



STUDENT CAREER ADAPTABILITY PROFILE BASED ON BACKGROUND OF TRIBE

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Abstract: This article aims to describe the career adaptability profile of students of the Faculty of Islamic Religion Ibn Khaldun University. The sample was taken by a purposive sample consisting of Javanese and Sundanese students. The instrument used was a career adaptability questionnaire. Data analysis used descriptive statistical analysis and t-test. The results showed that there was no significant difference between the career adaptability profiles of students with Javanese and Sundanese tribe backgrounds. The results of this study can be used as a basis for developing student career development programs.

Keywords: career, career adaptability, tribe

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INTRODUCTION

Current technological developments affect humans in making career choices. Moreover, currently, Indonesia is in a period of industrial revolution 4.0. Technological advances have made automation possible in almost all fields. New technologies and approaches that combine the physical, digital, and biological worlds will fundamentally change the pattern of human life and interaction (Tjandrawina, 2016). Human career development has started since childhood, including students who are in the early adult development phase (Brown & Lent, 2013). It is further explained that one of the tasks of individual development in this phase is the demand from the environment to work, as a means of earning a living as well as providing social status (B. Hurlock, 2010). The challenges in the world of work today are diverse. The characteristics are increasingly diverse, the emergence of various new professions and even special

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potentials that students need to have when competing in the world of work in the future. Even the World Economic Forum has conveyed several competencies that humans need to be competent in the future (WEForum, 2020). With these challenges in the world of work, it is hoped that individuals will be able to take responsibility for their jobs and careers, be able to build and manage their careers, be willing to constantly learn to be able to adapt to changes and work resilience which is an intrinsic part of the career development process (Surya, 2012).

Many experts view career coverage as broader than just the world of work. Meaningful self-realization that is marked by the existence of self-happiness and the environment that is manifested because of the strength of inner power called career (Supriatna & Budiman, 2009). A career also emphasizes the existence of a person's activity in interpreting the past, present experiences, and future aspirations (Savickas, 1997). A person's life experiences also have an impact on the choice of career to be taken. Therefore, Super considers career more choices to be person-oriented, especially in the current era which is increasingly unpredictable (Zunker, 2006). Career is related to how happy a person feels with his planning in dealing with life.

There are several theories in career development with their own characterized (Kusyadi, 2020). Career maturity is the level at which the individual has mastered the task of his career development, both the components of knowledge and attitudes, which are following the stage of career development (Crites, 1985). Readiness to make career decisions, and individual readiness to make the right choice are part of the career maturity taken by individuals (Sharf, 1992). Super believes that the completion of appropriate tasks at each stage is an indication of vocational maturity (Zunker, 2006). Savickas sees that individuals need to have career adaptability. Career adaptability needs to have four dimensions that need to be mastered, namely concern, control, curiosity, and self-confidence (Savickas, 1997).

The demographic bonus that Indonesia will experience will be at its peak between 2020 and 2030 which will be filled by the productive age (15 to 35 years) comprising 34 percent of all Indonesian people (Moertiningsih, 2010). Career problems are not only experienced by students. Their confusion in making career decisions often starts in high school. Based on a survey of Guidance and Counseling teachers at the high school level in Bogor, there are

several career problems encountered, namely: 1) students' understanding of continuing education after graduation is still limited, 2) students have not been able to understand the type of work that is suitable and appropriate with their abilities, 3) entering a study program that is not their choice, 4) students feel less confident in determining careers with their own abilities (Angelina et al., 2020). Career is still one of the dominant problems experienced by students. Difficulty making decisions often afflicts students. Weak information and knowledge about careers are among several causes that contribute to the difficulty of making decisions for students (Fatimah, 2020). Parental background also affects students in making career decisions (Cahyani & Putranta, 2015). Career problems that a person may also face can be in the form of a more attractive job, low interpersonal skills, job dissatisfaction, and stress (Nathan & Hill, 2006).

