

Original Research Article

Artikel Penelitian Orisinal

Protean Career Attitudes and Boundaryless Career Attitudes
Can Predict Subjective Career Success in Teachers
[*Protean Career Attitudes dan Boundaryless Career Attitudes*
Dapat Memprediksi *Subjective Career Success* Dalam Profesi Guru]

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Teachers are foundational, and have great influence in the world of education. In their careers as teachers, these people must no longer care only about their own interests, but must also focus on the progress of the children they teach. The presence of this new concept in their careers can, it is thought, become an indicator for teachers in identifying and evaluating their careers, so that they may achieve career success, using subjective criteria. This study was aimed at understanding the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) regarding the subjective career success of teachers. The approach in the study was a quantitative one, with the number of participants being 320 teachers, living in Java and Kalimantan. The instruments utilized were the Protean Career Attitudes Scale (PCAS), the Boundaryless Career Attitudes Scale (BCAS), and the Subjective Career Success Inventory (SCSI). Multiple regressive linear testing overall, and per dimension, produced scores in which $p < .01$, and indicated the existence of the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) regarding the subjective career success of teachers, as well as the existence of the roles of each dimension of the study variables.

Keywords: protean career attitudes (PCA), boundaryless career attitudes (BCA), subjective career success, teacher

Guru merupakan fondasi yang sangat berpengaruh dalam dunia pendidikan. Dalam karier sebagai guru, seharusnya guru tidak lagi hanya mempedulikan kepentingan untuk dirinya sendiri, namun juga berfokus pada kemajuan anak didik. Keberadaan konsep baru dalam karier diduga dapat menjadi indikator untuk guru dalam mengenali dan mengevaluasi kariernya, sehingga dapat mencapai kesuksesan karier menggunakan kriteria subjektif. Studi ini bertujuan untuk mengetahui peran dari *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* pada guru. Pendekatan dalam studi ini adalah pendekatan kuantitatif dengan jumlah partisipan sebanyak 320 guru yang berdomisili di Jawa dan Kalimantan. Instrumen yang digunakan adalah *Protean Career Attitudes Scale (PCAS)*, *Boundaryless Career Attitudes Scale (BCAS)*, dan *Subjective Career Success Inventory (SCSI)*. Uji regresi linier berganda secara menyeluruh dan per dimensi menghasilkan skor dengan $p < 0,01$, yang menunjukkan adanya peran *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* pada guru, serta adanya peran tiap dimensi dari variabel studi.

Kata kunci: *protean career attitudes (PCA)*, *boundaryless career attitudes (BCA)*, *subjective career success*, guru

Received/Masuk:
21 June/Juni 2022

Accepted/Terima:
28 February/Februari 2023

Published/Terbit:
25 July/Juli 2023

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Teachers are foundational, having great influence in the world of education. The creation of an excellent succeeding generation of the nation, and the progress of the world of education, is not in any way remote from the role of teachers (Adabi & Muchtar, 2017). In the Constitution of the Republic of Indonesia Number 14 Year 2005 Concerning Teachers and Lecturers (Pemerintah Republik Indonesia [The Government of the Republic of Indonesia], 2005) Article 1 Paragraph 1, it is stated that teachers are professional educators whose prime duty is to teach, guide, train, assess, and evaluate people undergoing early childhood education in the course of formal primary and high school education. The number of teachers in Indonesia during the 2022/2023 school year, based upon the statistics obtained from the website of the ministry, was 3,325,201 individuals. (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia [The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia], n.d.). For a large number of individuals, the career of teaching is a unique profession, because it is something they have observed since childhood (Wahono, 2020). Thus, individuals who choose to have careers as teachers will comprehend the pictures of their futures, duties, and what is hoped for from a teacher.

The *Jaringan Pemantau Pendidikan Indonesia (JPPI)* together with Results Internasional, via the National Coordinator of the *Jaringan Pemantau Pendidikan Indonesia (JPPI)* Matraji (2016, as cited in Fadhillah & Aminah, 2017) stated that one of the principle problems in Indonesian education is the low level of teacher quality. Data from 2016, obtained by the United Nations Educational, Scientific and Cultural Organization (UNESCO), in its *Global Education Monitoring (GEM)* report, has stated that the quality of teachers in Indonesia is in the bottom position, that is it holds the 14th position of 14 developing nations (Global Education Monitoring Report Team, 2016; Global Education Monitoring Report Team, 2016, as cited in Yunus, 2019). One thing which causes this low level of teacher quality is the outlook of teachers, who are not certain about their positions regarding their profession (Utami, 2019). The majority of teachers in Indonesia describe their employment as a form of work intended to produce money, and only a few have as the focus of their attention overall, on the advancement and improvement of their students, (Suparno, 2004).

As time passes, the importance of career success is seen not only objectively, but also influencing subjective

Guru merupakan fondasi yang sangat berpengaruh dalam dunia pendidikan. Terciptanya generasi penerus bangsa yang hebat dan majunya dunia pendidikan tidak lepas dari peran guru (Adabi & Muchtar, 2017). Dalam Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen (Pemerintah Republik Indonesia [The Government of the Republic of Indonesia], 2005) Pasal 1 Ayat 1, disebutkan bahwa guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah. Jumlah guru di Indonesia untuk tahun ajaran 2022/2023 berdasarkan data statistik yang didapat dari laman kementerian mencapai 3.325.201 individu (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia [The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia], n.d.). Bagi sebagian besar individu, karir guru menjadi profesi yang unik karena telah menjadi bahan observasi sejak kecil (Wahono, 2020). Dengan demikian, individu yang memilih untuk berkarir sebagai guru akan mengetahui gambaran masa depan, tugas, dan apa yang diharapkan dari seorang guru.

