

# Shaping Future: Exploring Career Adaptability of Indonesian Students

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## Abstract

In an era of increasingly diverse, fragmented, and global careers, the ability to adapt and navigate one's development in the context of work is crucial. Career adaptability is a psychosocial construct that indicates an individual's readiness and resources to cope with current and future vocational development tasks, job transitions, and personal traumas. The aim of this study is to examine the profile of career adaptability among students in Indonesia across various dimensions. This study employs a descriptive method and a saturated sample of 369 eleventh-grade students. The instrument used is the Career Maturity Inventory from-C (CMI-C) developed by Savickas & Porfeli (2011). The findings reveal (1) 58.5% of the students are in the mature category for career choice readiness, indicating that the students are adaptive in making career decisions and prepared to choose a job, (2) in the dimension of career concern, students are categorized as adaptive, (3) based on the dimensions of career curiosity and career confidence, students are categorized as non-adaptive, (4) based on the career consultation dimension, students are categorized as consultative. This study produces a hypothetical career guidance program to enhance students' career adaptability.

**Keywords:** Career Adaptability; Indonesian Student; Adolescence; Career; Adaptability.

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## INTRODUCTION

In an era marked by increasingly diverse, fragmented, and global careers, the ability to adapt and navigate one's career development within the context of work is critically important (Arthur, 1994; Biemann et al., 2012; Raabe et al., 2007). Previous research indicates that career adaptability is positively associated with career success, job performance evaluations, and well-being (Guan et al., 2013; Koen et al., 2012). Meanwhile, individuals with lower career adaptability may experience career indifference, career indecision, and career inhibition.

Super and Knasel defined the term career adaptation in 1981 as "the readiness of adults to face job changes and work conditions" (Savickas, 1997). Initially, Super (1955) identified maturity as the central process in adolescent career development. However, career maturity proved less relevant in understanding adult career development. Although mostly associated with teenagers and adults, even children envision their future possibilities and see themselves in future roles (Hartung et al., 2008). Throughout their careers, Super and Savickas continuously refined their career development theory, tracing theoretical advancements leading to the formation of career adaptability. Super and Knasel (1981) identified adaptability as the central developmental process for career development (Savickas, 1997). Adaptability, meaning the quality of being able to change without significant difficulty to fit new or altered circumstances, became a more fitting concept than maturity.

Savickas defined career adaptability as "a psychosocial construct that denotes an individual's readiness and resources for coping with current and anticipated vocational development tasks, job transitions, and personal traumas" (Johnston, 2016). Individuals who possess career adaptability are characterized by concern, control, curiosity, confidence, and consultation in their careers, conceptualized as individuals who (a) are attentive to their career future, (b) can control and attempt to prepare for the future, (c) display curiosity by exploring possible selves and future scenarios, and (d) strengthen self-confidence to pursue their aspirations.

Savickas posited four dimensions of career adaptability resources, termed adaptabilities: concern, control, curiosity, and confidence (Savickas, 2012). Concern includes thinking ahead and planning for the future, while control reflects personal responsibility for shaping the future. Curiosity is the exploration of possible selves and various roles, and confidence is the belief that one can implement choices and achieve their goals (Savickas & Porfeli, 2012).

Research on career adaptability has been extensively conducted, especially among high school students, due to their situation of facing career decisions to prepare for the workforce. This aligns with Havighurst's (1953) statement that one of the main concerns of adolescents aged 15-21 is generally focused on planning and preparing for a job (Nugroho, 2009). One developmental task during adolescence, especially in late adolescence, is choosing and beginning to prepare for a career. Individuals aged 18 to 25 are in a period of emerging adulthood, characterized by experimentation and exploration, including career path exploration (Santrock, 2012).

Adolescent cognitive development includes thinking about the future by making plans and exploring various possibilities to achieve it (Syamsu, 2020). Therefore, adolescents must realize that they need to soon choose and prepare for the right career based on their potential and conditions.

