



The Relationship Between Hardiness And Career Adaptability Of Vocational Students

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Abstract

Vocational education is education that prepares students to be able to work in certain situations in certain fields. In line with the goals of vocational education, it places more emphasis on practice, especially career adaptability. However, there are several obstacles related to this ability, including: students do not understand future career decisions, lack confidence in making job decisions according to their talents, one of which is related to career adaptability. This research is correlational research regarding the relationship between hardiness abilities and vocational school students' career adaptability abilities. The sample in the research was simple random sampling, totaling 40 vocational school students. The data collection instrument used the hardiness and career adaptability scale instruments. The research results show that the correlation test between hardiness (X) and career adaptability (Y) is 0.912 with sig. = 0.000 ($p < 0.01$). In conclusion, there is a significant relationship between these two variables. This can be seen in the aspects of control, commitment and challenge. In line with these results, it means that the higher the student's hardiness, the higher their career adaptability will also be. Apart from that, career adaptability and hardiness are able to make individuals develop and control the situations they face.

Keywords: *Vocational Education, Hardiness, Career Adaptability.*

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INTRODUCTION

Currently, developments are taking place quickly. These developments cover various areas of life. One of them is the development of the economic sector. Economic waste results in an increasing need for competent workforce distribution. These conditions encourage the emergence of a form of education that aims to prepare students to enter the world of work, namely vocational education.

This condition encourages the emergence of a form of education that aims to prepare students to enter the world of work, namely vocational education. Vocational education is education that prepares students to be able to work in a certain field (Rohman, 2009). The government itself continues to promote vocational schools as producers of workers who are ready to enter and participate in the world of work through the "Vocational Schools Can!" campaign program. In 2014 the number of vocational schools in Indonesia was 11,726, while the number of high schools was 12,726 (Central Statistics Agency, 2014). This data shows that the number of vocational schools in Indonesia is quite large, although it is still less than the number of high schools.

In line with the aims of vocational education, the education model at Vocational Schools prioritizes practice rather than theory, so it is hoped that after graduating students will be more ready to work and find it easier to find work. However, the National Labor Force Survey (SAKERNAS) shows that the open unemployment rate in February 2015 was actually dominated by vocational school graduates, namely 8.47%, followed by high school graduates at 6.59%, and Diploma I/II/III graduates at 6.17% (East Java Province Central Statistics Agency, 2015). Based on labor force data for August BPS East Java (2020), there was an increase in levels. The slowdown opened from 3.82% to 5.84% or an increase of 2.02% during the COVID19 pandemic. Judging from the education level of the population with semi-poverty status and Unemployed people are still dominated by high school graduates at 15.15% (Robbi, 2022)

From the data presented above, it can be concluded that work readiness is needed for vocational school students before entering the world of work. Apart from hard skills readiness, students must also be equipped with soft skills so that they can easily adapt to the work environment. This also implies that mental readiness is very necessary to be able to have a significant impact on work results and work productivity. In addition, Nelson & Phelps (2010 in Levin, 2015) stated that the greatest progress in work productivity is the result of workers' career adaptability to change.

Career adaptability is an individual's ability to prepare themselves to face predictable or unpredictable tasks. To be able to adapt to the career one is pursuing, the individual must be able to have a self-image which includes: career concerns, regarding the extent to which the individual has prepared for the future; second, career control, namely discipline and individual confidence in being accountable for the decisions they make; third, career curiosity regarding the extent to which individuals seek information about the fields and careers of interest; and fourth is career confidence regarding an individual's confidence and trust in the decisions taken which will later overcome various existing problems (Savickas & Porfeli, 2012).

Based on the results of researchers' interviews with 3 students of SMK N 1 Trucuk on January 1, 2023, various obstacles were found related to career adaptability, including: class

XII students do not yet understand future career decisions, class not confident in making decisions and goals.

This problem phenomenon also affects the world of work, less dynamic conditions require people to be able to survive and adapt. This is closely related to how high the strength to survive in challenging conditions (hardiness). Researchers Suzanne Kobasa and Salvatore Maddi developed a collection of personality characteristics called hardiness (Sarafino & Smith, 2014). Hardiness is a collection of personality characteristics that function as a source of defense when facing stressful life events.

Hardiness is inherent in certain people and functions as a source of defense when facing difficult situation (Yuningsih & Nugraha, 2023). As a source of defense, the personality characteristic of hardiness is really needed by someone, especially in the world of work because the situation is full of pressure, especially in an era full of change like now. Existing research shows that hardiness has a positive impact on a person's career development, such as increasing career decision self-efficacy (Huang, 2015), as well as increasing a person's readiness and self-confidence in entering the world of work (Greenleaf, 2011). Hardiness is also known to be related to career adaptability in call center agents in Africa (Coetzee & Harry, 2015).

