

## Career Adaptability of PGMI Students: An Analysis of the Literature on Readiness and Career Development in the 21st Century

Fifi Adita Nursida<sup>1</sup>, Mappanyompa<sup>2</sup>, Aqodiah<sup>3</sup>

<sup>1,2,3</sup>Fakultas Agama Islam, Universitas Muhammadiyah Mataram, Indonesia

[fifiadita024@gmail.com](mailto:fifiadita024@gmail.com)<sup>1</sup>

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**Abstract:** This study aims to analyze the career adaptability of Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program students through an integrative literature review approach in the context of career readiness and development in the 21st century. Career adaptability, which includes the dimensions of concern, control, curiosity, and confidence, is an important indicator in facing the changing dynamics of the job market. Data were collected from various leading databases such as Google Scholar, Scispace, DOAJ, and Scopus, with the inclusion criteria of relevant 2015-2024 publications available in full text. The synthesized results show that the successful development of career adaptability is influenced by internal factors such as self-efficacy and psychological resilience, as well as external factors such as social support and institutional strategies. This study emphasizes the importance of a holistic approach that integrates 21st century skills training, Islamic values, and needs-based career guidance for PGMI students. The findings provide strategic implications for policy and curriculum development in Islamic education. Future research is recommended to develop an Islamic character-based career adaptability intervention model as well as a longitudinal study to evaluate its long-term impact on alumni job readiness.

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**Keywords:** Career Adaptability, PGMI Students, Career Readiness, Career Development, Islamic Education, Integrative Literature Review.

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### A. INTRODUCTION

Career adaptability is the capacity of individuals to face and manage changes and challenges in their career journey, especially in the context of the transition from education to the world of work. This concept includes four main dimensions: concern (attention to the future career), control (control over career decisions), curiosity (curiosity about various career options), and confidence (confidence in facing career challenges) (Savickas & Porfeli, 2012). In the context of teacher education, especially Madrasah Ibtidaiyah Teacher Education (PGMI) students, career adaptability is crucial considering the dynamics of the world of education that continue to develop and demand flexibility and readiness in the face of change. Research shows that individuals with high levels of career adaptability tend to be better prepared for career transitions and have better job prospects (Koen et al., 2012).

Research by Nugroho and Fajrianthi (2021) at the Faculty of Psychology, Airlangga University found that career adaptability has a positive and significant influence on the perception of work readiness of final year students. Similarly, a study by Putri et al. (2023) at

Universitas Mercubuana Yogyakarta showed that there is a strong relationship between career adaptability and work readiness in final year students, with a correlation coefficient of 0.726 ( $p < 0.01$ ).

Several factors have been identified as influencing students' career adaptability. Ningrum et al. (2021) highlighted the role of emotional intelligence and parental career fit in improving college students' career adaptability. Agustini (2021) through his literature review confirmed that personality, emotional intelligence, and work values contribute significantly to career adaptability. In addition, Dharmadhyaksa and Sami'an (2024) found that peer support and occupational identity play an important role in shaping career adaptability in new graduates.

In the context of PGMI students, career adaptability becomes even more important given the unique challenges they face, such as curriculum changes, evolving educational technology, and the need to integrate Islamic values in teaching. However, specific research on career adaptability in PGMI students is still limited. Studies by Nugroho and Fajrianthi (2021) and Putri et al. (2023) provide general insights, but have not specifically highlighted the needs and challenges faced by PGMI students in developing their career adaptability.

The career readiness of PGMI students depends not only on academic knowledge, but also on their ability to navigate the complex and changing world of work. Research by Pratama and Hadi (2022) shows that students with high levels of hardiness are better able to overcome career challenges. In addition, social support, as found by Dharmadhyaksa and Sami'an (2024), can strengthen career adaptability, which in turn improves students' work readiness. However, further research is needed to understand how these factors interact in the context of PGMI students.

From the above studies, it appears that career adaptability is an important aspect in students' career readiness and development. However, there is a gap in the literature regarding how career adaptability develops especially in PGMI students, who face unique challenges in the world of Islamic education. The novelty of this study lies in its specific focus on PGMI students, considering factors such as Islamic values, educational technology, and curriculum dynamics. The purpose of this study is to analyze the existing literature on career adaptability of PGMI students, identify the factors that influence it, and provide recommendations for program development that can enhance their career readiness and development in the 21st century.

## **B. METHOD**

This study used a library research approach with an integrative literature review method as the main design. This approach allows researchers to systematically identify, evaluate, and synthesize relevant research results to produce a comprehensive understanding of PGMI students' career adaptability in the context of career readiness and development in the 21st century (Torraco, 2005). This type of research is suitable for developing theoretical frameworks and formulating future research directions based on published literature trends.