Jaringan Pemantau Pendidikan Indonesia (JPPI) beserta *Result Internasional*, melalui Koordinator Nasional Jaringan Pemantau Pendidikan Indonesia (JPPI) Matraji (2016, sitat dalam Fadhillah & Aminah, 2017) menyatakan bahwa salah satu permasalahan utama dalam pendidikan di Indonesia adalah rendahnya kualitas guru. Data tahun 2016 yang diperoleh oleh *United Nations Educational, Scientific and Cultural Organization (UNESCO)* dalam *Global Education Monitoring (GEM)* menyatakan bahwa kualitas guru di Indonesia masuk ke dalam posisi terakhir, yaitu posisi 14 dari 14 negara berkembang lainnya (Global Education Monitoring Report Team, 2016; Global Education Monitoring Report Team, 2016, sitat dalam Yunus, 2019). Satu hal yang menjadi penyebab rendahnya kualitas guru tersebut adalah dikarenakan sudut pandang guru yang masih belum tepat mengenai profesinya (Utami, 2019). Kebanyakan guru di Indonesia memaknai pekerjaannya sebagai bentuk lapangan kerja untuk menghasilkan uang, dan sedikit guru yang memberi fokus perhatiannya kepada kemajuan dan kebaikan siswa secara menyeluruh (Suparno, 2004).

Seiring berjalannya waktu, pentingnya kesuksesan karir tidak hanya dilihat secara objektif, tetapi juga

matters, such as life meaningfulness. Many individuals believe that career decision making tend to also be affected by the desire to follow the environment's hopes in said individuals (Chasanah & Salim, 2019). Teachers should care not only about their own interests, but should also be focused upon the advancement of the environment, especially related to the children they teach. Because of this, the subjective career success of teachers is an important matter, because it can assist teachers in overcoming problems, and increase teacher satisfaction with their work. This influences teachers to become able to increase the success they obtain subjectively, such as when seeing and knowing that the pupils they teach have become successful individuals (Ingarianti et al., 2020).

Furthermore, Fridayanti (2011) revealed that subjective career success is something which is more important for teachers. Some teachers feel successful although they receive a relatively small wage, because they like their work and hold idealistic values, such as dedication to the field of knowledge in which they are learned. Teachers with these perceptions will be challenged to work on the basis of a psychological need, for instance becoming competent in their fields, and show that their career is something pleasing. With the existence of this psychological need, teachers having subjective career success will have better and more mature career plans and strategies for the future.

Hughes (1958) identified an important construct, i.e., subjective career success, which has been defined in a number of ways by various experts. Heslin (2005) defined subjective career success as the reaction of an individual to the experiences gained through their career path. According to Hughes (1958, as cited in Ingarianti et al., 2020), subjective career success is indicated by the reaction of an individual to their career experiences. Furthermore, according to Shockley et al. (2016), subjective career success is related to the evaluation and experience of an individual in achieving a personally meaningful career, such as work satisfaction, career satisfaction, career commitment, and career success. From these numerous definitions, the conclusion may be made that subjective career success is career satisfaction which has a personal meaning, and that this meaning is obtained from experiences in pursuing the career concerned.

Subjective career success is described as a perception and a feeling from an employee concerning their

mempengaruhi hal subjektif seperti kebermaknaan hidup. Banyak individu menyakini bahwa pengambilan keputusan karir cenderung turut dipengaruhi oleh tujuan untuk menghormati harapan lingkungan atas individu tersebut (Chasanah & Salim, 2019). Seharusnya guru tidak hanya mepedulikan kepentingan untuk dirinya sendiri, namun juga berfokus pada kemajuan lingkungan, terutama hal yang berkaitan dengan anak didiknya. Maka dari itu, *subjective career success* pada guru adalah hal yang penting, karena dapat membantu guru untuk mengatasi permasalahan dan meningkatkan kepuasan guru mengenai pekerjaannya. Hal ini berpengaruh pada guru menjadi mampu menilai kesuksesan yang didapat secara subjektif, seperti ketika melihat dan mengetahui bahwa murid yang diajarinya telah menjadi individu yang berhasil (Ingarianti et al., 2020).

Lebih lanjut, Fridayanti (2011) mengungkapkan bahwa *subjective career success* menjadi hal yang lebih penting bagi guru. Sebagian guru merasa sukses walau memiliki penghasilan yang relatif rendah, karena mereka menyukai pekerjaannya dan memegang nilai idealisme, seperti dedikasi atas ilmu yang dipelajari. Guru dengan persepsi tersebut akan tertantang untuk bekerja atas dasar kebutuhan psikologis, misalnya dengan menjadi kompeten di bidangnya dan menunjukkan bahwa karier adalah sesuatu yang menyenangkan. Dengan adanya kebutuhan psikologis tersebut, guru dengan *subjective career success* akan memiliki perencanaan dan strategi karier masa depan yang semakin baik dan matang.

Hughes (1958) mengidentifikasi sebuah konstruk penting, yaitu *subjective career success*, dan terdapat sejumlah definisi dari berbagai tokoh. Sebagai contoh adalah Heslin (2005), yang mendefinisikan *subjective career success* sebagai reaksi individu atas pengalaman yang dibuat melalui jalur karier. Menurut Hughes (1958, sitat dalam Ingarianti et al., 2020), *subjective career success* ditunjukkan oleh reaksi individu terhadap pengalaman kariernya. Selanjutnya, menurut Shockley et al. (2016), *subjective career success* berkaitan dengan evaluasi dan pengalaman individu untuk mencapai hasil karier yang bermakna secara pribadi, seperti kepuasan kerja, kepuasan karier, komitmen karier, dan kesuksesan karier. Dari sejumlah definisi tersebut dapat ditarik kesimpulan bahwa *subjective career success* adalah kepuasan karier yang memiliki makna secara pribadi, dan makna tersebut didapatkan melalui pengalaman dalam menjalani karier yang bersangkutan.