The explanations above show that career adaptability and hardiness are very important, especially for class XII vocational school students because career adaptability can help class work that is full of pressure and conditions that change drastically. Thus, this research aims to find out whether there is a relationship between hardiness and career adaptability in class XII vocational school students.

Various problems have been raised by researchers and refer to developing problem phenomena. So in the end the researchers were interested in conducting research related to the relationship between hardiness and career adaptability of students at SMKN 1 Trucuk Klaten.

METHOD

This research method uses quantitative with a correlational design. Correlational research is research that looks at the relationship between a variable or several variables and other variables (Wahyuni & Muktadir, 2017). This research consists of two variables, namely hardiness as the independent variable (X) and career adaptability as the dependent variable (Y). The sampling technique used incidental sampling technique, which is a technique for determining samples by chance and is considered suitable as a data source (Sugiyono, 2017), therefore the 40 class XII students at SMK N 1 Trucuk Klaten. The data collection technique uses psychological scales, namely the hardiness scale and career adaptability scale. The data analysis technique uses the product moment correlation test from Karl Pearson to determine the relationship between hardiness and career adaptability.

Before testing the hypothesis, a descriptive test was first carried out to see the categorization of the hardiness variable and the career adaptability variable. Then, test the one sample Kolmogorov-Smirnov z normality assumption to determine normal data for the hardiness variable and career adaptability variable. Another assumption test carried out was a correlational test to see the relationship between hardiness and career adaptability. Testing of all data was carried out using the IBM SPSS Statistics version 25 for Windows program.

FINDINGS AND DISCUSSION

Normality Test

From the results of the normality test, the significance value for career adaptability, which is the dependent variable, is 0.554. If the normality test $p > 0.05$, it means the data is normally distributed (Arikunto, 2021). Thus, the career adaptability variable is normally distributed because it has a p value > 0.05 . The normal distribution will also help determine the level of normality of hardiness scale data which tends to be central. In statistics, especially probability statistics, normality of data is an important thing that should not be ignored.

Linearity Test

The results of the data distribution appear in the scatter plot graph. The results of data distribution using a scatter plot graph if the value of variable X is followed by an increasingly large value of variable Y means that the relationship between variables. The following are the results of the scatter plot data between career hardiness and adaptability.

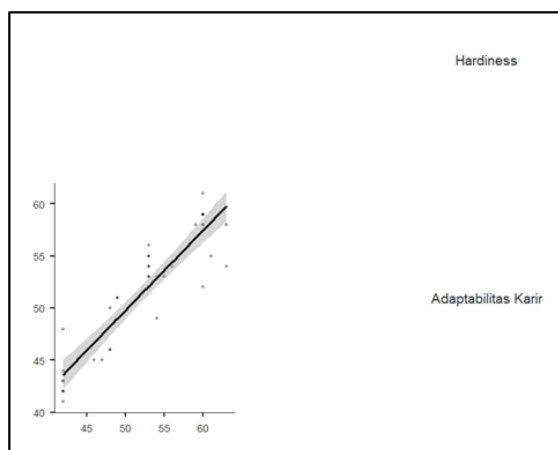


Figure 1. Plotgraph

Based on the results of the scatter plot graph, the distribution of data appears to show that there is a tendency for the value of X to be greater. Where the variable If the data points form a straight line pattern, then the relationship between the two variables is linear (Supranto, 2015). This result can be interpreted as meaning that the relationship between the hardiness variable (X) and the career adaptability variable (Y) is linear.

Correlation Test On Career Hardiness And Adaptability

The hypothesis test in this research was to test the effect of hardiness on career adaptability. From Karl Pearson's product moment correlation test calculation between hardiness (X) and career adaptability (Y) in the table, a Pearson correlation value of 0.912 with sig. = 0.000 ($p < 0.01$). If the correlation test is less than 0.001, then the conclusion is that the relationship between the two variables is statistically significant (Gujarati & Porter, 2009). This shows that there is a significant positive relationship between hardiness and career adaptability in students at SMK Negeri 1 Trucuk. Researchers used Product moment correlation analysis from Karl Pearson:

Table 1. Correlation Analysis

Correlation Matrix		Hardiness	Adaptabilitas Karir
Hardiness	Pearson's r	—	—
	df	—	—
	p-value	—	—
	N	—	—
Adaptabilitas Karir	Pearson's r	0.912***	—
	df	38	—
	p-value	< .001	—
	N	40	—

Note. * p < .05, ** p < .01, *** p < .001

DISCUSSION

The results of the research prove that there is a significant relationship between hardiness and career adaptability in students at SMK Negeri 1 Trucuk. Hardiness becomes a strength in facing difficult situations (Made Mila Rosa Desmayani & Gede Diah Ary Pradnyaswari, 2020). This is in line with research conducted by Fathian (2021) which states that there is a significant positive relationship between hardiness and career adaptability which can make individuals adjust to changes in work life.

