



PROFILE OF STUDENT CAREER COMMITMENTS BASED ON BATAK SUBCULTURE

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First Received: 23th Juny 2020

Final Proof Received: 14th October 2020

Abstract. The article aims to describe the results of the analysis of career commitment based on five Batak subcultures namely; Karo Batak, Mandailing Batak, Toba Batak, Pakpak Batak, and Simalungun Batak at the Faculty of Education, Muhammadiyah University of North Sumatra enrolled in the 2019/2020 school year. Description of this career commitment using the instrument used is a measurement tool and predictions of Gary J. Blau's career commitment. This article is expected to contribute to the development of knowledge in multicultural fields, especially cross-cultural fields in guidance and counseling services. The results of this study can be used to develop the science of guidance and counseling in the study of multicultural competencies both conceptually and practically.

Keywords: career commitment, batak culture.

JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling
Website: <http://ejournal.upi.edu/index.php/JOMSIGN>

Permalink: <https://ejournal.upi.edu/index.php/JOMSIGN/article/view/25712>

How to cite (APA): Gusman, L. (2020). Profile Of Student Career Commitments Based On Batak Subculture. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 4(2), 164-176



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INTRODUCTION

Human resources are formed based on his potential Bakker, (2000: 23-27) as individuals who live in the world have self-awareness as autonomous subject beings who can realize, want, and build themselves. The process of building oneself in each individual requires that he make intensive efforts in directing work activities with his potential This statement is in line with the concept of philosophy in the opinion of Heir Degger who put forward about human freedom. Humans according to Heir Degger's philosophical view is something that is owned by humans which is a process from nothing to being which is caused by a gift from God Almighty and caused by the existence of a decision from humans themselves to make it into being. This relates to the concept that

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if an individual wants to fulfil something a maximum effort must be made including finding a job to receive an income that can meet his living needs. However, this concept has not fully happened yet. There are still many unemployment and high poverty rates in Indonesia. If we are the root of this problem, individual awareness in trying and working to build a career is in a good category. This is supported by the opinion (Isaacson & Brown, 1997; Bolles, 2013) which states that individuals have the willingness to work and good career skills to access decent work but, one tends to move careers from one job to another and change places work from one company to another (Rindanah, 2019).

Accordingly, Friedrich Nietzsche (2010) argues that each individual seeks his values to bridge his future. For this reason, adolescents as productive age individuals must be mature individuals in their careers and jobs. If an individual has a desire to work and develop a career then there is a balance between the career that was decided with the effort and hard work to develop it. Efforts and actions to develop competencies according to career can be said as career commitment.

From the statement above, a career can be interpreted as the process of analyzing an individual's business processes in applying his efforts in developing a career that has been decided. Career commitment is defined as a person's attitude toward work or profession (Blau, 1985) while organizational commitment is the level of involvement and identification of a person towards the organization (Hellriegel & Slocum, 2011). The concept of career commitment emphasizes the individual's self-development in living life in an organizational container. This is supported by the statement of Ching and Kee (2012) that career commitment measures how far a person hopes to experience development and progress in his career and this decision has nothing to do with the organization.

Job selection and individual career development are personal from the individual itself depending on how the individual adjusts to the desired results with what is done. Productivity is adjusted to the stages of development of adolescents themselves and is determined by the social and cultural environment in which humans develop (Rizal, 2017). Developments relating to rules and conventions regarding what adolescents should do in their interactions with others as well as behavioural changes that occur in adolescents' lives regarding procedures, habits, customs, or value standards that apply in social groups (Rizal, 2017). Therefore, the culture here can be a

determining variable in the direction of individuals in owning and developing a career to reach the level of career commitment.

An understanding of the work and career interests of an individual is usually associated with habits according to a particular culture whether it is suitable and good with certain individuals in that culture. Certain notions are used by individuals as a reference for choosing work and career in life apart from the suitability of work with the individual's self-potential. Based on that Government Regulation of the Republic of Indonesia Number 46 of 2011 concerning Assessment of Work Performance of Civil Servants in article 4 point b which contains the attitude that must be possessed by a civil servant in the Republic of Indonesia is must have a work attitude or behaviour committed to his work.

