



## Career Adaptability of Madrasah Ibtidaiyah Teacher Education Students: Problems and Alternative Development

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### Abstract

The goal of this study is to describe the career adaptability profile of the Madrasah Ibtidaiyah Teacher Education students, as well as their developmental issues and alternatives. This is a quantitative study with a population of all the Madrasah Ibtidaiyah Teacher Education students at one of Cirebon City's universities, and a sample size of 70 individuals. Questionnaires and interview guides were utilized as research tools. The research data was then examined utilizing descriptive-analytic approaches, both quantitative and qualitative. The results revealed that the students of the Madrasah Ibtidaiyah Teacher Education had a modest career adaptability score, with a percentage of 47.14 percent. In terms of gender, female students' average career adaptability score was greater than male students' average career adaptability score. Elements of career concern, career curiosity, career self-control, and elements of career contribution are all positive aspects of career adaptability. However, there is still room for improvement in terms of career self-confidence, career collaboration, and professional continuity. Conducting mentorship programs for students in preparing career plans, determining and selecting careers, enhancing the role of academic supervisors, and establishing a student career development center are all options for improving student careers.

Keywords: *career adaptability, alternative career development, students.*

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan secara komprehensif profil adaptabilitas karir mahasiswa Pendidikan Guru Madrasah Ibtidaiyah beserta masalah dan alternatif pengembangannya. Penelitian ini merupakan penelitian kuantitatif dengan populasi seluruh mahasiswa Pendidikan Guru Madrasah Ibtidaiyah di salah satu perguruan tinggi di Kota Cirebon dan sampelnya berjumlah 70 mahasiswa. Instrumen penelitian yang digunakan berupa angket dan pedoman wawancara. Data hasil penelitian kemudian dianalisis menggunakan teknik analisis deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa skor rata-rata adaptabilitas karir mahasiswa Pendidikan Guru Madrasah Ibtidaiyah tergolong sedang, dengan persentase sebesar 47.14%. Ditinjau dari jenis kelamin, skor rata-rata adaptabilitas karir mahasiswa perempuan lebih tinggi dibandingkan skor rata-rata adaptabilitas karir mahasiswa laki-laki. Dari tujuh aspek adaptabilitas karir, aspek kepedulian karir, keingintahuan terhadap karir, pengendalian diri terhadap karir dan aspek kontribusi dalam karir sudah baik. Namun demikian, pada aspek keyakinan diri terhadap karir, kerjasama dalam membangun karir dan keberlanjutan karir masih harus ditingkatkan. Alternatif yang dapat dilakukan dalam mengembangkan karir mahasiswa adalah dengan melakukan program pendampingan kepada mahasiswa dalam menyusun rencana karir, penetapan dan pemilihan karir, peningkatan peran dosen pembimbing akademik, serta pendirian pusat pengembangan karir mahasiswa.

Kata kunci: *adaptabilitas karir, alternatif pengembangan karir, mahasiswa.*

### INTRODUCTION

The birth of the industrial era 4.0 is the impact of the rapid development of technology in various fields of life (Gubler, 2011). In the 4.0-industrial era, the challenge is very complex, one of which is global uncertainty. So that each individual must prepare themselves well in the face of global uncertainty. Every individual must have the ability and sensitivity in facing challenges into opportunities (Muhammad, 2018). Stonehouse & Snowdon (2007) in their research revealed that every individual whose existence wants to stay awake in global competition must prepare mentally, *skills*, and have a competitive).

One of the *skills* that must be possessed to deal with such conditions is the ability to adapt to change. Individuals who can adapt to a job, a career, or profession will awake the continuity of their career (*career sustainable*), to obtain calm, increase, development, and career happiness. According to Pratzner & Ashley (1984), career adaptability is the ability to adapt to job requirements and the ability to change jobs that better suit individual needs. Meanwhile, Rottinghaus, Day & Borgen (2005) defines career adaptability as a tendency that affects the way a person views his or her ability to plan and adjust changing career planning, especially with events that cannot be predicted. It is more firmly stated that career adaptability is an individual's readiness to face obstacles in career transition conditions (Profeli & Savickas, 2012).