Career adaptability allows individuals to adapt in facing tasks. According to Savickas & Profeli (2012), an individual's ability to prepare themselves to adapt in facing a task, both predictable and unpredictable, which can result from changes in working conditions is called career adaptability. Coetzee and Harry (2015) define career adaptability as an individual's resources for managing specific career-related developmental tasks. Career adaptability is closely related to the formation of vocational identity, where graduates can adapt and have various additional skills that make individuals more dynamic in choosing a field of work. Career adaptability is an important factor that influences employee work engagement (Fatmawiyati, 2023). Employees who are adaptive to changes and career challenges tend to be more involved in their work, so that employees can be productive in their work.

An employee who is adaptive to changes and career challenges will tend to be more satisfied with his job. In research conducted by Afan, et al (2023), it shows that career adaptability has a positive influence on job satisfaction of startup employees in Indonesia. Career adaptability is an important construct that can influence various aspects of work life, such as work engagement, job satisfaction, and career success. Therefore, it is important for individuals to develop career adaptability.

One factor that influences career adaptability is hardiness. The research results also prove that hardiness has a close relationship with career adaptability. Students who have hardiness tend to be able to reduce stress. This is in line with research conducted by Maddi & Khoshaba (1994) which shows that hardiness can predict reduced stress and improved physical and mental health in dealing with stress.

In adapting to the world of work, individuals need to maintain good physical and mental health while in the world of work. This is in line with research conducted by Maddi, (Yuningsih & Nugraha, 2023) which shows that hardiness can predict physical and mental well-being. Individuals who have hardiness are characterized by being able to maintain commitment, control and challenges in the world of work. These three characteristics can help

individuals predict long-term physical and mental health. Apart from that, it is supported by research conducted by Dewi & Purwanto (2018) which also says that hardiness can predict good physical and mental health.

Good physical and mental health can make an employee develop. Hardiness enables individuals to face opportunities to learn and develop. In facing opportunities to learn and develop, individuals need to be able to overcome stress and have good psychological well-being. This is in line with research conducted by Demerouti, Bakker, Boumans, Scaufeli, & Hox (2004) that hardiness can moderate the relationship between stress and psychological well-being, so that people who have high hardiness will be better able to deal with stress and have good psychological well-being.

Apart from hardiness being able to make employees develop, hardiness also makes individuals confident that they can control the situation they are facing. Individuals need flexibility to face problems that occur in the world of work. Individuals who have hardiness can increase a person's resilience (Maddi & Khoshaba, 2005).

From the research results which are in accordance with theoretical analysis, it is proven that the high hardiness ability of vocational school students has a significant impact regarding aspects of commitment in choosing a career, apart from that students are also able to control and adapt to their strengths and weaknesses which has a positive impact regarding career adaptability.

In the research process on the relationship between hardiness and career adaptability there are several limitations that cannot be revealed further. one of which is related to the subject's psychological condition. The psychological condition of students will of course influence the results of the data on the personality scale and career adaptability scale. It is possible that the results will be different, even though they are not significant. The results of the research will likely be more significant by adding observation instruments to the research process.

The results of research on the relationship between hardiness and vocational school students' career adaptability provide an overview of the significant relationship between the two variables. In the future, it is hoped that this can become a reference for further research regarding media that can increase career hardiness or adaptability. This assumption aims to increase the work readiness of high school and vocational school students.

CONCLUSION

Vocational education is education that prepares students to be able to work in certain situations in certain fields. In line with the goals of vocational education, the education model at vocational schools emphasizes practice rather than theory. There are various obstacles related to career adaptability, including: class XII students do not understand future career decisions, class XII students are not confident about making job decisions according to their talents and class XII students are not confident in making decisions and goals. This career problem cannot be separated from the lack of resilience in students (hardiness). Vocational school students need to have career adaptability before facing the world of work. In line with the results of this research, there is a positive relationship between hardiness and career adaptability in Class XII vocational school students, which means that the higher the student's hardiness, the higher their career adaptability. In the future, it is hoped that this can become a reference for further research regarding media that can increase career hardiness or

adaptability. This assumption aims to increase the work readiness of high school and vocational school students.

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