Researchers also investigated the role of cultural diversity in shaping one's career beliefs. This cultural diversity includes differences in gender, race, tribe/ethnicity, socioeconomic status, demographic status, and citizenship status (Brown & Lent, 2005). As research shows that family background influences on student decision-making (Schanz, 2013). Based on the investigation, students of the Islamic Faculty of Religion still have difficulties in determining career decisions at the end of their studies. Background The students of the Faculty of Islam consist of two major tribe groups, namely 60% Sundanese and 30% Javanese. Therefore, with the diversity of students' cultural backgrounds, this study aims to reveal the career adaptability profile of students based on Sundanese and Javanese backgrounds who are currently studying at the Faculty of Islam, Ibn Khaldun University, Bogor.

METHOD

This research uses a quantitative approach with a survey method. The study population was the sixth-semester students of the Faculty of Islam, Ibn Khaldun University. Sampling was carried out by *purposive sampling* by limiting students with Javanese and Sundanese tribe backgrounds (Creswell, 2009).

To obtain a student career adaptability profile, a career adaptability questionnaire compiled by Reni Sinta Dewi (Dewi, 2017) has been tested for validity and reliability. This questionnaire consists of four aspects, nine indicators, and forty-five items. This questionnaire was used to reveal the career adaptability profile with a Likert scale with 5 answer choices (1 = very low, 5 =

very strong). The instrument reliability coefficient is 0.987 which is in the very strong category or has very high reliability (Margono, 2004).

In the aspect of concern, it consists of indicators of focus on the future, preparing for what will happen to the future career and the opportunities that exist, and moving forward and preparing for the possibilities that will happen in the future. The aspect of control, consists of indicators of self-discipline, effort, and persistence. For the aspect of curiosity, it is an indicator of imagining oneself in different rules and situations or exploring the possibilities of themselves and different scenarios in the future. For the aspect of confidence, having indicators set goals for reality and success in solving problems and how to overcome obstacles in the future, looking for information about the possibilities that will occur in the future, and exploring options for yourself in the scenario it may be different in the future to build self-confidence and gain aspirations.

The questionnaire was then distributed via *google form* which was distributed to all students of the Islamic Faculty of Religion who were in the sixth semester. The participants according to the research needs totalled 85 people consisting of 40 students with Javanese tribe backgrounds and 45 Sundanese students.

To achieve the first research objective, the data were analyzed using a percentage formula, where the percentage value is the share of the score obtained by the student divided by the ideal score multiplied by 100%. The ideal maximum score is determined from the scoring rubric of each indicator (Margono, 2004). The next stage is to determine the trend of the variables. Categorization was carried out with the degree of tendency of each variable to be formulated into 3 groups based on the average "high" ($\mu + 0.5\sigma \leq X < \mu + 1.5\sigma$); "moderate" ($\mu - 0.5\sigma \leq X < \mu + 0.5\sigma$), "low" ($\mu - 1.5\sigma \leq X < \mu - 0.5\sigma$). As for the second research objective, the data were analyzed using parametric statistical analysis with the t-test. The t-test was conducted to see the possibility of differences in career adaptability profiles of students with different backgrounds (Azwar, 2012).

FINDINGS AND DISCUSSION

A. Career Adaptability Profiles Career

Adaptability profiles were obtained using a career maturity questionnaire from 85 students of the Faculty of Islamic Religion with a total of 40 students from the Javanese tribe and 45 students from the Sundanese tribe.

Table 1. Results of the Categorization of Student Career Adaptability Profiles

Category	Frequency	Percentage
1. High	13	15,29%
2. Medium	72	84,71%
3. Low	0	0%

Based on the data results of the Categorization of Student Career Adaptability Profiles in table 1, it can be seen that the career adaptability profiles of students of the Faculty of Islamic Religion, as many as 15.29% are in the high category and 84.71% are in the medium category. In this study, there were no students who were in the low category.

1. Career Adaptability Profile-Based on Aspects

The Career adaptability instrument reveals four aspects, namely aspects of concern, control, curiosity, and confidence (Figure 1).

In the following findings, it was found that career adaptability profiles are based on career adaptability aspects. On the aspect *concern*, the average score for the aspect of *concern* the Javanese is 3.6, while the Sundanese is 3.5. For the aspect *control*, the scores of students with Javanese and Sundanese tribe backgrounds were the same, namely 3.6. As for the average score for the aspect, the average *curiosity* score for the aspect of *curiosity* students with a Javanese tribe background is 3.7, while students with a Sundanese background are 3.5. Finally, for the aspect of *confidence*, the scores of students with Javanese and Sundanese tribe backgrounds were the same, namely 3.4.