Subjective career success digambarkan sebagai persepsi dan perasaan karyawan tentang karier

personal career (Ng et al., 2005). This is generally recognized as being career satisfaction (Omondi et al., 2019). The career satisfaction of an individual is determined by the difference between what is hoped for and what is obtained, from work (Tjahjono et al., 2015). An individual having high subjective career success will feel happier, and have a more successful career (Nabi, 1999).

One of the bases for the emergence of a standard for subjective career success is career attitude, which is divided into two types, i.e.: (1) protean career attitudes (PCA); and (2) boundaryless career attitudes (BCA). Indirectly, career attitude is considered to be the principle support which can influence career results, through actual behavior. The concept of protean career attitudes (PCA; Hall, 1996) and boundaryless career attitudes (BCA; Arthur & Rousseau, 1996) emerged as a concept offering an outlook to enable understanding of how an individual might understand their personal career. Preston and Salim (2019) offered a hypothesis that individuals with better career exploration would have more beneficial career effects. This is because such individuals are considered able to manage and be responsible for their own careers better, to the extent that the said individual can determine their own subjective career success.

Previous studies have shown the existence of factors which may influence subjective career success, such as: (1) career commitment (Ekmekçiöglü et al., 2020); (2) self-efficacy (Rigotti et al., 2020); (3) servant leadership (Wang et al., 2019); and (4) organizational support (Lee & Lee, 2019). According to Seibert et al. (1999), subjective career success may also be influenced by protean career attitudes (PCA) and boundaryless career attitudes (BCA). Both of these may become principle supports in subjective career success, because protean career attitudes (PCA) and boundaryless career attitudes (BCA) are included in the internal factors influencing subjective career success (Alonderienė & Šimkevičiūtė, 2018). In this study, more specific discussion was conducted regarding protean career attitudes (PCA) and boundaryless career attitudes (BCA), in relation to the subjective career attitudes of teachers, looking at the contributions of each aspect.

Protean career attitudes (PCA) themselves indicate the way to career success as managed by an individual and not an organization, which is more subjectively understood to take the form of psychological success. (Hall, 2004). An individual with protean career attitudes

pribadinya (Ng et al., 2005). Hal ini umumnya diakui sebagai kepuasan karier (Omondi et al., 2019). Kepuasan karier individu ditentukan oleh perbedaan antara apa yang diharapkan dengan apa yang didapatkan dari sebuah pekerjaan (Tjahjono et al., 2015). Individu yang memiliki *subjective career success* yang tinggi akan merasa lebih bahagia dan memiliki karier yang lebih sukses (Nabi, 1999).

Salah satu dasar munculnya standar *subjective career success* adalah sikap karier, yang terbagi menjadi dua tipe, yaitu: (1) *protean career attitudes (PCA)*; dan (2) *boundaryless career attitudes (BCA)*. Secara tidak langsung, sikap karier dianggap sebagai pendorong utama yang dapat mempengaruhi hasil karier melalui perilaku aktual. Konsep *protean career attitudes (PCA)*; Hall, 1996) dan *boundaryless career attitudes (BCA)*; Arthur & Rousseau, 1996) muncul sebagai konsep yang menawarkan wawasan untuk memahami bagaimana individu dapat mengenali kariernya sendiri. Preston dan Salim (2019) bahkan menawarkan sebuah hipotesis bahwa individu dengan eksplorasi karir yang lebih baik akan memiliki dampak karir yang lebih menguntungkan. Hal ini karena individu tersebut dianggap lebih mampu mengelola dan bertanggungjawab atas kariernya, sehingga individu tersebut dapat menentukan *subjective career success*-nya.

Studi terdahulu menunjukkan adanya faktor yang dapat mempengaruhi *subjective career success*, seperti: (1) *career commitment* (Ekmekçiöglü et al., 2020); (2) *self-efficacy* (Rigotti et al., 2020); (3) *servant leadership* (Wang et al., 2019); dan (4) *organizational support* (Lee & Lee, 2019). Menurut Seibert et al. (1999), *subjective career success* juga dapat dipengaruhi oleh *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)*. Keduanya dapat menjadi pendorong utama dalam *subjective career success* karena *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* masuk dalam faktor internal yang mempengaruhi *subjective career success* (Alonderienė & Šimkevičiūtė, 2018). Dalam studi ini, akan dibahas secara lebih spesifik mengenai *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career attitudes* pada guru, dengan melihat kontribusi di tiap aspek.

Protean career attitudes (PCA) sendiri menunjukkan arah kesuksesan karier yang dikelola oleh individu, dan bukan organisasi, yang dimaknai secara lebih subjektif berupa kesuksesan psikologis (Hall, 2004). Individu dengan *protean career attitudes (PCA)* akan mengarahkan

(PCA) will direct their career by achieving career success through the personal values they hold (Briscoe & Hall, 2006). The context of the orientation of protean career attitudes (PCA) is that the individual is considered responsible for their own career and expertise (Briscoe et al., 2006). Protean career attitudes (PCA) is a mental attitude concerning the career, which represents freedom, self-direction, and the making of choices arising from personal values (Briscoe & Hall, 2006). From this, it may be concluded that protean career attitudes (PCA) are individual attitudes in determining one's own career, without external influences, to achieve success at work, based upon personal values. Career decision making are fully conducted after individuals understand what they want (Chasanah & Salim, 2019).