The data sources in this study were obtained from several leading scientific databases, namely Google Scholar, Scispace, Directory of Open Access Journals (DOAJ), and Scopus. The inclusion criteria of the articles used were: (1) published between 2015 and 2024; (2) addressing the topic of career adaptability, career readiness, or career development in the context of

university students; and (3) available in full-text version. The exclusion criteria included: (1) articles that were only abstracts; (2) not substantially relevant to the focus of PGMI research; and (3) articles in languages other than English or Indonesian. The search process was conducted using keywords such as: “career adaptability”, “career readiness”, “teacher education”, “Islamic education students”, and “PGMI student career development”.

The literature selection procedure was conducted in three stages: the first stage was the initial identification of all search results, then screening based on titles and abstracts, and finally full-text reading to evaluate the relevance and quality of the articles. Articles that met all criteria were then coded using thematic techniques and classified into several categories: career adaptability model, influencing factors, PGMI context, and career development strategies. The classified data were analyzed using a narrative synthesis approach that aims to unify the findings and produce a holistic conceptual understanding (Whittemore & Knafl, 2005).

To maintain validity and reliability in this integrative review process, the researcher used data triangulation techniques through comparison of results from various sources and peer debriefing with experts in the field of PGMI and career development. In addition, the researcher followed the systematic guidelines in the PRISMA flow diagram for the transparency of the study selection process (Moher et al., 2009). With this strategy, it is expected that the synthesis results obtained are not only valid, but also academically accountable.

## **C. RESULTS AND DISCUSSION**

### **1. Dimensions of Career Adaptability and its Relevance for PGMI Students**

The dimension of career adaptability is an important aspect that plays a significant role in the preparation and career development of students, including those enrolled in the Madrasah Ibtidaiyah Teacher Education (PGMI) program. Career adaptability refers to an individual's readiness to face challenges and changes in their career context. Based on Savickas, commonly recognized dimensions of career adaptability include concern (worry about the future), control (control over career decisions), curiosity (curiosity about career paths), and confidence (confidence in facing career challenges) (Stead et al., 2021). These four dimensions are very important for PGMI students, who are faced with the need to adapt to rapid changes in the world of education and work.

Many studies have shown that students need to develop all four dimensions to improve their career adaptability. For example, research by Barita and Sawitri showed that social support from peers was positively correlated with career adaptability, indicating that interpersonal and social environments can improve students' ability to adapt (Barita & Sawitri, 2023). In addition, Ramdhani et al. highlighted that although university students exhibit characteristics of concern, control, curiosity, and confidence, they still require additional guidance to fully reflect these four dimensions in their daily behavior (Ramdhani et al., 2019). This indicates the need for training and development programs to strengthen career adaptability among university students.

In addition, it is important to note that there are other factors that influence students' career adaptability, such as academic motivation and an individual's ability to deal with adversity. Research by Mahmoud and Ramadan showed that there is a positive correlation between adversity and career adaptability among university students (Mahmoud & Ramadan, 2023). In this context, PGMI students who have high levels of self-confidence are more likely to be able to make effective career-related decisions and prepare for future transitions (Lakshmi & Elmartha, 2022). Sense of control has also been shown to play an important role, with a study by Putri et al. showing the significant role of sense of control in enhancing students' career adaptability (Putri et al., 2022).

Integrating these findings, it appears that the development of career adaptability among PGMI students depends not only on individuals' understanding of themselves and the world of work, but also on social support and educational programs that support the development of these skills (Xiao-li et al., 2023). Therefore, educational institutions need to consider implementing programs that can enhance all four dimensions of students' career adaptability, which in turn will prepare them for challenges in an increasingly complex job market.

## **2. Internal and External Factors Affecting Career Adaptability of PGMI Students**

Students' career adaptability, especially for those enrolled in the Madrasah Ibtidaiyah Teacher Education (PGMI) program, is strongly influenced by various internal and external factors. Understanding this dimension is important to facilitate students' career development process to be better prepared to face challenges in the increasingly complex world of work. Internal factors that influence career adaptability include aspects such as self-efficacy, emotion regulation, and basic psychological needs. According to Fadilla and Abdullah, self-efficacy and achievement motivation are key variables that can encourage students to make better career decisions (Fadilla & Abdullah, 2019). In addition, research by Xu et al. shows that the fulfillment of basic psychological needs can significantly predict the development of career adaptability, pointing to the importance of student self-development to achieve career readiness (Xu et al., 2025). In addition to psychological factors, gender, age, and education level also play a role in influencing student adaptability. Particularly in the context of PGMI, students who are aware of their parents' aspirations and expectations are more likely to improve their career adaptability (Intani & Sawitri, 2023).

