# THE CAREER ADAPTABILITY POTENTIAL OF VOCATIONAL HIGH SCHOOL STUDENTS FROM A DIGITAL LITERACY PERSPECTIVE

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**Abstract**

The dynamic career world often creates new career problems, such as today during the industrial revolution 4.0 and society 5.0. Prospective job seekers such as Vocational High School (SMK) students are required to be able to adapt, have the ability to face career challenges in the digitalization period, and achieve success in the school-to-work transition phase. This research aims to examine the adaptability skills of vocational students' careers from a digital literacy perspective. The method in this research utilizes a correlational descriptive quantitative approach using the Career Adaptability Scale (CAAS) instrument developed by Savickas. This study was conducted on 534 students XII and XIII at SMKN 5 Bandung for the 2021-2022 Academic Year. The research findings show that digital literacy ability has a significant positive relationship with students' career adaptability with a correlation coefficient of 0.528, at a moderate level of relationship and the results of the analysis of the coefficient of determination show that digital literacy contributes 27.9% to career adaptability. This proves that digital literacy skills have a relationship and contribute to the potential adaptability of students' careers in facing career challenges in the 4.0 era.

**Keywords:** Career Adaptability, Digital Literacy, Vocational High School Student

## Introduction

A person's career is very important to them. According to Healey (1982), a person's career can begin before work (pre-occupational), continue during work (occupational), or end after work (post-occupational). According to Super's view (Andersen & Vandehey, 2011), A career is a process that lasts a lifetime and follows a pattern or stage from birth to death. Over time, increasingly diverse career challenges like new technologies, international competition, globalization, migration, environmental issues, market shifts, and transnational politics (Luna Scott, 2015). Since January 2016, Indonesia has entered the MEA (Masyarakat Ekonomi ASEAN) era, and globally, we are in the 4.0 and 5.0 society eras, both of which are driven by technological and informational advancements (Ahmadi & Ibda, 2019). As academics and educators, we inevitably have to respond to this phenomenon which of course raises new challenges and problems that must be faced.

A place that helps people get ready for their future careers is called an educational institution. One type of educational institution is vocational education. A type of formal high school known as Sekolah Menengah Kejuruan/Vocational High School (SMK) focuses more on preparing students for employment. According to RI Government Regulation No. 29 of 1990, a vocational high school is a secondary education focused on teaching students how to do specific kinds of work. According to (Pemerintah, 1990), Vocational High School offers educational programs tailored to specific occupations. One of the programs at Vocational High Schools to prepare graduates is the implementation of an Internship or Industrial Work Practice (Prakerin) program, in which Vocational High School Students have the opportunity to study and practice directly in the industry, thus providing a meaningful experience and increasing competence to enter the world of careers in the future. future so that it can assist students in achieving success during the transition from school to work. One of

the Kampus Merdeka programs, the Magang dan Studi Independen Bersertifikat Program (MSIB), was launched in 2020 by the Ministry of Education and Culture to ensure that students acquire the best, most up-to-date, and most cutting-edge competencies necessary to succeed in the world of the future. Unfortunately, however, this program only targets students in tertiary institutions and has not been able to reach SMK students.

According to data from the Central Statistics Agency (Indonesia), there will be 8,746,008 unemployed people in February 2021. Graduates of vocational high schools, at 2,089,137, are one of the main causes of the high unemployment rate., contributing 23.88%. (Badan Pusat Statistik, 2021a). A national labor force survey based on data from the Badan Pusat Statistik shows that SMK graduates account for the majority of the open unemployment rate for the 2019-2021 education level, and that this percentage will continue to rise from 2019 to 2021 (Badan Pusat Statistik, 2021b). According to a preliminary study of students at SMKN 5 Bandung, there are still final-year students who do not have a career plan, after graduating from Vocational High School, some students are not ready for the workforce., and some students, particularly those who are in line with their majors while at SMK, say they would be willing to be unemployed to find a suitable job. Several students reported experiencing an increase in career-related anxiety. This suggests that students' career development is not optimal.