Protean career attitudes (PCA) have two dimensions, i.e.: (1) value-driven; and (2) self-directed. The value-driven attitudes may be described as just how far internal values facilitate standards and the benchmarks to measure the direction taken in a particular career (Briscoe & Hall, 2006; De Vos & Soens, 2008). The results are that the individual brings their career into line with personal values, and expresses these values through work, in the environment of an organization. Furthermore, self-directed may be defined as the individual having the capability to make individual adaptations for the management of their career.

The term boundaryless career attitudes (BCA) was popularized by Arthur and Rousseau (1996) in their book, "The Boundaryless Career". Boundaryless career attitudes (BCA) are defined as being a chain of work opportunities surpassing the boundaries of the rules of a single employment (DeFillippi & Arthur, 1994). An individual having boundaryless career attitudes (BCA) will choose a number of organizations to increase opportunities in the growth of their career (Sullivan & Arthur, 2006). From this, it may be concluded that boundaryless career attitudes (BCA) are the attitudes of an individual who works for not just one organization, by looking at opportunities from outside that organization, and depends upon their work knowledge and expertise.

Boundaryless career attitudes (BCA) have two dimensions, i.e.: (1) organizational mobility preference; and (2) boundaryless mindset. Organizational mobility preference is the liking of an individual for physical mobility to cross the boundaries of work, profession, organization, and country. Boundaryless mindset

kariernya dalam mencapai kesuksesan karier dengan nilai pribadi yang ada pada diri sendiri (Briscoe & Hall, 2006). Konteks orientasi *protean career attitudes (PCA)* ialah individu dianggap bertanggung jawab atas karier dan keahliannya sendiri (Briscoe et al., 2006). *Protean career attitudes (PCA)* merupakan mentalitas tentang karier yang mewakili kebebasan, pengarahan diri sendiri, dan membuat pilihan yang muncul dari nilai pribadi (Briscoe & Hall, 2006). Maka dari itu, dapat disimpulkan bahwa *protean career attitudes (PCA)* adalah sikap individu dalam menentukan kariernya sendiri tanpa pengaruh dari luar diri, untuk mencapai kesuksesan dalam bekerja berdasarkan nilai pribadi. Pengambilan keputusan karir sepenuhnya dilakukan setelah individu memahami apa yang diinginkan (Chasanah & Salim, 2019).

Protean career attitudes (PCA) memiliki dua dimensi, yaitu: (1) *value-driven*; dan (2) *self-directed*. Sikap *value-driven* dapat digambarkan sebagai sejauh mana nilai internal diri individu memfasilitasi standar dan tolak ukur untuk mengukur tujuan karier tertentu (Briscoe & Hall, 2006; De Vos & Soens, 2008). Hasilnya adalah individu menyelaraskan karier mereka dengan nilai pribadi dan mengekspresikan nilai ini melalui pekerjaan di lingkungan organisasi. Selanjutnya, *self-directed* dapat didefinisikan sebagai kemampuan beradaptasi individu untuk manajemen karier diri sendiri.

Boundaryless career attitudes (BCA) dipopulerkan oleh Arthur dan Rousseau (1996) dalam buku "The Boundaryless Career". *Boundaryless career attitudes (BCA)* didefinisikan sebagai rangkaian kesempatan kerja yang melampaui batas pengaturan pekerjaan tunggal (DeFillippi & Arthur, 1994). Individu dengan *boundaryless career attitudes (BCA)* akan memilih beberapa organisasi untuk menambah peluang dalam pertumbuhan kariernya (Sullivan & Arthur, 2006). Maka dari itu, dapat disimpulkan bahwa *boundaryless career attitudes (BCA)* adalah sikap individu yang bekerja tidak hanya pada satu organisasi, dengan cara melihat peluang dari luar organisasi dan mengandalkan pengetahuan serta keahlian dalam bekerja.

Boundaryless career attitudes (BCA) memiliki dua dimensi, yaitu: (1) *organizational mobility preference*; dan (2) *boundaryless mindset*. *Organizational mobility preference* adalah mobilitas fisik individu melintasi batas pekerjaan, profesi, organisasi, dan negara. *Boundaryless mindset* mewakili batas yang tidak dapat

represents the boundaries which cannot be passed physically by an individual, but such boundaries exist only within personal thought (Briscoe et al., 2006; Sullivan & Arthur, 2006). Boundaryless mindset is considered to be the attitude of an individual in constructing and maintaining relationships related to work outside the normal work organization.

The emergence of the concepts of protean career attitudes (PCA) and boundaryless career attitudes (BCA), together with the changes in the connotation of career, are the causes of the existence of subjective career success (Ingarianti et al., 2020). A study performed by Li et al. (2019), involving students from Hongkong and the United States of America, showed that the relationships between protean career attitudes (PCA) and boundaryless career attitudes (BCA) between work and results, involving work involvement, work satisfaction, and career satisfaction. Career satisfaction itself most commonly took the form of the operationalization of subjective career success (Heslin, 2005). A number of studies were focused only on the influence of protean career attitudes (PCA) and boundaryless career attitudes (BCA) regarding objective career success, such as wages and position. Meanwhile, empirical studies focused upon the influence of protean career attitudes (PCA) and boundaryless career attitudes (BCA), regarding subjective career success, are still limited in number (Wiernik & Wille, 2018). Regarding the novelty of these studies, what has been done is to focus on employees of the teaching profession.

Based upon previous clarifications, the authors wished to test empirically the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) in regard to the subjective career success of teachers. In this study, testing of the results on every dimension was performed, to see the scale of the influence of each independent variable dimension on the dependent variable.