2. Career Adaptability Profile-Based on Indicators

Career adaptability instrument reveals 4 aspects, namely aspects of concern, control, curiosity and confidence along with 9 indicators (Figure 2). In the aspect of concern, it consists of indicators of focus on the future (concern 1), preparing for what will happen to the future career (concern 2) and the opportunities that exist and moving forward and preparing for the possibilities that will occur in the future (concern 3). For the aspect control, it consists of indicators of self-discipline (control 1), effort (control 2), and persistence

(control 3). For the aspect of curiosity, it is an indicator of imagining oneself in different rules and situations or exploring the possibilities of themselves and different scenarios in the future. For the aspect of confidence, having indicators of setting goals for reality and success in solving problems and how to overcome obstacles in the future (confidence 1), looking for information about the possibilities that will occur in the future, and exploring options for yourself in different possible scenarios that occur in the future to build self-confidence and gain aspirations (Confidence 2).

Figure 1. Career Adaptability Profile-Based on Aspects

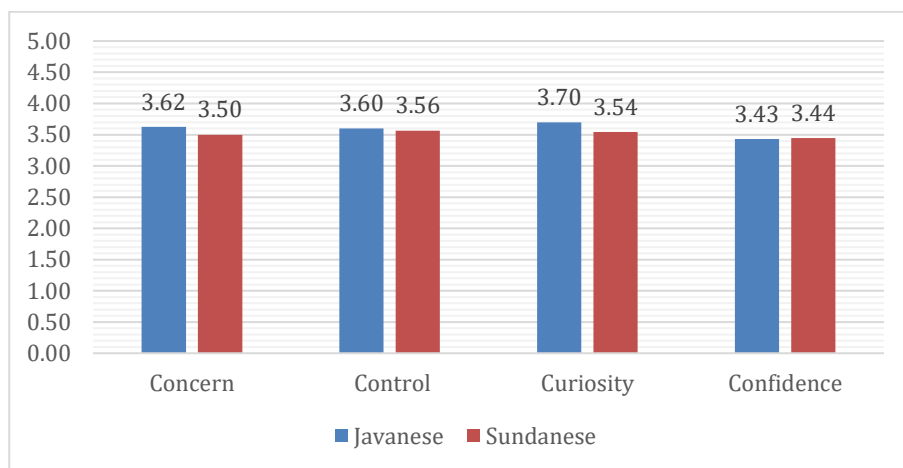
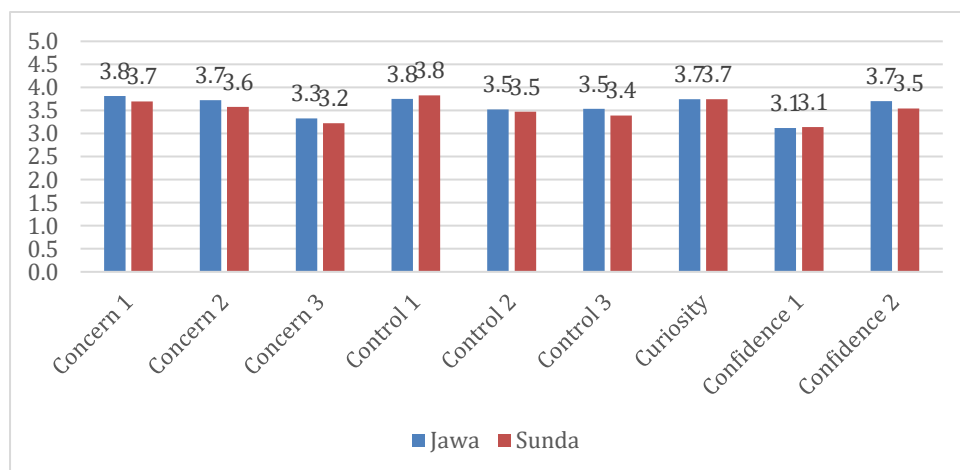


Figure 2. Career Adaptability Profile Based on Indicators



In the aspect *concern*, there are three indicators. The first indicator is a focus on the future, students with a Javanese background have an average score of 3.8 while students with a Sundanese background have an average score of 3.7. The second indicator is preparing for what will happen to future careers and opportunities, students with a Javanese background have an average score of 3.7 while students with a Sundanese background have an average score of 3.6. The third indicator is stepping forward and preparing for what might happen in the future, students with a Javanese background have an average score of 3.3 while students with a Sundanese background have an average score of 3.2.