People who have career adaptability according to Super (1990) can be seen from five dimensions, namely: (1) *career planning* (the ability to learn from experience and predict the future); (2) *exploration* (ability to search and collect information and ability to interact with the community, school environment, and family members); (3) *information gathering* (the ability to find information about the world of work); (4) *decision making* (the ability to make decisions based on the principles of career decision making); and (5) *reality orientation* (the ability to develop self-awareness and make realistic career choices). Meanwhile, Lent & Brown (2020) identified four dimensions in career adaptability, namely concern about the future, control over their lives, curiosity about work careers, and confidence to build a future and deal with careers (confidence to construct a future and deal with career barriers). The dimension of career adaptability is an indicator to see an individual's ability to face complex career problems. Understanding the dimensions of career adaptability is important for lecturers, especially counselors in dealing with career problems faced by individuals (students). This understanding will at least help solve career problems so that individuals feel confident about living their future lives with mental preparedness (adaptability).

Building a career is building the ability to adapt to the environment, not just a career formation process that occurs internally and automatically from children to adults. According to Swanson & D'Achiardi (2005), individuals who can complete tasks well at every stage of their career development will reach *career maturity*. The more individuals can cope with career development tasks, such as planning for the future, conducting career exploration, obtaining information on the world of work, and having decision-making skills, the more satisfying the individual will be in his career. Thus, their career journey will be well organized until it reaches its peak and feel satisfied with their career journey.

Based on the results of previous studies, the individual's ability to adapt will help him in facing the demands of the world of work and the diverse work environment (Savickas, 2009). Career adaptability also helps individuals to reflect on the main goals in the organization (Savickas, et.al, 2009), well-being, and life satisfaction (Rudolph, Lavigne, & Zacher, 2017; Rossier, Maggiori, & Zimmermann, 2015; Celen-Demirtas, Konstam & Tomek, 2015); (Ryff & Heidrich, 1997), increases academic satisfaction (Duffy, Douglass, & Autin, 2015), job satisfaction (Coetzee & Stoltz, 2015), career satisfaction (Chan, Mai, Kuok, & Kong, 2016), mediates the relationship between job discomfort, work tension and work (Maggiori, Johnston, Krings, Massoudi, & Rossier, 2013) and has a positive impact on career goals and behavior (Soresi, Nota, & Ferrari, 2012).

Individual inability in career adaptability causes difficulties in individual aspects as well as concerning work. Several research results summarized by Symons, Khele, Rogers, Turner,

& Wheeler (2011) show that individuals who do not have career adaptability can have negative consequences, namely *job dissatisfaction* (Davy, Kinicki, & Scheck, 1997), *job insecurity* (Probst, 2005), *excessive workload* (Klehe, Zikic, Van Vianen, & De Pater, (2011), *low job loyalty* (Sverke, Hellgren, & Näswall, 2002; Sverke & Goslinga, 2003), *desire to quit the job* (Davy, Kinicki, & Scheck, 1997; Probst, 2005, Sverke, Hellgren, & Näswall, 2002), *resigned from the organization* (Chan & Mai, 2015), *obtained a low-quality job* (Koen, Klehe, Van Vianen, Zikic, & Nauta, 2010); and *become unemployed* (Pordelan, Abedi, Baghban, & Nilforooshan, 2014).

It is so important that adaptability is for the sustainability of one's work, students who are part of society are expected to have the readiness to adapt to the work environment in which they will work. Describe some of the studies that have been presented, lecturers in higher education need to find out the adaptability of student careers. Lecturers with good knowledge of student career adaptability and intervention are expected to provide the best service for counseling so that students are expected to adapt and have the readiness to enter the world of work with their problems.