As for the aim of the study, this was the gaining of knowledge on the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) on the subjective career success of teachers. The results of the study were hoped to be able to become the basis of discovering and strengthening the positive experiences of teachers in achieving success in their careers. This aside, this study was hoped to be able to be beneficial in adding to the concepts of, and to extend previous studies related to, the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) in relation to subjective career success.

dilewati individu secara fisik, tetapi batasan seperti itu hanya ada dalam pikiran pribadi (Briscoe et al., 2006; Sullivan & Arthur, 2006). *Boundaryless mindset* dianggap sebagai sikap individu dalam membangun dan memelihara hubungan yang berkaitan dengan pekerjaan di luar organisasi kerja.

Munculnya *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)*, serta berubahnya makna karier menjadi penyebab adanya *subjective career success* (Ingarianti et al., 2020). Studi yang dilakukan oleh Li et al. (2019), terhadap mahasiswa Hongkong dan Amerika Serikat, memperlihatkan hubungan antara *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* dengan pekerjaan dan hasil terkait keterlibatan kerja, kepuasan kerja, dan kepuasan karier. Kepuasan karier sendiri merupakan operasionalisasi dari *subjective career success* yang paling umum (Heslin, 2005). Sejumlah studi berfokus hanya pada pengaruh *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *objective career success* seperti gaji dan kedudukan. Sementara itu, studi empiris yang berfokus pada pengaruh *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* masih terbatas (Wiernik & Wille, 2018). Adapun keterbaruan dari studi yang dilakukan ini adalah fokusnya pada karyawan dengan profesi guru.

Berdasarkan penjelasan sebelumnya, penulis ingin menguji secara empiris peran *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* pada guru. Pada studi ini akan dilakukan uji hasil di tiap dimensi untuk melihat besaran pengaruh dari tiap dimensi variabel independen terhadap variabel dependen.

Adapun tujuan dari studi ini adalah untuk mengetahui peran *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* pada guru. Hasil studi diharapkan dapat dijadikan dasar dalam menemukan dan memperkuat pengalaman positif guru dalam mencapai kesuksesan dalam karier. Selain itu, studi ini diharapkan dapat bermanfaat dalam menambah wawasan dan melengkapi studi sebelumnya, sehubungan dengan peran *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success*.

Method

This study utilized the quantitative approach, with the study subjects being teachers, from various educational levels in Indonesia. The sample collection technique was to utilize random purposive sampling, whereby anyone at all, whose criteria were in accordance with the population criteria and were willing to contribute, might become a study participant (Sugiyono, 2019).

The criteria for the sample were: (1) be a teacher having a work history of at least five years teaching; (2) have Bachelor-level qualifications, in accordance with the Constitution of the Republic of Indonesia Number 14 Year 2005 Concerning Teachers and Lecturers (Pemerintah Republik Indonesia [The Government of the Republic of Indonesia], 2005); and (3) hold a letter of appointment as a permanent teacher, or temporary charitable foundation teacher at a charitable foundation school, concurrently with being a civil service teacher, in a state school.

This study had gained permission from the ethics committee or the Institutional Review Board (IRB), number: 2396-KPEK. Data collection for the study was performed via the method of direct distribution to schools giving permission for the conduct of the study.

Study Variables

The study variables consisted of two independent variables and one dependent variable, these being: (1) protean career attitudes (PCA) as the first independent variable (X_1); (2) boundaryless career attitudes (BCA) as the second independent variable (X_2); and (3) subjective career success as the dependent variable (Y).

Protean Career Attitudes (PCA)

The first independent variable (X_1) was protean career attitudes (PCA), which is the attitude of the individual in determining the direction of their own career. In this study, what was meant by that was the attitude of the teacher regarding the management of their career, involving the dimension of self-directed (the teacher was able to organize their career independently), and the dimension of value-driven (the teacher was able to bring their career into line with their own values).

Boundaryless Career Attitudes (BCA)

The second independent variable (X_2) was boundaryless career attitudes (BCA), which took the

Metode

Studi ini menggunakan pendekatan kuantitatif, dengan subjek studi berupa guru dari berbagai jenjang pendidikan di Indonesia. Teknik pengambilan sampel menggunakan *random purposive sampling*, ketika siapapun yang sesuai dengan kriteria populasi dan bersedia terlibat dapat menjadi partisipan studi (Sugiyono, 2019).

Kriteria sampel adalah: (1) merupakan seorang guru yang memiliki masa kerja minimal lima tahun; (2) mempunyai kualifikasi Strata-1 - sesuai dengan Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen (Pemerintah Republik Indonesia [The Government of the Republic of Indonesia], 2005); dan (3) mempunyai surat keputusan (SK) pengangkatan sebagai guru tetap atau guru tidak tetap yayasan di sekolah yayasan, serta sebagai guru aparatur sipil negara (ASN) di sekolah negeri.

Studi ini sudah mendapatkan ijin dari komisi etik atau *Institutional Review Board (IRB)* dengan nomor: 2396-KPEK. Pengambilan data studi ini dilakukan dengan cara menyebarkan secara langsung ke sekolah yang memberikan ijin untuk melakukan studi.

Variabel Studi

Variabel studi ini terdiri dari dua variabel bebas dan satu variabel terikat, yaitu: (1) *protean career attitudes (PCA)* sebagai variabel bebas pertama (X_1); (2) *boundaryless career attitudes (BCA)* sebagai variabel bebas kedua (X_2); dan (3) *subjective career success* sebagai variabel terikat (Y).