Many factors lead to high unemployment in Indonesia, such as the inability of individuals to make their education a career direction, the lack of preparation for people to enter the workforce, or the lack of individual knowledge about work that is in accordance with their educational background (Violina, 2017). A large number of unemployed people are the result of career development that is not optimal during adolescence, in addition to the consequences of limited job opportunities and an excessive number of

job seekers. This is consistent with Santrock's belief that adolescents frequently encounter ambiguity, uncertainty, and stress concerning career preparation issues. a lot when it comes to figuring out a career and making decisions (Santrock, 2011). The failure of graduates to get decent jobs will result in feelings of failure in learning, financial losses, loss of time, and also psychological effects, such as decreased self-confidence. Students will not be confused or fail in the workplace if they are prepared to make decisions and advance in line with their career objectives, also known as career adaptability. Students who have career adaptability are better able to manage careers more effectively (Chong & Leong, 2017)

Career adaptability is the primary concept in career preparation. (Hirschi, 2009; Savickas, 1997). Savickas introduced the career adaptability construct as a substitute construct for career maturity. According to Savickas (at Gunawan et al., 2013), career adaptability takes the place of career maturity as the primary guiding principle for career development across a person's lifespan. According to Savickas (2012), career adaptability is a person's ability to participate in his or her work role and cope with predictable tasks. The study's readiness refers to SMK students' career adaptability potential. According to Savickas (2012), career adaptability includes concern, control, curiosity, and confidence among other important dimensions. The four dimensions are career planning, self-exploration and career planning, and decision making (Creed et al., 2009). Career adaptability has been shown to benefit individuals in several ways, including life satisfaction and a sense of power (Hirschi, 2009), vocational commitment, identification with vocational commitment over time, and increased exploration (Negru-Subtirica et al., 2015) realism and stability in career aspirations (Hirschi, 2010), determination of career (Gunkel et al., 2010), career satisfaction (Chan & Mai, 2015), and a desire to become an entrepreneur (Tolentino et al., 2014).

According to Jessie Koen et al.'s (2012) study on career adaptability in adolescents, students can increase their chances of finding a decent job and achieving success during the school-to-work transition phase by practicing career adaptability.

The curiosity dimension in career adaptability refers to individual curiosity about careers, seeking information about careers, and trying new things. (Savickas at Brown & Lent, 2012). According to Super (at Savickas, 2005), a person is said to be mature or ready to make career decisions if the knowledge he has is supported by solid information about work based on the research that has been done. Effective supporting information can minimize student career uncertainty (Hirschi et al., 2015). Currently, digital media is a source of career information that actively provides various types of career information for students (Levine & Aley, 2022). In The 4.0 and the Society of 5.0 eras, the digital platform can be accessed easily with the existence of an internet network and tends to be borderless, so digital literacy skills need to be possessed in facing the digital era. The importance of digital literacy is of course a concern for the government to prepare human resources according to the demands of the times, Pusat Data dan Teknologi Informasi Kemendikbudristek (Pusdatin) in collaboration with Kominfo (BAKTI) to organize Digital Literacy Technical Guidance for Learning Communities on March 28 – 31 2022 in Jakarta. The form of this government program is a form of awareness of the importance of digital literacy for society, especially the younger generation, the hope of the nation. According to Sholikhah's (2020) research, digital literacy skills help students make career decisions, demonstrating the significance of digital literacy for students' ability to adapt and succeed in the phase of adjusting from school to work. Other studies demonstrate a strong connection between career planning and digital literacy (Annisa et al., 2021; Soeprijanto et al., 2022; Toven-Lindsey, 2017). According to The Minister of

Education and Culture Regulation No. 34 of 2018 states that literacy skills through technology in accordance with their expertise is one of the competency standards for SMK graduates.

According to Savickas (Savickas, 2012), the concept of career adaptability can be used in future studies on adolescents. in a world filled with changes in the workplace and the environment. Especially in this era, because career adaptability is a person's ability to be able to deal with changing situations and conditions in the world of work (Ferreira, 2019). Career adaptability is defined by Martin et al. (2021) as a talent that an employee requires to manage psycho-behavioral processes positively in response to shifting, uncertain, or unexpected conditions, such as the quick changes brought on by Industry 4.0. Kim (Ferreira, 2019) confirmed that improving employees' career adaptability abilities is crucial since human capital is the most important resource organizations need to survive and grow in the digital era. Employee contributions will be beneficial to the organization if they can adapt to technological advancement. In this study, the career adaptability potential of students at SMK focuses more on careers to enter the world of work. Specifically, this research will describe the career adaptability potential of SMK students from the perspective of digital literacy.