Among the many developmental tasks, career-related tasks are numerous, important, and challenging (Hurlock, 1980). This is consistent with data from the Central Statistics Agency (BPS) on unemployment, where in 2020, based on age, the unemployment rate for young people (15-24 years) was the highest compared to other age groups, at 16.28%. Meanwhile, the unemployment rate for the elderly (60 years and above) was the smallest. From an educational perspective, the unemployment rate for Vocational High School (SMK) graduates was still the highest among other education levels (8.49%), while the lowest was for those with primary education or less (2.64%). This data is not significantly different from previous years, where in 2019, Sandiaga Uno (2019) stated, "It is very ironic that SMK students now dominate our unemployment numbers, 61% of our

unemployed are young people. They enter SMK hoping to quickly find jobs." Moreover, the unemployment rate for the age group 15-19 was 26.67% in 2018. Then, for the age group 20-24 years, it was 16.73%. Thus, the total youth unemployment rate in 2018 was 43.4%, while for the age group 25-29 years, it was 6.99%.

These BPS data are supported by statements from the Head of BPS, Suryanto, "If viewed according to the highest level of education, the unemployment rate for Vocational High School (SMK) graduates is 8.92%. The unemployment rate according to education is still high for SMK majors. This number has decreased compared to 2017, but it remains a homework on how the SMK curriculum can respond to the workforce" (Kusuma, 2018). For primary education or less, the number is 2.67%, then junior high school (SMP) 5.18%, university 6.31%, senior high school (SMA) 7.19%, and Diploma I-III at 7.92%. Based on the background of the study, the researcher attempts to uncover the career adaptability of students in Indonesia.

## METHOD

### Design

This study employed a quantitative approach with a descriptive method aimed at understanding the general overview of students' career adaptability (Cresswell, 2013). The data collection technique used was a questionnaire distribution. The type of questionnaire used was closed-ended, which means statements expecting short answers or requiring respondents to choose one of the answer alternatives provided for each statement (Sugiyono, 2012). There were two answer options: agree and disagree.

### Participants

The participants involved in this research were 384 students from Vocational High Schools in Indonesia. The details of the research participants are presented in the following table :

Table 1. Participant Frequency Distribution

No.	Specialization Programme	Male	Female	Total
1	Office Administration Management (Olah Tata Kelola Perkantoran)	45	122	167
2	Online Business & Marketing (Bisnis Daring dan Pemasaran)	33	38	71
3	Multimedia (Multimedia)	48	13	61
4	Automotive Engineering (Teknik Kendaraan Ringan dan Otomotif)	84	1	85
	Total	210	174	384

Table 1 shows that there were 210 (54.6%) male respondents and 174 (45.4%) female respondents. Respondents were divided into four skill competency groups: Office Administration Management with 163 individuals (44.1%), Light Vehicle and Automotive Engineering with 76 individuals (20.5%), Online Business and Marketing with 70 individuals (18.9%), and Multimedia with 60 individuals (16.2%).

### Instrument

The instrument used was the Career Maturity Inventory - C (CMI-C) developed by Savickas (2011). The CMI-C instrument has been modified to fit Indonesian language and culture. CMI-C consists of four dimensions of career adaptability: concern, curiosity, confidence, and consultation, with 24 statement items revealing career adaptability (Savickas & Porfeli, 2011).