Based on the background description, commitment to the work is important in the lives of individuals related to the focus of their work so it does not create new problems if the individual is still protracted in the selection of suitable jobs while individuals who do not get enough jobs. However, this will be related to certain cultural understandings and habits on how to view and put the concept of work or career commitment to their lives. The author is interested in studying and studying through literature and empirical studies based on the situation in the field how the profile of career commitment in Batak culture in northern Sumatra. In Batak culture, it is divided into five subcultures of Batak culture that can be recognized from the differences in the language that is used daily, according to the Batak dialect, divided into 5 (five) types according to the area that uses it, namely (a) Pakpak Batak Language; (b) Karo Batak Language; (c) Simalungun Batak Language; (d) Toba Batak Language; (e) Mandailing Batak Language. (Sabam Huldrick Wesley Sianipar, 1991: 81).

The Batak people are one of the ethnic cultures of Indonesia that adhere to the family system of the *Patrilineal* type, namely the lineage drawn from the father. This can be seen from the clan used by Batak people who descended from their father's clan. Seeing from this also automatically that the position of fathers or men in indigenous peoples can be said to be higher than women.

Regarding work, the Batak cultural community relies on self-created work as an independent form of individuals in meeting their daily needs. This is based on the opinion of Sinaga (1997) which explains that the Batak community from the moment it first appeared and developed relied on

agriculture, plantations, livestock. Besides, the Batak people also rely on sewing skills and making various kinds of crafts.

The independence of the Batak community, Karo Batak, Mandailing Batak, Toba Batak, Pakpak Batak, and Simalungun Batak, are in the high category. This conclusion was obtained from the majority of the previous Batak community. Batak people grow rice in irrigated fields. In general, rice harvest takes place once a year. The majority of Batak communities focus their livelihoods on farming or farming, which is intended to develop their potential for an independent livelihood without expecting life to be an employee or subordinate. Since modernization and globalization, the development of special careers in society has been emphasized on the status of work as a civil servant as a benchmark for the success of its community members. If the child or grandchild who has finished college education has not gotten a job with the position of a civil servant, he will continue to fight for the position until he is obtained. Based on this description, it can be concluded that the Batak community has a strong commitment to fight for their career towards one goal. But to await the achievement of the plan, many individual Batak people choose to farm and garden.

In another perspective, it was concluded that the people's struggle to fight for a good career was not in doubt. They are usually very serious to make efforts that can succeed in their ideals through education and training to improve skills to work with any competency. In farming, some people in some places harvest two or three times a year (*marsitalolo*). In addition to farming, farming is an important livelihood for *Batak* People. On the shores of Lake Toba and Samosir Island, fishing is done intensively by boat (*solu*).

It is different from the general public who has a career by relying on modernization regulations which are concerned with the progress of science and technology. Even though some people have worked in various types of jobs, they are taught to always return to their hometowns to plant crops and utilize the natural resources available around their place of birth. Based on this description, another conclusion can be drawn that the career of the Batak community is focused on the utilization of natural resources available around life so that the focus of the career commitment of the Batak people is categorized low based on the conclusions of the reality they do in their lives. They prefer to switch jobs to choose them based on the clearest and biggest view of livelihood opportunities and old age savings. But more clearly the main goal is to become a civil servant working in government agencies. Based

on this gap, the reason researchers want to find certainty and clarity about the actual career commitment profile of the Batak culture community is seen in the majority of students of the majority Batak culture in Medan, North Sumatra Province.

METHOD

The main respondents of the study were Guidance and Counseling students at Muhammadiyah University, North Sumatra. With characteristics; male and female, and come from a background of socio-economic status, different Batak tribes. Research respondents were students from each semester II, IV and VI of the 2019/2020 academic year. The total number of respondents was 34 students.

To get accurate data, Gary J. Blau's commitment instrument in the form of inventory was developed which was administered using an online form. Namely, the scale used for answers that are clear (firm) and consistent. There are only two intervals namely "Yes or No". The aspects of the instrument are about; 1) cognitive abilities, 2) Affective abilities, and 3) psychomotor abilities (with indicators; individual interest in work, career orientation and direction, work behavioural activities/career achievement). The way to fill inventory is that students are asked to give a cross (X) to statements that are following their situation.

The research steps carried out include; the researcher communicates through online media to the target of the research to obtain schedule information and make time agreements with parties who can assist the implementation of the research. Then class selection, semester level, and the number of respondents are done with permission and collaboration with lecturers who teach courses in the Guidance and Counseling study program at Muhammadiyah University, North Sumatra. Some of the inventory is distributed by researchers and some others ask for assistance from lecturers to distribute inventory to students. It takes 5 days for researchers and lecturers to distribute inventory because they have to adjust to the learning schedules of students who are respondents of the research, after that the results of the inventory of researchers collect to be processed.