For the aspect *control*, it consists of indicators of self-discipline, effort, and persistence. The first indicator is self-discipline, students with Javanese and Sundanese backgrounds have the same average score, namely 3.8. The second indicator is effort, students with Javanese and Sundanese backgrounds have the same average score of 3.5. The third indicator is persistence, students with a Javanese background have an average score of 3.5, while students with a Sundanese background have an average score of 3.4.

For the aspect of *curiosity*, it is an indicator of imagining oneself in different rules and situations or exploring the possibilities of themselves and different scenarios in the future. Students with Javanese and Sundanese backgrounds have the same average score, namely 3.7.

For the aspect of *confidence*, it has two indicators. In the first indicator, setting goals for reality and success in solving problems and how to overcome obstacles in the future, students with Javanese and Sundanese backgrounds have the same average score, namely 3.1. The second indicator is looking for information about the possibilities that will occur in the future and exploring options for oneself in different possible scenarios that occur in the future to build self-confidence and get aspirations, students with backgrounds Javanese background has an average score of 3.7 while students with Javanese background have an average score of 3.5.

3. The Result of Different Test Calculation of Career Adaptability Profile

The results of the different tests of the career adaptability indicator used a parametric test with the t-test. The following are the results of the calculation of the difference test:

- a. The results of the t-test in Career Adaptability Profile Based on Tribe Background

Based on the results of existing data processing using SPSS, a score of 0.542 was obtained. Thus, there is no significant difference in career adaptability profiles between students with Javanese and Sundanese tribe backgrounds.

b. The Results of the t-test Based on Career Adaptability Indicator

Based on the results of existing data processing using SPSS, the following scores were obtained in table 2.

Based on the results of existing data processing, there is no significant average difference in the indicators of each aspect of career adaptability. Therefore, there is no significant difference between students with Javanese and Sundanese tribe backgrounds.

Table 2. Results of the t-test for Career Adaptability Indicators

Indicators	Sig. (2-tailed)
Focus on the future	0,403
Preparing for what will happen to the future career and the opportunities that exist	0,219
Moving forward and preparing for what will happen in the future	0,504
Self-discipline	0,590
Effort	0,716
Persistence	0,360
Imagining yourself into different rules and situations or exploring different self-possibilities and scenarios in the future	0,221
Set goals for reality and success in solving problems and how to overcome obstacles in the future.	0,891
Looking for information about the possibilities that will happen in the future and exploring options for oneself in different possible scenarios that happen in the future to build self-confidence and get aspirations.	0,991

B. DISCUSSION

Indonesia has tribe/ethnic diversity that spreads out in each province. Therefore, education does not only accommodate the progress of the times but also provides space for the development of local values and knowledge (Supriatna, 2020). Guidance and Counseling as an integral part of the education system has a contribution to this. Kartadinata revealed that counsellors act as

sociopsychological educators as one of the supporters to teach individuals meaningfully (Kartadinata, 2020).

Bogor is a city located in West Java Province and with the the support of Jakarta, has many tribes living in this city. The three largest tribes in Bogor are Sundanese at 69%, Javanese at 21%, and Betawi at 4% (Bogor, 2021). The Sundanese tribe is a group called the Sundanese which includes genealogy and socio-culture. This relates to people who are born and live and carry out activities related to Sundanese or who live in Tatar Sunda (Harsojo, 1979). The Sundanese tribe spread throughout Indonesia, especially in the West Java area. Some many Sundanese philosophies and proverbs form the basis of Sundanese people in their behaviour which eventually become their characteristics (Hadi, 2019).

The Javanese tribe is one of the many tribes that inhabit the island of Java. This tribe has a lot of uniqueness in its culture, starting from the language, the association with the typical cuisine as well as the unique characteristics attached to it. The Javanese people or tribe groups are the largest tribe group in Indonesia and number around 90 million people. The Javanese people originate from the island of Java and are mainly found in the Provinces of Central Java, East Java, and West Java (Koentjaraningrat, 1994). In the context of this paper, students who come from the Sundanese and Javanese tribes are those who have parents from the Sundanese or Javanese Tribe, they were born, live, and do their own life in the Bogor region.