### RESULT AND DISCUSSION

The research findings aim to describe the profile of students' career adaptability, which will be discussed based on four dimensions. Based on the results of the questionnaire distribution that was conducted, the profile of the students' career adaptability is as follows:

Table 2. Distribusi Frekuensi Profil Adaptabilitas Karir Siswa

No.	Dimension	Categories			
		Adaptive		Maladaptive	
		F(x)	%	F(x)	%
1	<i>Concern</i>	224	58.3	160	51.7
2	<i>Curiosity</i>	177	46.3	207	53.7
3	<i>Confidence</i>	157	41	227	59
4	<i>Consultation</i>	132	34.4	252	65.6
5	<i>Career Choice Readiness</i>	224	58.5	160	41.5

#### Career Adaptability In Terms Of The Dimension Of Concern

The results showed that the majority of class XI students were in the adaptive category in the career concern dimension. There are 216 people or 58.5% of students in the adaptive category, while 153 people or 41.5% of students are in the non-adaptive category. This means that the majority of learners tend to be able to measure the extent to which they are oriented and involved in the career decision-making process that reflects career optimism. While learners who are in the non-adaptive category tend to have less attention to careers or do not care, this reflects a lack of planning and pessimism about the future (Savickas & Porfeli, 2011). The results of this study are in line with Fatmawiyati (2019) which shows that private vocational students in Malang City have high career adaptability in the attention dimension. High categorization indicates that students are adaptive in career attention. In contrast to the results of research conducted by Winayawati (2017), the career attention of high school students in Garut City is in the non-adaptive category. Differences in career attention in high school and vocational school students indicate differences in the learning process and goals that are passed. This difference is natural considering the differences in goals that have an impact on the learning process, where vocational students are more exposed to the learning process.

Savickas (2011) explains that career attention is basically an orientation to the future, a feeling that it is important for individuals to prepare for tomorrow. Correspondingly, Anderson and Niles (1995) define career attention as attention related to work, job planning, or feelings about a job. Career mindfulness leads individuals to become aware of career development tasks, job transitions to be faced and career choices to be made in the near and distant future (Savickas & Porfeli, 2011). Every individual should be involved in the career decision-making process. The first step in the career decision-making process is to become aware of the options and make a choice in the near future (Savickas & Porfeli, 2011). Individuals may begin by envisioning themselves in the world of work and

envisioning themselves in various occupations. Savickas (2011) developed the CMI-C instrument by including 6 statements to measure the level of adaptation in career attention.

The first statement is "There is no point in deciding on a job when the future is so uncertain". A total of 228 students showed an adaptive response and 141 students showed a non-adaptive response, this shows that the majority of SMK Nuurul Muttaqin students have control and play an active role in planning their future. A more adaptive response to this statement is to disagree. While it is true that individuals cannot be absolutely certain about what tomorrow will bring, at least individuals have control over the future. Therefore it is important to plan for it and take an active role in shaping the future (Savickas & Porfeli, 2011).

The second statement was "I feel less worried about future jobs". A total of 265 learners showed adaptive responses and 104 learners showed non-adaptive responses. The more adaptive response to this statement was disagree. It is important to pay attention and realize the career choices that must be made in the future, so that when the time comes individuals will be ready to make these decisions accompanied by competence and self-confidence (Savickas & Porfeli, 2011). In a study of adolescents in transition, Borgen and Amundson (1995) found that the various concerns felt by adolescents in relation to careers included finances, lack of support, internal attributions of general transition problems, a lack of support, and a lack of confidence (Borgen & Amundson, 1995). In line with this, Michael (2006) conducted a study on 6,481 students in grades 7 junior high school-12 high school regarding adolescents' perceptions of career concerns. In response to the question "What discourages you when thinking about your career?" the majority of high school students' responses fell into the same seven areas, namely (a) training and education issues, (b) security, (c) satisfaction, (d) failure, (e) commitment, (f) wrong job choice, and (g) having to decide (Code, Bernes, Gunn, & Bardick, 2006a).

The third statement was "I rarely think about the job I want to choose". A total of 246 learners showed adaptive responses and 123 learners showed non-adaptive responses. The more adaptive response to this statement was disagree. Individuals cannot make wise decisions without involving a serious thought process. Most individuals do not fall into jobs by chance, but rather plan and prepare themselves to enter the workforce (Savickas & Porfeli, 2011).