**Research Methodology**

This study employs a correlational design and a quantitative approach, the descriptive method intends to describe, analyze and take a generalization from the observations of statistical calculations regarding the career adaptability potential of SMK students from the perspective of digital literacy.

This research was conducted on 534 students at SMKN 5 Bandung located on Jl. Bojong Koneng No. 37A, Sukapada, Kec. Cibeunying Kidul, Bandung City, West Java 40191. This research used a questionnaire technique to collect data with saturation sampling.

The digital literacy measuring tool uses instruments adapted from digital literacy competencies from Ganapathy & Kaur (2015); Prayaga (2017); Law et al (2018); Elpira (2018); and Irhandayaningsih (2020). Career Adaptability measuring tool uses the instrument developed by Savickas (Savickas & Porfeli, 2012).

Table 1. Digital literacy variable research

| Competency | Indicator |
|---|---|
| Basic Technology Capability | Connect personal devices to the internet network |
| | Using software to find information |
| Defining and Evaluating Information | Look for relevant information needs |
| | Evaluate Information credibly |
| Ability to communicate through digital technology | Able to communicate through digital media (email, social media, LMS) |
| | Able to be ethical on the internet (netiquette) |
| Content creation in digital format | Able to create digital content through software |

Table 2. Career adaptability variable research

| Dimension | Indicator |
|---|---|
| Concern | Have concerns about the future |
| Control | Have personal control over career goals |
| Curiosity | Demonstrate curiosity by exploring self-possibility and future scenarios |
| Confidence | Strengthen self-confidence to achieve self-aspiration |

Data analysis techniques using Spearman's Rank Correlation Coefficient Analysis (rho). Spearman's Rank correlation coefficient formula is as follows.

$$\rho = 1 - \frac{6 \sum b_i^2}{n(n^2 - 1)}$$

$\varrho$ = Spearman Rank Correlation Coefficient
$b_i$ = Variable Data Ranking
n = Number of Respondents

The coefficient of determination test was carried out to know the percentage of contribution. The formula used is as follows.

$$KD = r^2 \times 100\%$$

KD = Coefficient of Determination

$r^2$ = r square

## Results and Discussion

General Findings

Research on career adaptability of SMK students from a digital literacy perspective on 534 final year students at SMKN 5 Bandung for the 2021/2022 academic year, namely from class XII and XIII of all existing expertise programs at SMKN 5 Bandung.
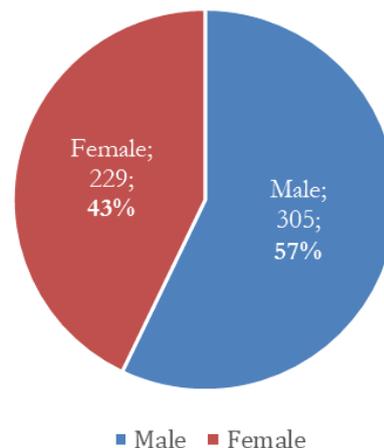


Figure 1.    Student daya by gender

Based on Figures 1 it can be seen that out of 534 students, 305 people or 57.12% were male and 229 people or 42.88% were female. And as additional information, the students who made up the research sample ranged in age from 16 to 19 years old.

Variable Overview

Table 3.  Descriptive statistics of research variables

| Digital Literacy | | | | | |
|---|---|---|---|---|---|
| **N** | **Max. Score** | **Min. Score** | **Mean** | **Median** | **SD** |
| 534 | 110 | 71 | 92,08 | 90 | 8,41 |
| **Career Adaptability** | | | | | |
| **N** | **Max. Score** | **Min. Score** | **Mean** | **Median** | **SD** |
| 534 | 120 | 54 | 93,73 | 95 | 15,24 |

