk and Back Talk of Collective Action: A Dialogic Analysis of Repertoires of Discourse among Nineteenth-Century English Cotton Spinners.” *American Journal of Sociology* 105(3):736–80.
- Sugiyono. 2011. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. 12th ed. Bandung: Alfabeta.
- Trilling, B. and C. Fadel. 2009. *21st Century Skills Learning for Life in Our Times*. San Fransisco: Wiley Online Library.
- Vlasta, R. and S. Jan. 2011. “Informatics in 21 Th Century - Reflection of Changes.” *Journal of Technology and Information Education* 3(1):10–13.
- Wang, H. H. and N. A. Knobloch. 2018. “Levels of STEM Integration through Agriculture, Food, and Natural Resources.” *Journal of Agricultural Education* 59(3):258–77.