What is the profile of the career adaptability of students, especially students of Madrasah Ibtidaiyah Teacher Education, and how to develop student careers is an interesting thing to do research? The interest is for students who already have high adaptability, it is hoped that it will continue to be maintained and improved and that can be carried out *treatments* for students who are not prepared and adapted to their careers. This study aims to describe comprehensively the profile of student career adaptability and its development alternatives in Madrasah Ibtidaiyah Teacher Education students in one of the tertiary institutions in the city of Cirebon.

## **METHODS**

This research is a quantitative study. The population in this study were all students majoring in Madrasah Ibtidaiyah Teacher Education at one of the tertiary institutions in the city of Cirebon. Meanwhile, the sample used in this study were students majoring in Madrasah Ibtidaiyah Teacher Education at a tertiary institution in Cirebon City for the year 2020/2021, totaling 70 students, with 21 male students and 49 female students. The sample was obtained using a random sampling technique.

The instruments used in this study were a career adaptability questionnaire and an interview guide. This questionnaire was compiled regarding the seven dimensions of student career adaptability as formulated by the *development of two additional Icelandic scales* which include the dimensions of care, control, career curiosity, self-confidence, cooperation,

contribution, and sustainability (Einarsdóttir et al., 2015). The questionnaire uses the Icelandic scale. The development of the questionnaire instrument has gone through several test stages, namely the legibility test, judgment expert, scale accuracy test, validity test, and reliability test. While the interview guidelines are used to gather information related to problems and alternatives to student career development.

This research begins with making observations to students majoring in Madrasah Ibtidaiyah Teacher Education who are the research samples. The researcher then identifies the problems obtained from the observations. After identifying the problem, the researcher then focused the problem on the career adaptability profile of students of the Madrasah Ibtidaiyah Teacher Education Department at one of the universities in Cirebon City. Furthermore, the researcher compiled a research instrument in the form of a student career adaptability questionnaire by referring to the dimensions of student career adaptability. The instrument that has been compiled is then tested for legibility by the expert, test the accuracy of the scale, test the validity, and test the reliability. Furthermore, the instruments were distributed to respondents to obtain information related to the career adaptability profiles of Madrasah Ibtidaiyah Teacher Education students. The data from the student career adaptability questionnaire were then analyzed using quantitative and qualitative descriptive analysis. The career adaptability of students is stated to be very high if the score for the student career adaptability is in the interval 227-252, it is high if the score for the student's career adaptability is at the interval 201 - 226, it is moderate category if the score for the student's career adaptability is at the interval 175-200, it is a low category. If the student career adaptability questionnaire score is in the interval 148-174, and the very low category when the score questionnaire adaptability student career is in the interval of 0 - 147.

## RESULTS AND DISCUSSION

### The Profile of Adaptability Career of Teacher Education Elementary School Students

In general, the adaptability profile of the *Madrasah Ibtidaiyah* teacher education student career can be presented in table 1 below.

Table 1. Career Adaptability Profile of the *Madrasah Ibtidaiyah* Teacher Education Students

Category	Frequency	Percentage
High	15	21.43%
Medium	33	47.14%
Low	22	31.43%
Total	70	100%

Based on table 1, it can be seen that the average career adaptability of Madrasah *Ibtidaiyah* Teacher Education students is in the category moderate, namely, as many as 33

students or 47.14%, and 15 students or 21.43% have high career adaptability. However, there are still 22 students, or 31.43% who have low career adaptability. This condition still allows efforts to improve and assure students' confidence in their future careers.

When viewed from the gender of the student, the career adaptability of the Madrasah *Ibtidaiyah* Teacher Education students can be presented in table 2 below.

Table 2. Career Descriptive Statistics of Madrasah *Ibtidaiyah* Teacher Education Students

<b>Statistics</b>	<b>Male</b>	<b>Female</b>
Mean	75.43	80.12
Std. Deviation	22.92	20.82
Variance	4.97	4.36

Table 2 above shows that the average career adaptability score of female students is higher than the average career adaptability score of male students, where the average career adaptability score female students were 80.12 with a standard deviation of 20.82 and the average score for male students' career adaptability was 75.43 with a standard deviation of 22.92.