Based on Table 3, the digital literacy score of 534 students found the lowest score, namely with the acquisition of 71 points. The highest score is the acquisition of 110 points. The average score of 534 students is 92.08, so it can be said that the average level of digital literacy among pupils falls within the medium range. The career adaptability of students found the lowest score, namely with the acquisition of 54 points. The biggest score is the acquisition of 120 points. The average score of 534 students is 93.73, so it can be said that the general tendency of participants' career adaptability is in the medium category. Vocational High School Students in grades XII and XIII, already have experience studying in the industry through an internship/Prakerin (Praktik Kerja Industri) program, experience for this situation is an experience that combines parts of the information, perspectives, and abilities that students acquire after carrying out functional work training in the industry, which can greatly determine students' interest in business ventures, because participants in the industrial world can learn to work by themselves, making it possible so they can be independent (Rifaldo & Kurniawan, 2022). SMK students' career adaptability falls into the medium range because internships offer numerous advantages in preparing students for future employment. In accordance with the benefits of Prakerin explained by Wardiman

(at Firdaus, 2012). This is consistent with Luzzo's research (at Patton & Lokan, 2001), which found that people who have worked in fields related to their career interests will have the impression that making career decisions is a continuous process over which they have personal control. Ocampo et al. (2020) in their study provide clear evidence to support the positive and long-lasting effects of internships on career adaptability.

Table 4. Categorization of student responses to the instruments

| Digital Literacy | | | |
|---|---|---|---|
| **Score Range** | **f** | **%** | **Category** |
| 100,49 ≤ x | 105 | 19,66% | High |
| 83,67 ≤ x < 100,49 | 369 | 69,10% | Medium |
| x < 83,67 | 60 | 11,23% | Low |
| **Career Adaptability** | | | |
| **Score Range** | **f** | **%** | **Category** |
| 108,97 ≤ x | 102 | 19,10% | High |
| 78,49 ≤ x < 108,97 | 324 | 60,67% | Medium |
| x < 78,49 | 108 | 20,22% | Low |

Based on Table 4, it was found that the digital literacy of 369 students was at a medium level with a percentage of 69.10% of 534 students. The career adaptability of 324 students is at a medium level with a percentage of 60.67% of 534 students.

Table 5. Students' response by competence and dimensions of the research variables

| Literacy Digital | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competency** | **Item Total** | **Mean** | **SD** | **Category** | | | **f** | | | **%** | | |
| | | | | **H** | **M** | **L** | **H** | **M** | **L** | **H** | **M** | **L** |
| Basic Technology Capability | 6 | 26.10 | 2,68 | >28 | 24 - 28 | <24 | 148 | 332 | 54 | 27,7% | 62.2% | 10,1% |
| Defining and Evaluating Information | 6 | 24,96 | 2,51 | >27 | 23 - 27 | <23 | 98 | 375 | 61 | 18,4% | 70,2% | 11,4% |
| Ability to communicate through digital technology | 6 | 25,87 | 2,52 | >28 | 24 - 28 | <23 | 109 | 361 | 64 | 20,4% | 67,6% | 12.0% |
| Content creation in digital format | 4 | 15,15 | 2,27 | >17 | 13 - 17 | <13 | 64 | 418 | 52 | 12.0% | 78,3% | 9,7% |

| | | | | **Career Adaptability** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Competency | Item Total | Mean | SD | Category | | | f | | | % | | |
| | | | | H | M | L | H | M | L | H | M | L |
| Concern | 6 | 24,67 | 4.10 | >28 | 21 - 28 | <21 | 126 | 316 | 92 | 23,6% | 59.2% | 17,2% |
| Control | 6 | 23,19 | 4,39 | >27 | 20 - 27 | <20 | 110 | 313 | 111 | 20,6% | 58,6% | 20,8% |
| Curiosity | 6 | 23,50 | 4,28 | >27 | 19 - 27 | <19 | 116 | 294 | 124 | 21.7% | 55.1% | 23,2% |
| Confidence | 6 | 22,37 | 4,12 | >26 | 19 - 26 | <19 | 94 | 320 | 120 | 17,6% | 59,9% | 22,5% |

Based on Table 5, the student's digital literacy in the competency of determining and evaluating information and competence in the ability to communicate through digital technology is an aspect that has the highest frequency of students in the low category. This can be interpreted that students are not sufficiently able to find relevant information needs and evaluate credible information and are not sufficiently used to communicating digitally, which in this case is ethical ability on the internet. Students have not been able to place the search for information about careers as a priority at this time. According to The Minister of Education and Culture Regulation No. 34 of 2018 states that literacy skills through technology in accordance with their expertise is one of the competency standards for SMK graduates. So in practice, there is a need for supervision from all parties such as the family, educational institutions, and the government.

