CAREER ADAPTABILITY IN ISLAMIC BOARDING SCHOOL CULTURE

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Abstract

The purpose of this study is to describe the career adaptability of students who study in Islamic boarding-based schools (SBP) and the factors that influence it. This research is a type of case study qualitative research. The setting of this study is at Al Umar Magelang IT Junior High School which is an Islamic boarding-based school (SBP). The subject of this study was consisted of five students. Data collection method used in this study was includes interviews, documentation and observation. The validity of the data is by using source triangulation technique and triangulation method.Analysis of the data in this study was using the Miles and Huberman models. The results showed that Islamic Boarding School culture is a factor that influences the formation of career adaptability, in addition to the age factor of students who have no interest in continuing further study in formal education institutions and choosing to study at the Islamic boarding schoolis based on the strong form of absolute adherence to their priest, meaning of life,cultural values that have been adopted in the Islamic boarding school environment.

Keywords: career adaptability, Islamic boarding school, junior high school, culture

1.0 : Introduction

Junior high school students are in the growth phase which includes childhood until the age of 15 years. In this phase the child develops talents, interests, needs and Ginzberg potential(Santrock,2003). Individuals at the junior high school level are in the developmental tasks of adolescents with one of their developmental tasks, namely knowing the abilities, talents, interests and direction of career trends and artistic appreciation (Ministry of Education and Culture, 2013). One of the developmental aspects of junior high school students is career maturity, in this case students have the motivation to prepare themselves in developing knowledge and skills that are in accordance with advanced studies or jobs of interest (Ministry of Education and Culture, 2013). However, there is a condition, where there are some students in Islamic boarding based school who think formal school is not a matter that needs to be prioritized. This condition can add to the number of junior high school graduates who did not continue to secondary school, based on education data for 2016-2017 there were 2.18% or 7,192 students who graduated from junior high school who did not continue to secondary school (Ministry of Education and Culture, 2017). Data in the field showed that there are students who have no interest in continuing to high school.Interview is conducted to studentYN,he was one of the students living in the Islamic boarding school.He revealed that he did not have a plan to continue secondary school such as high school, Islamic senior high school or vocational high school. His plan after graduating from junior high school iscontinuing to the Islamic boarding school with the reason that the afterlife was well prepared. Career adaptability was the ability or preparedness response and coping sources for individuals used to plan, explore and inform decisions about the possibility of a future career. It is not only used in the realm of work, but also in the realm of education. However, not all students have good career adaptability, so that there are many cases for school dropouts, wrong majors, and even failure to achieve goals and so on. The influence of environmental doctrine also contributes to the ability of career adaptability of individuals. Eventually, the students only follow the path of the environment, one of which is the Islamic boarding school. Students in the Islamic boarding school environment are influenced by strong traditions, rigid rules, and solid activities to a different perspective on formal education. Responding to the quality demands of human resources in the era of globalization, students need preparation to adapt to the changes that they will face so that students do not experience obstacles in their career selection. One of the ability that can be used is career adaptability, this ability can help individuals face uncertainty in their careers, Rossier (Ginevra et al., 2018) states that career adaptation enhances the ability of individuals to tolerate, handle

uncertainty and to overcome and regulate the future of education and career. Career adaptability is defined bySavickas(Creed, Fallon, & Hood, 2008) as a readiness to overcome predictable tasks to prepare for and play a role in work, education, and be able to cope with unexpected situations that might appear as changes in work, working conditions and education.The dimensions of career adaptability include caring, controlling, curiosity, and confidence (Saviscas, 1997 in Lent & Brown, 2012). There are six factors that influence career adaptability that is age, gender, work experience, family, educational institutions and socioeconomic status.