To see whether there is a significant difference between the career adaptability of male and female students, an independent t-test was conducted as shown in Table 3 below.

Table 3. Calculation Results of the Independent T-Test

<b>Career Adaptability</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>Sig.</b>	<b>P-Value</b>
Male	21	75.43	22.92	0.000	0.762
Female	59	80.12	20.82		

Table 3 shows that the significance value of the independent t-test is 0.000, which means less than 0.05. So it can be concluded that there is a significant difference between the career adaptability of male and female students, with the career adaptability scores of female students being higher than the career adaptability scores of male students.

Then, to see which aspects contribute to the career adaptability of the *Madrasah Ibtidaiyah* Teacher Education students, it can be seen in Table 4 below.

Table. 4. Adaptability Aspect Student Career

<b>Aspect Career</b>	<b>average</b>	<b>Remarks</b>
<i>Concern</i> (Concern)	82%	High
<i>Control</i> (Control)	71%	Average
<i>Curiosity</i> (Curiosity)	88%	
<i>High-Confident</i> (Confidence)	70%	Low
<i>Cooperation</i> (Cooperation)	68%	Low
<i>Contribution</i> (Contribution)	74%	Medium
<i>Continuity</i> (Sustainable)	60%	Low

Based on Table 4, it can be seen that the aspects of the career adaptability of students of the *Madrasah Ibtidaiyah* education have various characteristics and can still be improved for the better. Students have a high attitude of concern for future careers accompanied by high curiosity as well. In the aspect of sustainable careers and cooperation, students still need to be improved to provide confidence for future careers.

### **Analysis of Problems and Alternatives for Student Career Development**

Based on data obtained through questionnaires and interviews with several students and academic supervisors (PA) related to the problems faced by students of the *Madrasah Ibtidaiyah* Teacher Education is one of the universities in Cirebon City related to career problems, there are four, 1) students are not ready to determine their careers after completing college, 2) student career adaptability is still low, 3) academic supervisors (PA) whose attention is more inclined towards academic scores and less concerned about student career development problems, and 4) there is no development center student career on the Campus.

*First*, the problem of students who are not ready to determine their career after finishing college. This is because one of the reasons is because the skills provided are not following the needs in the business world and industry (not *link and match*). In addition, students are only prepared to become workers and not open job opportunities (self-employed/independent businesses) so that when they return to society the graduates do not dare to try to open these job opportunities. Not to mention the high prestige when they have to work not following their fields when they return to their hometowns. As a result, they are unemployed because they cannot find alternative jobs other than according to their field (graduate competency). So to overcome this problem, it is necessary to have a mentoring program in student career orientation, preparation of student career plans, and determination of student career decisions and choices. So it is hoped that after students finish college they can determine their career choices.

*Second*, the problem of student career adaptability is still low. The low adaptability of student careers will result in student readiness for a career after finishing college (in facing the world of work). So that students will tend to sort and choose only the job they like, while the challenges of the world of work are getting tougher and job opportunities are getting narrower. This reality is something that cannot be avoided unless each individual can adapt to prepare the various things needed to deal with it. If you cannot adapt to your career, you will experience obstacles in your career, even if you don't have a career/work and become unemployed. Even more ironic, college graduates who become unemployed, will replicate (bad precedent) in the social order in seeing the meaning of education as a whole. So there

needs to be assistance to students in introducing self-concepts and developing student career adaptability.

*Third*, the problem of Academic Advisors (PA) whose attention is more inclined towards academic scores and less attention to the problems of student career development. As a result, the guidance process that is carried out focuses on problems of academic achievement and obstacles experienced by students. While things that are important to their future, namely careers, are rarely used as material for guidance. Lack of attention to this problem makes students not understand much about career issues for their future, even though information about careers and the provision of knowledge and competencies needed by the world of work should be the right of students and of course, become the duties and responsibilities of Higher Education. Academic supervisors play an active role in providing an understanding of careers so that they have the readiness to face their future careers. Therefore it is necessary to have training or seminars related to the role of academic supervisors in student career development.