On the other hand, external factors also have a significant impact on the career adaptability of PGMI students. Social support from family, educational environment, and quality of school life are important elements that influence how students manage and respond to career challenges. Research by Intani and Sawitri showed that social support from teachers and peers can significantly increase students' career adaptability, creating an environment conducive to self-development (Intani & Sawitri, 2023). In addition, other external factors such as family economic conditions and social status have also been shown to influence students' career choices and readiness to face future challenges (Ardiaputra & Sawitri, 2020), (Sulistiyanto & Abdullah, 2023).

Meanwhile, appropriate and relevant educational programs can enhance students' career adaptability. Teychenne et al. in their study underlined the importance of career planning modules integrated in the curriculum to prepare students for the world of work (Teychenne

et al., 2019). This suggests that educational institutions need to pay more attention to curriculum design that contains elements of career adaptability, so that PGMI students can be better prepared and competitive in the job market. By considering these two aspects, strategic steps can be taken to support the development of career adaptability among PGMI students. This includes increasing self-efficacy through training and character development, as well as providing a strong social support network in the educational and family environment. Through this holistic approach, it is expected that PGMI students will be better prepared to adapt to future career dynamics.

### **3. Career Adaptability Development Strategy in the Context of 21st Century PGMI Education**

Career adaptability development strategies in the context of 21st century PGMI (Madrasah Ibtidaiyah Teacher Education) education are very important considering the rapid changes in the world of education and industry needs. Career adaptability can help PGMI students to be better prepared to face various challenges that arise due to technological developments and changing socio-economic dynamics. Here are some strategies that can be applied. Curriculum Integration with 21st Century Skills: One of the main strategies is to integrate 21st century skills into the PGMI curriculum. This includes the development of critical, creative, collaborative and communication skills. Candra mentioned that the development of an educational curriculum that is responsive to change is very important, both through a functional approach and task analysis to create a dynamic and relevant learning atmosphere Candra (2019). A curriculum that is able to answer the needs of society and industry will increase student adaptability.

Active and Innovative Learning Program: The application of active learning methods that involve students in the learning process such as group discussions, case studies, and collaborative projects can increase student engagement and strengthen their career adaptability. Fitri et al. emphasized the importance of involving students in educational organizations and Merdeka Belajar-Kampus Merdeka (MBKM) programs that provide flexibility in learning (Fitri et al., 2024). These activities increase students' awareness and skills related to the world of work.

Networking and Soft Skills Development: Students need to be encouraged to build professional networks and develop interpersonal skills. In this context, Hidayat et al. point out that professional development programs should empower students to be more confident in interacting in the work environment (Hidayat et al., 2022). Through work experience and internships, students can hone their skills in facing challenges in the professional world. Improving Career Guidance Services: The development of comprehensive career guidance services is essential to help students plan their career paths. These services can include career counseling, skills training, and information regarding job opportunities. According to Hamidah et al., the importance of career guidance has a significant impact on students' career decisions and planning (Hamidah et al., 2022). Through a needs-based approach, educational institutions can encourage students to develop clearer career plans. Adaptation to Technological Change: In the digital era, mastery of information and communication

technology is crucial. Suherman et al. underline the importance of innovation in education to equip students with the skills needed in an increasingly technology-driven workforce (Suherman et al., 2023). Educational institutions need to facilitate access to digital learning tools and training to strengthen students' technological capabilities.

Holistic Approach to Self-Development: Paying attention to emotional and social aspects is also an important factor in the development of career adaptability. Sulistiyanto and Abdullah found that social support and emotional intelligence contribute to students' career adaptability, showing the importance of creating a supportive learning environment (Sulistiyanto & Abdullah, 2023). Extracurricular activities and community support can be a space for students to develop themselves and build social skills. By implementing these strategies, it is expected that PGMI students can significantly improve their career adaptability, which in turn will prepare them to contribute effectively in the world of education and society.

#### **D. CONCLUSIONS AND SUGGESTIONS**

The results of the literature review indicate that career adaptability of PGMI students is an important component in preparing them to face the dynamics of the 21st century world of work. The four dimensions of career adaptability-concern, control, curiosity, and confidence-contribute to forming strong career readiness, especially when supported by internal factors such as self-efficacy and psychological resilience, as well as external factors such as social support, educational environment, and institutional programs. For this reason, the development of career adaptability cannot be separated from the active role of educational institutions in organizing training, career guidance, and integration of Islamic values relevant to the PGMI context. With a holistic approach, PGMI students will have better adaptability in facing the complexity and uncertainty of the future job market. Future research studies need to be directed at developing a contextualized Islamic character-based career adaptability intervention model for PGMI students. In addition, longitudinal studies are also important to explore the long-term effects of career development programs on job readiness and professional success of PGMI alumni in the field.

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