Protean Career Attitudes (PCA)

Variabel bebas pertama (X_1) adalah *protean career attitudes (PCA)*, yang merupakan sikap individu dalam menentukan arah kariernya sendiri. Dalam studi ini, yang dimaksud adalah sikap guru dalam mengelola kariernya, mencakup dimensi *self-directed* (guru dapat mengatur kariernya secara mandiri) dan dimensi *value-driven* (guru dapat menyesuaikan karier dengan nilai yang ada pada dirinya).

Boundaryless Career Attitudes (BCA)

Variabel bebas kedua (X_2) adalah *boundaryless career attitudes (BCA)*, yang merupakan sikap individu

form of the attitudes of the individual in work involving more than one organization. This covered the dimension of boundaryless mindset (the attitude of the teacher when bringing themselves into line with the environment outside their workplace) and the dimension of organizational mobility preference (the attitudes of the teacher in working for multiple organizations).

Subjective Career Success

The dependent variable (Y) was subjective career success, which is the self-evaluation of an individual regarding their career satisfaction, obtained through personal experience. In other words, subjective career success is the perception of the teacher evaluating the success of their own career.

Study Instruments

Every variable was measured using a specific instrument, i.e.: (1) the Protean Career Attitudes Scale (PCAS) was used to measure protean career attitudes (PCA); (2) the Boundaryless Career Attitudes Scale (BCAS) to measure boundaryless career attitudes (BCA); and (3) the Subjective Career Success Inventory (SCSI) to measure subjective career success.

Protean Career Attitudes Scale (PCAS)

The Protean Career Attitudes Scale (PCAS) was developed by Briscoe et al. (2006) and adapted by Ingarianti et al. (2020). This scale comprises two subscales, with 14 items, which are divided across two dimensions, i.e.: (1) self-directed (eight items); and (2) value-driven (six items). The response choices employ a Likert scale, starting at: “1 (*Extremely Inappropriate*)”; “2 (*Inappropriate*)”; “3 (*Neutral*)”; “4 (*Appropriate*)”; to “5 (*Extremely Appropriate*)”.

Based upon the reliability testing of the Protean Career Attitudes Scale (PCAS), the authors obtained a Cronbach’s alpha value of ($\alpha = .850$). This score was greater than .6, so the Protean Career Attitudes Scale (PCAS) may be said to be reliable (Natalya, 2018), with a score range of the Corrected Item-Total Correlation (CITC) of .313 - .624. Furthermore, reliability testing of the dimension of self-directed produced a value of .880, whilst reliability testing of the dimension of value driven produced a value of .820. These scores were greater than .6, so the items in the two dimensions may be said to have good reliability (Natalya, 2018). One example of the items of the Protean Career Attitudes Scale (PCAS)

dalam bekerja dengan melintasi lebih dari satu organisasi. Hal ini mencakup dimensi *boundaryless mindset* (sikap guru saat menyesuaikan diri dengan lingkungan di luar pekerjaannya) dan dimensi *organizational mobility preference* (sikap guru dalam bekerja di banyak organisasi).

Subjective Career Success

Variabel terikat (Y) adalah *subjective career success*, yang merupakan evaluasi individu mengenai kepuasan kariernya yang didapat melalui pengalaman pribadi. Dengan kata lain, *subjective career success* adalah persepsi guru dalam menilai kesuksesan kariernya sendiri.

Instrumen Studi

Tiap variabel diukur dengan instrumen spesifik, yaitu: (1) *Protean Career Attitudes Scale (PCAS)* untuk mengukur *protean career attitudes (PCA)*; (2) *Boundaryless Career Attitudes Scale (BCAS)* untuk mengukur *boundaryless career attitudes (BCA)*; dan (3) *Subjective Career Success Inventory (SCSI)* untuk mengukur *subjective career success*.

Protean Career Attitudes Scale (PCAS)

Protean Career Attitudes Scale (PCAS) dikembangkan oleh Briscoe et al. (2006) dan telah diadaptasi oleh Ingarianti et al. (2020). Skala ini terdiri dari dua sub-skala, dengan jumlah 14 butir, yang terbagi dalam dua dimensi, yaitu: (1) *self-directed* (delapan butir); dan (2) *value-driven* (enam butir). Pilihan jawaban menggunakan skala *Likert*, mulai dari: “1 (*Sangat Tidak Sesuai*)”; “2 (*Tidak Sesuai*)”; “3 (*Netral*)”; “4 (*Sesuai*)”; sampai “5 (*Sangat Sesuai*)”.

Berdasarkan hasil uji reliabilitas *Protean Career Attitudes Scale (PCAS)*, penulis mendapatkan nilai Cronbach’s alpha ($\alpha = 0,850$). Skor tersebut lebih besar dari 0,6, maka *Protean Career Attitudes Scale (PCAS)* dapat dikatakan reliabel (Natalya, 2018), dengan rentang skor *Corrected Item-Total Correlation (CITC)* 0,313 - 0,624. Lebih lanjut, uji reliabilitas pada dimensi *self-directed* menghasilkan nilai 0,880, sementara uji reliabilitas pada dimensi *value driven* menghasilkan nilai 0,820. Skor tersebut lebih besar dari 0,6 maka butir pada kedua dimensi dapat dikatakan memiliki reliabilitas yang baik (Natalya, 2018). Salah satu contoh butir *Protean Career Attitudes Scale (PCAS)* adalah: “Ketika

was: “When no self-developmental opportunity is offered by my company, I seek one myself.”

Boundaryless Career Attitudes Scale (BCAS)

The Boundaryless Career Attitudes Scale (BCAS) was also developed by Briscoe et al., (2006) and adapted by Ingarianti et al. (2020). This scale comprises two sub-scales, with 13 items, spread across two dimensions, i.e.: (1) boundaryless mindset (eight items); and (2) organizational mobility preference (five items). The response choices use a Likert scale, beginning at: “1 (*Extremely Inappropriate*)”; “2 (*Inappropriate*)”; “3 (*Neutral*)”; “4 (*Appropriate*)”; to “5 (*Extremely Appropriate*)”.