*Fourth*, there is no student career development center at IAIN Syekh Nurjati Cirebon. Student career development centers are established in every university, considering that this unit/institution is very important as a place to facilitate students in developing careers for their future. This institution/unit can conduct various kinds of studies, training, mentoring, and guidance for students who need information and clarity on their future careers. The student career development center can make breakthroughs in the form of cooperation and partnerships between universities and the business world and industry as well as holding training for students. Another synergy can be in the form of providing information on the needs of the business world and industry related to the competency needs of the workforce. On this basis, universities can respond by establishing a student career development center and developing a curriculum that suits the needs of the world of work (*link and match*).

The results of the above research indicate that the career adaptability of the *Madrasah Ibtidaiyah* teacher education students is in the medium category. This is because the adaptability of a student's career is influenced by many factors. The results of their research by Patton & Creed (2001) revealed that the factors that influence student career adaptability include gender, age, and work experience. In addition, Hirschi's (2009) research results also reveal that personal and contextual factors also influence the development of career adaptability. Among the personal factors that influence the development of career adaptability are factors emotional, belief incapability personal, and belief in support environmental\_and opportunity.

According to the results of research by Bullock-Yowel, Andrews, & Buzzetta (2011), types of personality certain such as openness, conscientiousness, and agreeableness have a positive correlation with adaptability career, while types personality neuroticism has a negative correlation with career adaptability. The results of other studies from Jadidian & Duffy (2012) show that Locus of Control has a positive correlation with adaptability career. It was added that how individuals display supportive relationships, self-esteem, and attitudes positive towards their future careers are strongly influenced by their perception of self-control. Individuals who have better self-control show greater adaptability to the world of work. Likewise, individuals who have high self-efficacy correlate with positive career behavior and career decisions.

Another factor is the social support factor. Social support is a factor that helps individuals build career adaptability. This form of support can be in the form of assistance, advice, parental guidance, and even the role of peers. A study reported by Dahling & Thompson (2010) shows that support peer together with parents, financial status, and the job market contributes to career choice and self-efficacy in individuals, especially adolescents. Likewise, the relationship between parents and children is an important aspect of the family. The pattern of relationships in the family can show how much expectations parents have of their children, especially in directing their education. Parents are a place to get direction and information for children to be more confident about choosing their interests and talents for a career particular. Parents can also encourage their children to pursue a career that is of interest to their children. Through advice, discussion, guidance, and modeling, parents can become a source of significant information for their children.

Social support Parents in terms of improving adaptability career appears to be more emphasized on providing opportunities for children to make their own choices based on self-understanding of a positive environment. Qualities such as never giving up, being willing to try, and wanting to always look for new useful things will make his resilience in the face of change will be even greater. Likewise, the social support of significant teachers/lecturers also has a role in influencing adaptability career. Now, many higher education institutions are starting to provide education outside the main subjects related to majors in the world of lectures and career alternatives related to that major. In general, this can equip students with knowledge about the things they are interested in and everything that is needed to achieve the desired career. It is recognized that the differences in educational institutions that individuals participate in have an important role in building career adaptability (Patton & Lokan, 2001).

## CONCLUSION

Based on the results and discussion that has been presented, it can be concluded that the career adaptability of *Madrasah Ibtidaiyah* Teacher Education students is in the moderate category. Students' confidence in their careers, student cooperation in building careers, and student career sustainability must be improved so that the adaptability of student careers is better. The mentoring process in preparing career plans and determining student careers must also be carried out by the academic supervisors. In addition, it is hoped that institutions can respond quickly by establishing a student career development center so that student career development programs run effectively and efficiently.

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