The fourth statement is "I do not feel worried about choosing a job until I graduate from this school". A total of 239 learners showed an adaptive response and 130 learners showed a non-adaptive response. The more adaptive response to this statement was disagree. Although it is not wise to choose an occupation too early, individuals should start seriously considering occupational goals while still in school, so that individuals can continue studies that will prepare them to enter an occupation (Savickas & Porfeli, 2011). Some of the students' career concerns related to school include choosing the right skill program and completing school with good enough grades as one of the requirements to enter the next level of education. In addition, finance is also one of the concerns of adolescents, how they adjust the family's financial condition with the school they want (Code et al., 2006a).

The fifth statement is "In terms of choosing a job, sooner or later a time will come". A total of 45 learners showed an adaptive response and 324 learners showed a non-adaptive response, which shows that the majority of learners have not shown good commitment in preparing for their future (Savickas & Porfeli, 2011). This is in line with Michael et al (2006) who explain that learners' concerns about commitment appear to increase in grade 11 and grade 12, with learners citing "having to decide" as a new source

of concern. Learners reported having difficulty with their ability to choose. Committing to the present situation is further complicated by the limited time remaining to decide (Code et al., 2006a).

The sixth statement was "I really can't find a job that interests me". A total of 289 learners showed adaptive responses and 80 learners showed non-adaptive responses. This shows that learners have been actively involved in self-exploration and career choice. The more adaptive response to this statement was disagree. Most people can find some kind of work that they would like to do. If individuals cannot find any job they want, then individuals need to engage in exploring jobs and future possibilities (Savickas & Porfeli, 2011). Michael et al. (2006) explain that questions such as "Do I really want to do this job for the rest of my life?" and "What if I don't like it?" are very common among adolescents in grades 11 & 12 (Code et al., 2006b). This suggests that learners seem to have made up their minds, and have chosen a particular occupation, but are concerned that their choice may potentially be the wrong one.

#### Career Adaptability In Terms Of The Dimension Of Curiosity

The results showed that the majority of grade XI students were in the non-adaptive category in the career curiosity dimension. There are 198 people or 53.7% of students in the non-adaptive category, while 171 people or 46.3% of students are in the adaptive category. This is in line with Winayawati's research (2017) which shows that the career curiosity of high school students in Garut City is in the immature category. In addition, research conducted by Fatmawiyati (2019) shows that private vocational students in Malang City have career curiosity in the moderate category which indicates that students are at the transition stage. This shows that the majority of students tend not to be able to explore the world of work, seek information about jobs and the requirements they need in the future (Savickas & Porfeli, 2011). Lack of career curiosity can cause individuals to have a narrow view of themselves, work, and various job possibilities so that they have a picture of the world of work that does not match reality (Spenner et al., 1986).

The results showed that female students had more career curiosity in the adaptive category compared to men. There are 53 female students and 50 male students in the adaptive category. In addition, there are 117 female students and 149 male students who are in the adaptive category. In addition, there were 117 female and 149 male learners who were in the non-adaptive category. This means that female students tend to have more career curiosity than men. This is in line with McNair & Brown (1994) who explain that female adolescents tend to do more career exploration by establishing closeness compared to men. Women will be able to more easily explore careers of interest, because they tend to interact with many people. This can be an access for individuals who want to explore information about certain careers or education. In contrast to this, Savickas (2011) explained the difference in scores for gender on the curiosity dimension. The total score for males is about 0.30 higher than for females, males seem to be more curious and confident.

Super (1957) suggested that individuals at the age of 14-24 years are in the exploration stage where the main behavior at this stage is career exploration, which is an attempt to obtain information about self and work to make suitable choices in building a career (Spenner et al., 1986). Curiosity is one of the most influential resources in making career choices that support adolescent planning (Zammiti, Magnano, & Santisi, 2020). Although adolescents do not have to make a career choice in the near future, they should begin to be curious about careers to avoid rash choices (Ginevra & Nota, 2018). Curiosity encourages individuals to get to know themselves, know various professions, explore the environment and find points of correspondence between these aspects (Burton & Revell,

2018). The selection of a suitable career is considered to be highly dependent on the extent to which adolescents engage in career exploration (Porfeli & Skorikov, 2010). Career curiosity is therefore an important dimension, as it enables individuals to enter the world of work after careful analysis of attitudes and existing job offers.