Career adaptability is defined as the readiness of individuals to complete their professional tasks and takes part in the work they are engaged in, as well as being able to anticipate unexpected situations that may arise as changes in work, working conditions, and education (Savickas & Porfeli, 2012). The essence of career adaptability according to Super is the readiness that individuals have for two things, namely readiness to cope with job changes and work situations (Multon et al., 2007).

Based on the results of the study, the career adaptability profile, most of the students of the Islamic Faculty of Religion were in the medium category, namely as much as 84.71%. The results also showed that there was no significant difference in the career adaptability of students, both those with Sundanese and Javanese tribe backgrounds. Based on the theory of development, in terms of age development, respondents are at a realistic stage. At this stage, students explore by providing an assessment of their work

experiences with actual demands, as a condition for being able to enter the employment field or if they do not work, to continue to college. This period includes children aged 18-24 years or in college or starting work. During this period, occupation of work has experienced a more realistic development. The orientation of interests, capacities, and values that individuals have towards work will be reflected and integrated in a coherent and structured manner in a vocational frame (crystallization of occupational patterns) to select the type of work and/or select colleges following their tentative direction (specifications) (Sharf, 1992).

At the age of 15-24 years, in Super's view, students are at the Exploration stage. At this stage, the individual does a lot of exploration or search for what career is suitable for them. The students are also in the Transitional and Trial Sub-stages, namely from the 18-24 years age range who begin to specialize in job options and apply job choices (Super & Super, 2001).

In the aspect of *concern*, it consists of indicators of focus on the future, preparing for what will happen to the future career and the opportunities that exist and moving forward, and preparing for the possibilities that will happen in the future. In this aspect, students have good scores. As we all understand, at the stage of development of students at their age, students begin to find out additional information to achieve their career goals. A study shows that it is very important for someone to have a *concern* in choosing a career to see better opportunities for them to live (Nawaz & Pangil, 2016). In other studies, value is one of the concerns that are considered in choosing a career (Potgieter et al., 2018).

The Sundanese proverb states that *Tina Peurih Jadi Peurah*. This proverb is legendary among the Sundanese people, which means that hard work will get the best results. In general, parents in ancient times used these words to encourage their children to always be enthusiastic in doing anything, including achieving their dreams (Fachrurroji, 2021).

For the aspect control, it consists of indicators of self-discipline, effort and persistence. A study confirms that having control of goodwill makes it more difficult to let go of the career that has been chosen (Omar & Noordin, 2013). In fact, good characteristics in self, good personality supported by perseverance will make a person more satisfied with his career choice (Guest, 2015). So

persistence, self-discipline, and strong self-motivation to try are important things in carrying out the career that has been chosen.

The Javanese proverb reads *Suku jaja teken janggut*. This proverb means to do something difficult but keep the spirit. In their daily lives, students who come from Javanese backgrounds are diligent even though they appear to be a little slow in reaching the planned career direction (Puspita, 2020). In Javanese tribes, there is also the proverb of *sapa temen bakal tinemu*, which means whoever is *temen* or serious, will *tinemu* or meet. This proverb teaches seriousness. So it is only natural that students with Javanese background will have seriousness in pursuing their careers (Prihatmi, 2003).

In the Sundanese tribe, there are also various kinds of proverbs such as *Cai Karacak Ninggang Batu Laun Laun Jadi Legok*. The meaning of the saying above is that a few water droplets hit a stone, over time they will leave a mark on the stone. This proverb teaches to go ahead with sincerity, perseverance and confidence, because gradually the goal will be results and appear. While working, work with sincerity, so that what is done is visible and the results are visible (Kodariah, 2015). Another proverb also states *Mun Teu Ngoprék Moal Nyapéék, Mun Teu Ngakal Moal Ngakeul, Mun Teu Ngarah Moal Ngarih* which means that if we don't want to struggle, think, innovate, then we will not survive (Kodariah, 2015).