Career adaptability is crucial, students need to pay attention to their future, curiousabout the world they experience, confidence in what can be done, and be able to control their future development. For adult workers, they must also be mature enough to create meaning in their work and life. Career adaptability even becomes a more important issue for students and workers to meet the needs of self-realization. (Tien et al, 2012). It is a lifelong process that begins when individuals take education. The results of career adaptation from individuals can be seen from the learning outcomes. If a student has a good performance in the academic field, it will affect the ability to adapt his career (Mulawarman et al, 2016). It can affect the level of academic satisfaction of students, the results of the study indicate that mastering career adaptability makes students feel adaptable in a career so that it can increase the level of academic satisfaction higher because they have a controlled feeling and confidence in career decision making (Duffy et al, 2015).

2.0 : Research Methodology

This study is a qualitative case study research that aims to describe the case of career adaptability of junior high school students in Islamic boarding-based schools. The setting of this study is at Al Umar IT Junior High School Magelang. The subject of this study was consisted of five students with the criteria of a predetermined case. Data collection methods used in this study includes interview, documentation and observation guidelines. The validity of the data is using the source triangulation technique and triangulation method. Analysis of the data in this study is using the Miles and Huberman models.

3.0 : Findings and Discussion

The results of this study were obtained from five data sources thatare one subject and two significant others. Observations and interviews were carried out on subjects YN, FD, SG, FY and HN who were students at grade IX.In addition, this study also obtained data from the interviews

with significant others, namely EY who was the subject Counseling and Guidance teacher, and SC who was the headmaster.

The interviewwith subjects were obtained the results that they were experienced some difficulties in career adaptability. The participants do not want to continue formal schooling but only wish to continue to Islamic boarding shool. There are several participant who have a desire to continue formal education but are opposed by their parents who want their children focus on studying religion. The motivation of the participants to continue their education was low, this was stated with the reason that they were tired of learning and they find it difficult to divide the time between the demands of schools and Islamic boarding school. Factors affecting that condition are come from external and internal.External factors were in the form of culture embraced in the Islamic boarding school, limited information by students, geographical location, community culture, parents' mindset, and lack of career guidance services. Besides, internal factors that influence were in the form of learning motivation, ability to overcome problems, lack of planning, enthusiasm, and subject optimism. Data obtained from the school showed that there are obstacles in providing career services and this is due to low curiosity, low motivation, and enthusiasm or activity of students towards a bright future. Students prioritize the demands of Islamic boarding schools rather than demands from schools. Another factor that influences students' career adaptability in Islamic boarding-based schoolis that there has been no policy synchronization between school and Islamic boarding-based school, which makes it a constraint in the learning process.
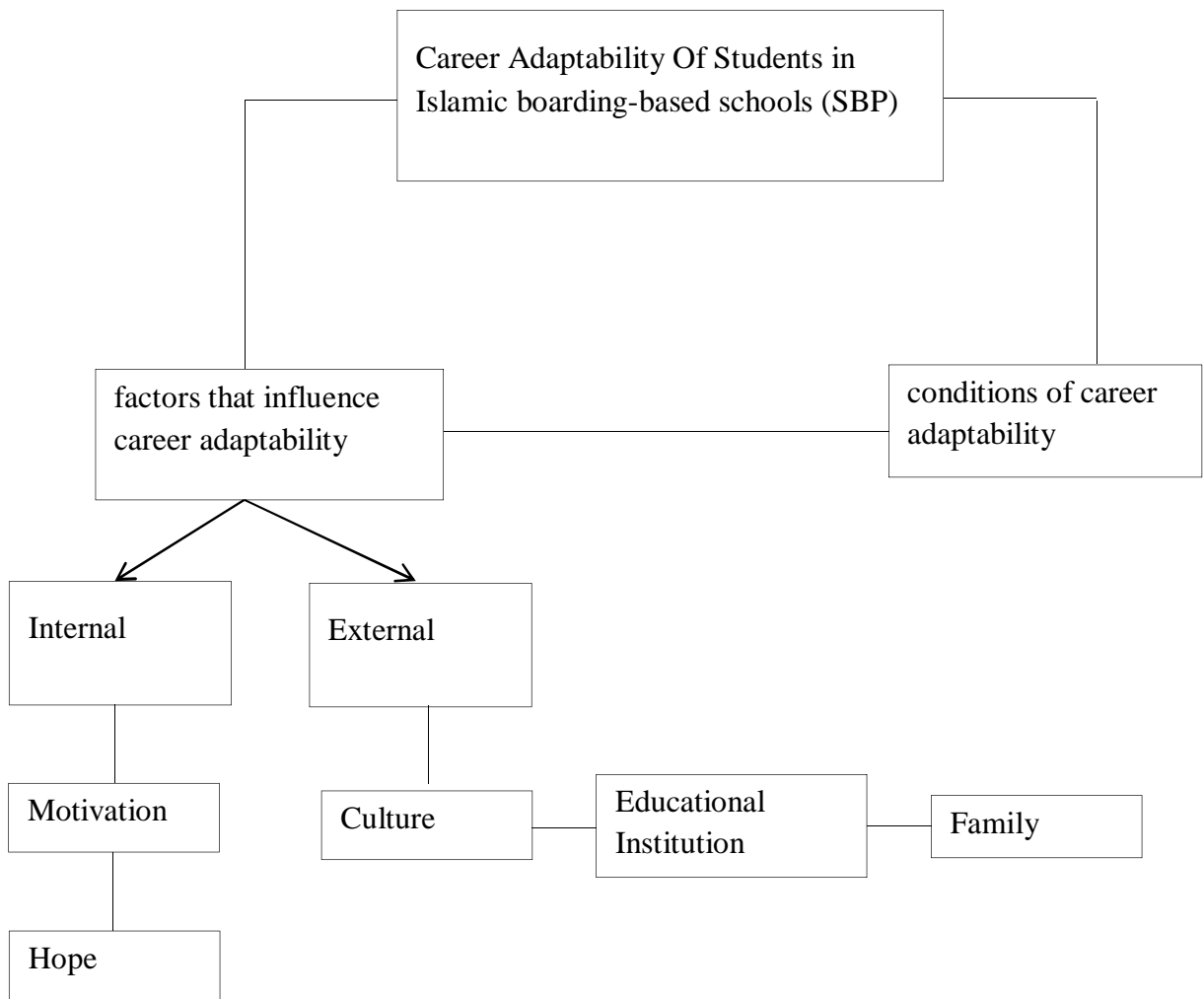
Figure 1. career adaptability scheme in Islamic boarding school