Savickas & Proferli (2011) explain that career curiosity is the extent to which an individual explores the world of work, seeking information about jobs and their requirements. Career curiosity leads to information-seeking behavior that includes openness to new experiences, exploration of curiosity, and reflection on the fit between self and the world of work. In line with this, Jordan (1963) explains career exploration is the act of getting to know oneself and the world of work and how the two can interact to obtain the results needed and desired (Porfeli & Skorikov, 2010). Career exploration can result in the specification of occupational alternatives, leading to progress in career planning and reduced career indecision. Greater career indecision tends to lead to more diverse exploration which results in more career options.

Porferli & Skorikov (2010) suggest 2 types of career exploration, namely diverse career exploration and specific career exploration. Diverse career exploration involves extensive learning about the world of work and independent self-understanding. Specific career exploration involves learning about the world of work and the self in an interdependent way to reach a perfected understanding of a career that is realistic and aligned with the self (talents, interests, and values). Diverse career exploration occurs earlier in an individual's career development and results in career aspirations that are glamorous and well-known in society (e.g. professional athletes, actors and musicians), and less aligned with personal characteristics. Specific career exploration, on the other hand, is predicted to result in career aspirations that are less glamorous, generally less visible in society (e.g. accountants, retail sales, and social workers), and more aligned with personal characteristics. Hesitation and sustained diverse career exploration can reinforce each other, resulting in maladaptive behavior during late adolescence and early adulthood. This prompts a more adaptive pattern of focused planning and exploration during the late adolescent period (Patton & Porfeli, 2007; Porfeli, 2008). Individuals can reduce confusion about the career decision-making process by exploring their abilities and interests, along with jobs that match their personality and talents.

Engaging in career exploration means each individual determines (a) what I want and need; (b) which jobs are appealing to me, and (c) what I can offer to the workforce in return for what I want (Porfeli & Skorikov, 2010). In line with this, Savickas & Porfeli (2011) developed the CMI-C instrument, including six statements to measure the level of adaptability in career curiosity. These six statements assess learners' exploration in terms of (1) job requirements; (2) professions they wish to choose; (3) self-understanding of career readiness; (4) supporting education/training; (5) realistic career choice decisions, and (6) the match between job choices and interests, talents, and self-value.

#### Career Adaptability In Terms Of The Dimension Of Confidence

The research results indicate that the majority of student fall into the non-adaptive category in the career confidence dimension. There are 218 students, or 59%, in the non-adaptive category, while 151 students, or 41%, are in the adaptive category. This is consistent with research conducted by Fatmawiyati (2019), which showed that vocational high school students in Malang City have moderate career confidence, indicating that the students are in a transition phase. Additionally, a study by Winayawati (2017) revealed that the career confidence of high school students in Garut City is in the immature category. This means that students categorized as non-adaptive in career confidence tend to lack self-confidence

in handling challenges that may arise when choosing jobs and in developing careers, hesitating to make wise career decisions and realistic job choices (Savickas & Porfeli, 2011).

Gati, Krausz, and Osipow (1996) explained that career decision-making is a process where individuals realize a need to make career decisions, are able to materialize it, and are capable of making the correct decision through the most appropriate process and in alignment with the individual's goals (Gati, Krausz, & Osipow, 1996). Moreover, Savickas & Porfeli (2011) mentioned that career confidence is the extent to which an individual believes in their ability to make wise career decisions and realistic job choices. This underscores the importance of having career confidence in making appropriate career decisions.