This research uses descriptive statistical analysis. The results of the study were analyzed using the average formula to determine the scores of each ethnicity in cognitive, affective and psychomotor aspects. Followed by a comparative test of career commitment among Batak cultures in semester

group II, III and V students from the cognitive, affective and psychomotor aspects. Starting with the Fisher test (F test) and to find out which is better, use further tests (double comparison). The theoretical basis that has been referenced and formulated is in table 1.

FINDINGS AND DISCUSSIONS

The findings of this research on career commitment profiles are the results of administering the student career commitment instruments that have been processed and show that in general, the career commitment profile scores of guidance and counseling students viewed from the whole *Batak* ethnicity in all three aspects are in Figure 1.

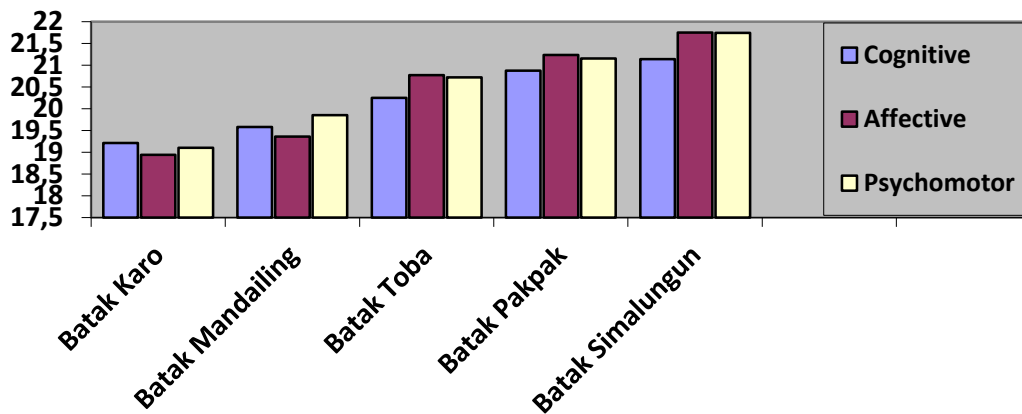


Figure 1. Score Diagram of Batak Student Career Commitment Profile

A. Profile of Guidance and Counseling Student Commitments Based on Karo and Mandailing Batak Subcultures

The profile of student career commitment profiles is shown through the diagram which is the result of administering the instrument to reveal information based on ethnic grouping and comparing every aspect that is cognitive, affective and psychomotor. In diagram 1 shows the ability of all three aspects of students with a Karo Batak cultural background. For students with Batak Karo ethnicity, the ability in cognitive aspects of their career commitments is in the moderate category, while in the other two aspects affective and psychomotor are also in the moderate category. Karo Batak students have the assumption and belief that by continuing to take advantage of existing opportunities, they will get the maximum conditions in their careers and jobs. They are required to increase their experience and

continue to explore various jobs so that when there is an opportunity the best can follow and enter it. (Sinaga:1997) They are taught from the time of education to be independent in looking for their livelihoods and needs. Therefore the Karo Batak cultural community will not hesitate to change professions to find a better livelihood. This is marked by an individual interest in work that is not only one type but has a variety of career and works planning and not in one field that is in line with the orientation of the department at the lecture. For example, if you want to have a shop, even though you have a teacher's education, you want to work in an office but you study in agriculture and many other things. So the condition and cognitive ability to enter with a variety of knowledge that sometimes they think are not optimal because only a few are mastered or only based on experience. Furthermore, the orientation and career direction of the Karo Batak individuals lead to various types of work. For activities and work behavioral activities, based on the situation in the field, individuals with Karo Batak cultural background have seriousness in the workload that they have obtained. But still looking for the most promising type of work and position so that the work obtained can guarantee life into old age. Therefore the conclusion of Karo Batak students' career commitments is in the medium category. This conclusion was obtained based on the findings of the Karo Batak people scattered in various types of work in the city of Medan.