Based upon the results of reliability testing, of the Boundaryless Career Attitudes Scale (BCAS), the authors obtained a Cronbach’s alpha value of ($\alpha = .760$). This score was greater than .6, so the Boundaryless Career Attitudes Scale (BCAS) may be said to be reliable (Natalya, 2018), with a score range of the Corrected Item-Total Correlation (CITC) being .329 - .581. Furthermore, the reliability score in the dimension of boundaryless mindset yielded a value of .900, whilst reliability testing of the dimension of organizational mobility preference was .810. These scores were greater than .6, so the points on the two dimensions may be said to have good reliability (Natalya, 2018). One example of the items of the Boundaryless Career Attitudes Scale (BCAS) was: “I look for work placement which enables me to learn something new.”

Subjective Career Success Inventory (SCSI)

The Subjective Career Success Inventory (SCSI) was developed by Shockley et al. (2016) and adapted by Ingarianti et al. (2022). Subjective career success comprises eight dimensions, i.e.: (1) authenticity (the individual is able to manage their own career); (2) growth and development (the individual can develop new understandings and skills concerning their career); (3) influence (the career experienced by the individual has influence on other individuals in that environment); (4) meaningful work (the individual has a meaningful career); (5) personal life (the individual is experiencing a career which is beneficial to their life); (6) quality of work (the individual obtains the maximum outcome from their work); (7) recognition (the individual, when at work, gains appreciation); and (8) satisfaction (the individual has positive feelings concerning their career; Shockley et al., 2016). Each dimension comprised three

peluang pengembangan diri tidak disediakan oleh perusahaan saya, saya mencarinya sendiri.”

Boundaryless Career Attitudes Scale (BCAS)

Boundaryless Career Attitudes Scale (BCAS) dikembangkan oleh Briscoe et al., (2006) dan telah diadaptasi oleh Ingarianti et al. (2020). Skala ini terdiri dari dua sub-skala dengan jumlah 13 butir, yang terbagi dalam dua dimensi, yaitu: (1) *boundaryless mindset* (delapan butir); dan (2) *organizational mobility preference* (lima butir). Pilihan jawaban menggunakan skala *Likert*, mulai dari: “1 (*Sangat Tidak Sesuai*)”; “2 (*Tidak Sesuai*)”; “3 (*Netral*)”; “4 (*Sesuai*)”; sampai “5 (*Sangat Sesuai*)”.

Berdasarkan hasil uji reliabilitas *Boundaryless Career Attitudes Scale (BCAS)*, penulis mendapatkan nilai *Cronbach’s alpha* ($\alpha = 0,760$). Skor tersebut lebih besar dari 0,6, maka *Boundaryless Career Attitudes Scale (BCAS)* dapat dikatakan reliabel (Natalya, 2018), dengan rentang skor *Corrected Item-Total Correlation (CITC)* 0,329 - 0,581. Lebih lanjut, uji reliabilitas pada dimensi *boundaryless mindset* menghasilkan nilai 0,900, sementara uji reliabilitas pada dimensi *organizational mobility preference* 0,810. Skor tersebut lebih besar dari 0,6, maka butir pada kedua dimensi dapat dikatakan memiliki reliabilitas yang baik (Natalya, 2018). Salah satu contoh butir *Boundaryless Career Attitudes Scale (BCAS)* adalah: “Saya mencari penugasan kerja yang memungkinkan saya mempelajari sesuatu yang baru.”

Subjective Career Success Inventory (SCSI)

Subjective Career Success Inventory (SCSI) dikembangkan oleh Shockley et al., (2016) dan telah diadaptasi oleh Ingarianti et al. (2022). *Subjective career success* terdiri dari delapan dimensi, yaitu: (1) *authenticity* (individu dapat mengarahkan kariernya sendiri); (2) *growth and development* (individu dapat mengembangkan pemahaman dan keterampilan baru mengenai kariernya); (3) *influence* (karier yang dijalani individu memiliki pengaruh bagi individu lain di sekitarnya); (4) *meaningful work* (individu memiliki karier yang bermakna); (5) *personal life* (individu dalam berkarier memiliki manfaat yang baik untuk hidupnya); (6) *quality of work* (individu mendapatkan hasil yang maksimal dalam bekerja); (7) *recognition* (individu ketika bekerja memperoleh apresiasi); dan (8) *satisfaction* (individu merasakan perasaan positif terhadap kariernya; Shockley et al., 2016). Tiap dimensi

items, so that the total number of items in the Subjective Career Success Inventory (SCSI) was 24. Response choices employed a Likert scale, starting from: “1 (*Extremely Inappropriate*)”; “2 (*Inappropriate*)”; “3 (*Neutral*)”; “4 (*Appropriate*)”; to “5 (*Extremely Appropriate*)”.

On the basis of results of reliability testing of the Subjective Career Success Inventory (SCSI), the authors obtained a Cronbach’s alpha value of ($\alpha = .932$). This score was greater than 0.6, so the Subjective Career Success Inventory (SCSI) may be said to be reliable (Natalya, 2018), with the score range of the Corrected Item-Total Correlation (CITC) being .384 - .711. Furthermore, the reliability testing per dimension produced the scores of: (1) .71 for authenticity; (2) .890 for growth and development; (3) .840 for influence; (4) .700 for meaningful work; (5) .870 for personal life; (6) .800 for quality work; (7) .830 for recognition; and (8) .860 for satisfaction. These scores were greater than .6, so the items of all dimensions may be said to have good reliability (Natalya, 2018). One example of the items of the Subjective Career Success Inventory (SCSI) was: “My superiors say I carry out my work optimally.”.