Besides career adaptability theory, one of the most visible research areas in career development and counseling is the application of Bandura's (1977) self-efficacy theory, which discusses understanding and handling personal/social problems and career development (Kurniasari, Dariyo, & Idulfilastri, 2018). Bandura (1997) posited that self-efficacy is an individual's belief in their own abilities, influencing how they react to specific situations and conditions. Self-efficacy has an impact on career adaptability (Hirschi, 2009). Research shows that self-efficacy in career decision-making is related to career adaptability, for instance, there are numerous studies explaining that self-efficacy in career decision-making is inversely related to career indecision (Paulsen & Betz, 2004). One of the aspects considered critical for achieving a goal, especially in terms of career, is self-efficacy or self-confidence (Hirschi, 2009; Koen et al., 2012). According to Santrock (Hartono & Gunawan, 2017), self-efficacy is an important factor determining whether adolescents can achieve something, including their career.

Savickas & Porfeli (2011) explain that career confidence is the extent to which individuals anticipate success in solving problems and overcoming challenges in career decision-making and job choices. Career confidence reflects persistent behavior, hard work, and perseverance in achieving a career. Individuals must believe in their ability to handle complex challenges that may arise when choosing jobs and developing careers. Savickas & Porfeli (2011) developed the CMI-C instrument, including six statements to measure the level of adaptability in career confidence.

#### Career Adaptability In Terms Of The Dimension Of Consultation

The research results show that the majority of student fall into the consultative category within the dimension of career consultation. There were 242 students, or 65.5%, in the consultative category, while 127 students, or 34.4%, were in the more consultative category. This is consistent with research conducted by Winayawati (2017), which found that high school students' career consultations in Garut City are in the mature category, indicating that students have engaged in career consultation. Students in the consultative category tend to make their own choices in determining their careers but have the desire and awareness to seek career consultation. Meanwhile, students in the more consultative category have maximized consultation services both at school and in their family environment.

Several articles focusing on career-related issues among teenagers, especially in school/university settings, suggest that teenagers often need help with career decisions (Morgan, 2010). There is concern that teenagers making incorrect subject/career choices might not succeed in their future careers or tertiary studies (Reese & Miller, 2006). In line with this, Nkoane and Alexander highlight that high unemployment due to the lack of career counseling in school settings is a significant issue. The cultural conception of career choice,

namely, tightness versus looseness, follows from socialization practices within a culture (Gelfand, Nishii, & Raver, 2006). Looser cultures allow teenagers more freedom to express themselves and their individual uniqueness in making career choices. Tighter cultures impose more constraints, monitoring, and sanctions on teenagers' career choices. They allow less flexibility, with teenagers' career choices more closely linked to ethnic ownership and family desires.

Consultation is the extent to which an individual seeks advice from others in making career decisions and job choices. The most important advice to seek from others is about how to make wise and realistic choices, not specifically which job you should choose. Some people prefer consulting significant others in their lives, while others prefer making choices independently. There is no one correct way. The CMI-C includes six questions to measure teenagers' preferences regarding consulting about job choices.

The first statement is "Choosing a job is something you do on your own." 26 students were in the consultative category, and 343 students were in the more consultative category, indicating that students choose careers based on their own selves. The more consultative response to this statement disagrees. It might be beneficial to seek advice on making wise decisions and choosing realistic jobs from counselors and career experts. However, the final decision should be entirely up to the individual.

The second statement is "If you are unsure about what you want to do, ask for advice from your parents or friends." 341 students were in the consultative category, and 28 students were in the more consultative category. The more consultative response to this statement agrees. Parents and friends can offer helpful advice, but they might not be aware of which jobs are more suitable. Even with the best intentions, some parents sometimes make inaccurate estimates about their children's abilities and existing job opportunities.

The third statement is "In choosing a career, I will ask others to help." 199 students were in the more consultative category, and 170 students were in the consultative category. The more consultative response to this item agrees. Their advice can provide useful information when considering a career. They might offer suggestions or present opportunities that can be utilized to shape the future.