Furthermore, students of Mandailing Batak culture students' cognitive, affective and motor skills with a background in Mandailing Batak culture belong to the same medium category as Karo Batak individuals. The state of career commitment in the cognitive indicator is in the medium category marked by the conclusion that the assessment of the type of work will last long depends on the state of job satisfaction felt by the individual. According to several students who were respondents in the study of career commitment, they would quit the job search process if they already had work positions that were categorized as financially stable and comfortable in terms of workload. If some indicators are not met, they will usually seek to move the workplace to a job that is more comfortable to do next. Therefore the conclusion of career commitment category for Mandailing Batak students is in the medium category. If related to the career journey that has been carried out by the predecessors of the Mandailing Culture community, the majority of the Mandailing community

trades and sometimes opens shops or rice stalls so that many in Medan have rice stalls Mandailing cuisine. However, students still want to find an established job as tangible evidence of the application of their knowledge while in college.

B. Profile of Guidance and Counseling Student Commitments Based on the Toba Batak and Pakpak Batak Subcultures

Furthermore, in Toba Batak culture students, career commitment conditions revealed by indicators of cognitive, affective and motoric abilities of students from Toba Batak cultural backgrounds are included in the moderate category such as Karo and Mandailing Batak but in the Batak Pakpak students the career commitment category is specified in the cognitive indicators of entry medium category and affective and motor indicators are included in both categories. This indicates that the career commitments of students with Toba Batak cultural background have the determination and commitment to maintain the work they have. (Sinaga:1997) For those who have not worked commit to always try to add competence according to the desired field of work so that he has valuable competency capital in the future. When compared with the predecessor of Toba Batak culture, we believe that individuals from the Toba Batak tribe are said to be successful if they already have a permanent job. So many of those who if they work prefer to settle down rather than looking for a new job. From this description, it can be concluded that the career commitment of the Toba Batak Culture is in the medium category.

Furthermore, the condition of Pakpak's Batak cultural career commitment has different results with the previous Batak culture. Pakpak culture has a career commitment result on cognitive indicators in the medium category, but the effective and motor indicators are in a good category. The state of students' cognitive abilities is marked by the contemplation and reverie of individuals from Pakpak Bataks to have a more established job but rarely is realized due to doubts when leaving the old one does not necessarily mean that a new job is obtained as well as the one left so from the affective indicators of Pakpak cultural career commitment better and motorized actions at work always maintain the stability of his work status and display quality work attitudes that lead to positive values for him step by step so that career advancement is more

structured and guaranteed. Therefore, a suitable category for Pakpak Batak cultural career commitments is in good condition.

C. Profile of Guidance and Counseling Student Commitments Based on the Simalungun Batak Subculture

The next career commitment profile for Simalungun Batak culture students is measured by looking at the same indicators namely cognitive, affective and motoric states in addressing the work and career that they will achieve. Students with Simalungun Batak cultural backgrounds are in the high and good category. This is marked by the ability of students to be active in trying and learning to master the conceptual and practical lectures so that the student masters all of what is taught to himself to be applied later in the workforce obtained.

Career commitment is marked by cognitive indicators to see how the individual's thinking, self-reflection about the work to be obtained and what effort should always be done to achieve the plans that have been formulated. The conclusions from the data obtained by Simalungun Batak culture students have career commitments that fall into either category (Sinaga:1997).

Furthermore, based on affective and psychomotor indicators are also included in both categories. This is marked by the results of observing students' work attitudes that are always serious about doing their assignments whether they are lectures, homework assignments or work assignments for students who are already working. This attitude also marks the full activity of students to want and enthusiasm to try to foster self-quality and self-competence before entering the workforce. Furthermore, the student formed himself to be a reliable person in various work situations and challenges.

Individuals from the Simalungun Batak culture are usually taught to work hard and struggle in the beginning so that they can enjoy the results of the struggle later. They believe that the struggle carried out in youth will have a good effect later in old age so that when the physical and mental levels have decreased in quality, they can enjoy the results of that struggle. Every situation that they get is thankful with a high level of happiness and gratitude because the work done is not in vain. Therefore, the data that emerged from the study of specific career commitment profiles in Simalungun Batak culture students are in a good category. The state of

career commitment in the Simalungun Batak culture is at least able to give effect to the career commitments of other Batak cultures or other cultures in Indonesian.

CONCLUSION AND RECOMMENDATION

Self-competence about career commitments that exist in the Batak culture emphasizes that individuals who have or have not worked must have a strong commitment to implement life planning. This will make a positive contribution to anyone who has formulated his future from the competency development process, skills development to the strategy of achieving that job. The work owned by an individual will be used as a career identity that becomes an important aspect of life. Each type of work chosen by students requires specific skills and expertise so that individuals must face any situation faced by individuals to guarantee their future. Individuals who have determined their work will make an action or an appropriate effort in the process of developing competencies and expertise that are required of their job choices.