Career adaptability of students on the Curiosity and Confidence dimensions is an aspect that has the highest frequency of students in the low category. According to Cabras and Mondo (2018), employees should focus on their career possibilities, strive to take charge of their professional future, show greater interest in potential job options, and work to strengthen the confidence with which they pursue their objectives.

Low career adaptability can result in someone (1) wanting to leave or resign from the organization, (2) getting a low-quality job, and, (3) unemployment (Chan & Mai, 2015; Koen et al., 2010). In addition, Savickas said (Brown & Lent, 2012) students who have low career adaptability are prone to facing career problems and tend to be negligent, doubtful, and unrealistic, which results in inhibiting the achievement of their future careers. It is important for students to have career adaptability, especially for class XII and XIII students. Donald et al, (Santrock, 2011) in their research describing individuals after they left high school it was found that half of them were not systematic and had no direction in exploring and planning their careers.

Correlational Analysis Result

Table 6. Spearman's rank correlation coefficient score

| | | Digital Literacy | Career Adaptability |
|---|---|---|---|
| Digital Literacy | Correlation Coefficient | 1,000 | ,528** |
| | Sig. (2-tailed) | | ,000 |
| | N | 534 | 534 |
| Career Adaptability | Correlation Coefficient | ,528** | 1,000 |
| | Sig. (2-tailed) | ,000 | |
| | N | 534 | 534 |

Spearman's Rank correlation coefficient score from Digital Literacy with Career Adaptability of 0.528. A significance value of 0.000 <0.05 (a) means that the correlation coefficient is stated to be positively significant. According to the findings of the correlation test, the Career Adaptability variable and the Digital Literacy variable have a significant positive relationship.

According to Super (Savickas, 2005), a person is considered mature or prepared to make career selections if the knowledge he possesses is backed by solid data about work based on the research that has been done. Currently, digital media is a source of career information that actively provides various types of career information for students (Levine & Aley, 2022). Through career adaptability, Students' chances of succeeding and finding decent jobs during the transition from school-to-work can be improved (Koen et al., 2012). Digital literacy skills are very useful in the process of increasing the adaptability potential of students' careers even in the low contribution category.

Table 7. Coefficient of determination result (R Square)

| Model | R | R Square | Adjusted R Square | Std. Error the Estimate |
|---|---|---|---|---|
| 1 | ,528* | ,279 | ,277 | 12,95576 |

The coefficient of determination (R Square) is 0.279, and the correlation value (R) is 0.528. This indicates that Career Adaptability (dependent variable) has a low influence of 27.9% on Digital Literacy (independent variable). This contribution can certainly increase the potential for career adaptability. In the scientific dictionary, the potential is defined as strength, ability, ability, power, influence, power, and function (Hamid, 2010). A potential that is properly trained can certainly achieve the expected results. According to Jessie Koen et al.'s (Koen et al., 2012), study on career adaptability in adolescents, by practicing career adaptability, students can improve their chances of landing a good job and succeeding in their endeavors during the transition from school to work. Bergen (at Mardiyati & Yuniawati, 2015) states that the family influences the career development process that affects individuals directly. This can be a consideration for future researchers.

## Conclusion

The study's findings and analysis lead to the conclusion that vocational high school students exhibit medium-level digital literacy skills, and students are still low in the competency aspects of determining and evaluating information. Career adaptability potential is in the moderate category, and students are still low on the curiosity dimension. The results of the correlation analysis show that digital literacy has a significant positive relationship with the career adaptability of students with contributions in the low category, namely 27.9%. These results can be considered by policymakers, and it is hoped that Kemendikbudristek Dikti and Diksi will be able to collaborate with other institutions such as Pusdatin, Kominfo, and Middle School Special Program Implementers in designing a policy and superior programs for Middle School Students in equipping and strengthening literacy skills digital and career adaptability of students as well as continuous monitoring and proper evaluation, because this is one of the skills that must be possessed in facing career challenges in the 4.0 era and society 5.0. so that students can achieve success during the transition from school to work.

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