The fourth statement is "I will choose my career without considering others' feelings." 260 students were in the more consultative category, and 109 students were in the consultative category. The more consultative response to this item disagrees. Parents and friends are usually willing to assist in the career decision-making process. In seeking advice, one can emphasize doubts and needs about how to choose a job. This will help them understand what advice you want and realize that you are not asking them to choose for you.

The fifth statement is "It's important to consult with close friends and get their ideas before making a job choice." 336 students were in the more consultative category, and 33 students were in the consultative category. The more consultative response to this item agrees. Parents often provide helpful information about jobs. You should consider this information in making a job choice. Sometimes, family members might suggest fields of work that are not suitable (Savickas & Porfeli, 2011).

The sixth statement is "In determining career choices, one should consider the thoughts and feelings of family members." 347 students were in the more consultative category, and 22 students were in the consultative category. The more consultative response to this item agrees. Despite differences in how others give advice, you should choose a job you like and believe will be successful.

### Career Adaptability In Terms Of Career Choice Readiness

The study indicates that the majority of eleventh-grade students fall into the mature category in the dimension of career choice readiness. There were 216 individuals, or 58.5% of the students, classified as mature, while 153 students, or 41.5%, were categorized as not mature. This means that the majority of students tend to be ready for career decision-making and prepared to make job choices. This contrasts with the findings of Winayawati (2017), which showed that the career choice readiness of high school students in Garut City was in the not mature category.

Hartung (2008) posited that when career development is viewed as a lifelong process, it must be considered that individuals begin to work before they engage in actual work activities (Hartung et al., 2008). In other words, the phases of childhood and adolescence shape the future of the individual. Thus, it is crucial to enhance the resources needed to face career transitions during adolescence.

Choosing a career is a very important decision for an individual. Given that the decision-making process starts quite early, adolescent decisions are modeled by family influence. Parents who are affectionate, tolerant, and stimulating have a more positive impact on their child's career development, as well as individuals who are more open to consultation, conduct exploration about their career choices.

Throughout the decision-making process, the family is a supporting and stabilizing element for adolescents, as successful career decision-making requires activities such as gathering information about various types of jobs, ensuring the necessary support for exploring interests and potential skills, building professional aspirations, outlining and planning their career choices, and developing a sense of personal efficacy in the chosen profession (Bryant, Zvonkovic, Reynolds, 2006; Paloş & Drobot, 2010).

Regarding the CMI-C instrument, as students' "adaptability" increases, so does their overall readiness to make realistic job choices. Career adaptability, as a set of self-regulation strategies, enables individuals to effectively apply their self-concept in work roles.

### CONCLUSION

Most student fall into the mature category regarding career choice readiness, indicating that they have considered many aspects in deciding their careers. Adaptive learners show concern for their future careers, display curiosity by exploring information about themselves and the chosen career, and strengthen self-confidence to pursue their aspirations. This study contributes to the diversity of adolescent career adaptability profiles, where previous research did not only focus on a specific tendency. Based on the career concern dimension, most learners fall into the adaptive category, meaning they are concerned about their future careers. However, based on the career curiosity and confidence dimensions, most learners are in the non-adaptive category, indicating a tendency not yet capable of exploring the world of work, seeking job information, and showing hesitancy in making career decisions. The lack of curiosity about the working world and lack of confidence in making career choices highlight the importance of career guidance for school counselors to conduct. According to the career consultation dimension, most learners fall into the consultative category, indicating a tendency to make their own choices in determining their careers. However, they already have the desire and awareness to seek career consultation. This potential needs to be developed by school counselors so that learners become more consultative and thus ready to make career decisions. Based on the findings of this study,

a career guidance program is formulated to enhance and optimize the career adaptability of learners. The proposed career guidance program, based on the career adaptability profile of learners, is hypothetically composed of basic services, responsive services, individual planning, and system support.

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