For the aspect of curiosity, it is an indicator of imagining oneself in different rules and situations or exploring the possibilities of themselves and different scenarios in the future. When someone has aspect curiosity a good, he will make innovations to be able to make him persist in the career choices he makes (Çelik et al., 2016). Career curiosity will help students and practitioners to take advantage of technology so that they can work well in the 21st century (Bower & Konwerski, 2017).

In the Javanese tribe, there is a saying that *says ngelmu iku kalakone kanthi laku, lekase lawan kas, tegese kas nyantosani, setya budya pangekese dur angkara*, namely knowledge can be done, using intention, so that it becomes strong, makes sincere efforts and efforts that will defeat evil or despicable act. This shows curiosity/knowledge that exists in students to find out what things will support career achievement (Yunos, 2009). For a long time, many Javanese people have migrated to other areas and have tried to adapt well to their new places (Ningsih, Juniaty; Roslan, Suharty; Anggraini, 2017).

The Sundanese proverb also *Ulah Ngukur Baju Sasereg Awak*. In this proverb, we can learn that we should not judge something and measure it with our views. Since one's views are not infallible or wrong, their views are usually more subjective. So there should be a counterweight, namely in the form of another view, so that our view is more objective (Masduki, 2015). Another Sundanese proverb is *Kudu Bisa Kabulu Kabale*, which means that you must be able to adapt to the environment wherever you are. Sundanese people in general adapt easily because they adhere to this philosophy. They found in Java, Jakarta, Sumatra, Sulawesi, Kalimantan, even in various other countries (Harsojo, 1979).

For the aspect of confidence, having indicators of setting goals for reality and success in solving problems and how to overcome obstacles in the future, looking for information about the possibilities that will occur in the future and exploring options for oneself in the scenario it may be different in the future to build self-confidence and gain aspirations. Students need to realize that trust contributes to success in all aspects of their life such as belief in their potential to achieve an outcome that will contribute to the decisions we make in life including careers. The key to understanding self-confidence lies in understanding what confidence means to us. Self-awareness, past and present successes or failures, trusting abilities, learning to accept praise or criticism, and ultimately practicing resilience should be expressed in faith. Research has reported that the way people see themselves influences the way others perceive them (Patel, 2019). Even self-confidence is one of the keys to success for students in their careers (Paulsen & Betz, 2004). Self-confidence is also one of the predictors of a person's making life decisions such as study programs and careers (Schulz & Thöni, 2016).

There is a Javanese proverb which states *ngundhuh wohing pakarti, memayu hayuning bawana*. It means, everyone will get the consequences of his behaviour. This proverb teaches how we must be responsible for the choices we make (Prihatmi, 2003). Likewise with the saying of *Sacangreud Pageuh Sagolek Pangkek*. This proverb teaches commitment, keeping promises, and being consistent (Masduki, 2015). Another proverb also says *Tarajé Nangeuh Dulang Tinandé* which states an attitude of responsibility towards one's own decisions and choices. This also acts as a warning to be more careful in taking actions or decisions (Masri et al., 2021). Finally, there is a saying that says *Ulah Kumeok Memeh Dipacok* which means don't give up before trying. Everyone

must have a mentality, especially young people. Because success is one of them obtained through hard work. Not giving up with any kind of things, such as continuing to think, not giving up hope and continuing to improve. (Masduki, 2015).

If we examine the career adaptability profile in this study, we find that there is no significant difference between students with Sundanese and Javanese tribe backgrounds. When we look at the aspects of the developmental task and the philosophy of each tribe, it is known that students strive to be able to make career decisions as well as possible.

CONCLUSIONS AND RECOMMENDATIONS

Career adaptability is defined as the readiness of individuals to complete their professional tasks and to take part in the work they are engaged in, as well as being able to anticipate unexpected situations that may arise as changes in employment, working conditions, and education. Therefore, we need to consider 4 (four) aspects of career adaptability, namely concern, control, curiosity, and self-confidence. The results of this study indicate that there is no significant difference in the career adaptability profiles of both Javanese and Sundanese.

Recommendations from the results of this study are that the faculty can collaborate with study programs and Guidance and Counseling laboratories to create career guidance programs so that students can adapt to their career choices. The career guidance program needs to be tiered and sustainable so that students can have good career adaptability so that they can provide the best potential for themselves, their families, the nation, and the country is facing global challenges that will be faced.

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