The competency of career commitments from different cultures shows that each culture provides different views about the achievement of its future. The work and career that will be obtained by each Cross-cultural or intercultural guidance and counseling involve counselors and clients who come from different cultural backgrounds, therefore the counseling process is very vulnerable to cultural biases on the part of the counselor which results in ineffective counseling. Specifically, in the implementation of career counseling, counselors will be more aware of the fundamental differences from the Batak cultural views about their career commitments. To be effective, counselors are required to have cultural sensitivity and break away from cultural biases, understand and be able to appreciate cultural diversity, and have skills that are culturally responsive and know cultural views regarding any aspect of life. Because of the inevitable growth of diversity in today's society, teachers need to be prepared and trained to be competent in culture, to be effectively involved with background differences between all students. The involvement of teachers, especially guidance and counseling teachers and students included in the specialization process requires effective communication and recognition of the various ways in which people understand and interpret cultural differences. This means that it is necessary to integrate intercultural competencies into the education system to reduce this

gap given the importance of the guidance and counseling teacher conducting a specialization process to students to clarify their careers in the future.

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Table 1. Comparison Matrix Theory Of Career Commitment

No.	Dimensi	Reference Source (SR)			Conclusion
		1	2	3	
1.	Definition/ Limitation of Understanding	(Gary J. Blau, 1985) Career commitment is the attitude shown by an individual towards his job or profession.	(Gardner, 1992) Career commitment is the intention of an individual to develop his career which is a meaningful part of the achievement in his life	(Carson & Bedeian, 1994) Career commitment is assumed to think the focus on a profession currently being undertaken and make decisions to behave that lead to career development in that profession	Career commitment is an attitude that is raised by individuals to focus on attitude and behaviour towards work that emphasizes behaviour on career development.
2.	Essence	Focus on the profession	Career Development Intentions	Career Development Decisions	Focus on Career Development Intention Decisions
3.	Aspects	1. Career orientation and direction 2. Individual interest in Employment 3. Work Activities (Blau, Gary, 1988)	1. Leadership; 2. Critical care; 3. Teaching and collaboration; 4. Planning and evaluation; 5. Interpersonal relationships and communication; 6. Professional development. (Gardner, 1992)	1. Cognitive: Career identity: the emotional connection of an individual with his career 2. Affective: Career planning: the individual process determines the needs of career development; 3. Psychomotor: Career resilience measures perseverance in achieving career goals. (Carson & Bedeian, 1994)	1. Cognitive: career identity, individual interest in work, professional development 2. Affective: career planning (career planning), leadership orientation and career direction, planning and evaluation, relationships and interpersonal communication. 3. Psychomotor: career resilience, work activities, critical care, teaching and collaboration
4.	Indicator for every aspect	a.1. Focus on career development a.2. Thinking about ways to improve work quality a.3. Contemplate the development of self skills b.1. Active role in improving the quality of work b.2. Increase self-value to work b.3. Showing evaluation results towards improvement c.1. Doing work according to clear objectives c.2. Follow the direction of work according to the initial decision c.3. Build engagement with work for long-term quality	a.1. Assess yourself according to your maximum role a.2. Produce quality relationships a.3. Concludes the evaluation for the sake of careful future planning a.4. Reconstructing lack of self b.1. Self-respect skills b.2. Prove the development of skills b.3. Improve professionalism themselves c.1. Do learning to the more expert c.2. Build cooperation for quality work c.3. Develop good working relationships with colleagues	a.1. Organizing work sincerely a.2. Maintain work responsibilities a.3. Detecting one's weaknesses with work b.1. Maintain a clear focus on career development b.2. Complete the development of quality work b.3. Organize learning related to skills development c.1. Conduct self-performance evaluation of work c.2. Follow the conditions of work for the quality of work c.3. Manage the quantity and quality of work with the self ability	a.1. Organizing work sincerely and responsibly a.2. Thinking about ways to improve work quality a.3. Detecting one's weaknesses with work b.1. Prove the development of skills b.2. Increase self-value to work b.3. Maintain a clear focus on career development c.1. Build engagement with work for long-term quality c.2. Manage the quantity and quality of work with the self ability c.3. Do learning to the more expert