4.0 : Conclusion and Recommendation

Based on the research conducted on students who are in Islamic boarding-based school, it can be concluded that the career adaptability ability of junior high school students in Islamic boarding-based schoolis in unfavorable conditions illustrated from 4 aspects of career adaptability namely career concern, career control, career curiousity, and career confidence. Career care is illustrated by the lack of a clear view of the subject regarding his career aspirations, the lack of desire in developing his talents, and low motivation in undergoing formal education. The lack of career control aspects can be seen from the lack of participantsdiscipline in school activities, frequent violations of the rules, uniform mismatch, postponement of duties, not carrying out the tasks assigned by the teacher, skipping during certain hours, both in school and extra activities, emergence of resignation towards future careers. Aspects of career curiosity are illustrated by the attitude of participants who are reluctant to try new things, apathy towards learning, low enthusiasm for the material presented by the teacher, indifference towards academic responsibility can be seen on the exam there are students who truant, and they were often sleep in class when the teacher teaches. Aspects of career confidence can be seen from the lack of self-confidence of subjects towards their ideals, reluctant to submit opinions, not sure of their ability to emerge with cheating behavior, even when skipping the class there is no attempt to find information on material left behind.

Career adaptability is formed from the influence of culture, teaching patterns, doctrines obtained from the environment. Factors that influence the subject are age, work experience, family, educational institutions, and economic social status. The factor that contributed greatly was the culture at the Islamic boarding school.

5.0 : References

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