Data Analysis

This study employed the multiple linear regression data analysis technique. Multiple linear regression data analysis is utilized to predict the situation of a dependent (“influenced”) variable, when two or more independent (“influential”) variables as the predictor factor are manipulated (Sugiyono, 2019). Furthermore, Ghazali (2018) explained that multiple linear regression is utilized to test more than one independent variable against a dependent variable. Data analysis was performed using International Business Machines (IBM) Statistical Product and Service Solutions (SPSS), version 26.0.

Results

In this study, there were 320 teachers as participants, whose particulars were in accordance with the criteria previously determined by the authors. Data of the study participants (in brief) is provided in Table 1.

Normality and Linearity Testing

Before the multiple linear regression testing was performed, the data was tested using normality testing, by

terdiri dari tiga butir, sehingga total butir dalam *Subjective Career Success Inventory (SCSI)* adalah 24 butir. Pilihan jawaban menggunakan skala *Likert*, mulai dari: “1 (*Sangat Tidak Sesuai*)”; “2 (*Tidak Sesuai*)”; “3 (*Netral*)”; “4 (*Sesuai*)”; sampai “5 (*Sangat Sesuai*)”.

Berdasarkan hasil uji reliabilitas *Subjective Career Success Inventory (SCSI)*, penulis mendapatkan nilai *Cronbach’s alpha* ($\alpha = 0,932$). Skor tersebut lebih besar dari 0,6, maka *Subjective Career Success Inventory (SCSI)* dapat dikatakan reliabel (Natalya, 2018), dengan rentang skor *Corrected Item-Total Correlation (CITC)* 0,384 - 0,711. Lebih lanjut, uji reliabilitas per dimensi menghasilkan skor: (1) 0,71 untuk dimensi *authenticity*; (2) 0,890 untuk dimensi *growth and development*; (3) 0,840 untuk dimensi *influence*, (4) 0,700 untuk dimensi *meaningful work*, (5) 0,870 untuk dimensi *personal life*; (6) 0,800 untuk dimensi *quality work*; (7) 0,830 untuk dimensi *recognition*; dan (8) 0,860 untuk dimensi *satisfaction*. Skor tersebut lebih besar dari 0,6, maka butir pada semua dimensi dapat dikatakan memiliki reliabilitas yang baik (Natalya, 2018). Salah satu contoh butir *Subjective Career Success Inventory (SCSI)* adalah: “Atasan saya mengatakan bahwa saya melakukan pekerjaan dengan optimal.”.

Analisis Data

Studi ini menggunakan teknik analisis data analisis regresi linier berganda. Analisis regresi linier berganda digunakan untuk memprediksi bagaimana keadaan suatu variabel dependen (“dipengaruhi”) apabila dua atau lebih variabel independen (“mempengaruhi”) sebagai faktor prediktornya dimanipulasi (Sugiyono, 2019). Lebih lanjut, Ghazali (2018) menjelaskan bahwa regresi linier berganda digunakan untuk menguji lebih dari satu variabel bebas terhadap satu variabel terikat. Analisa data dilakukan menggunakan *International Business Machines (IBM) Statistical Product and Service Solutions (SPSS)* versi 26,0.

Hasil

Pada studi ini, didapatkan partisipan sejumlah 320 guru yang sesuai dengan kriteria yang telah ditentukan oleh penulis. Uraian data partisipan studi (secara singkat) tersedia dalam Tabel 1.

Uji Normalitas dan Uji Linieritas

Sebelum dilakukan uji regresi linier berganda, data akan diuji terlebih dahulu menggunakan uji normalitas

Table 1
Demographic Data of Study Participants

Characteristic	Percentage (%)
Gender	
Male	33.1%
Female	66.9%
Domicile	
Java	87.5%
Kalimantan	12.5%
Highest Education Level	
Four Year Diploma	1.9%
Bachelor Degree	92.2%
Master's degree	5.9%
Work Status	
Federal Civil Servant	46.9%
Permanent Private School Teacher	27.8%
Temporary Teacher	25.3%
Length of Employment	
< 10 Years	31.3%
10 - 15 Years	22.8%
> 15 years	45.9%
Income	
< IDR 5,000,000	77.8%
> IDR 5,000,000	22.2%

utilizing frequency distribution and linearity testing. Normality testing was conducted by looking at skewness and kurtosis values, to determine if the collected data was normally distributed, or collected from a normal population.

According to Field (2009), if the sample is large (e.g., > 300 participants), then normality testing may be performed by looking at the skewness and kurtosis values without dividing them by the standard error. In the variables protean career attitudes (PCA), boundaryless career attitudes (BCA), and subjective career success, skewness and kurtosis values of between ± 2 were obtained, meaning that the data was distributed normally. Normal distribution is that which indicates a balanced distribution of data.

The results of linearity testing indicated that the variables of protean career attitudes (PCA) and subjective career success had a significance of $.059 > .05$, whilst the variables of boundaryless career attitudes (BCA) and subjective career success had a significance of $.062 > .05$. As was explained by Sudarmanto (2005), if the significance value of the Deviation from Linearity $> .05$, then the value is linear. This indicates that the connections between the two independent and dependent variables will form a straight line. Thus, it

Tabel 1
Data Demografis Partisipan Studi

Karakteristik	Persentase (%)
Jenis Kelamin	
Laki-Laki	33,1%
Perempuan	66,9%
Domisili	
Jawa	87,5%
Kalimantan	12,5%
Pendidikan Terakhir	
Diploma-4 (D4)	1,9%
Strata-1 (S1)	92,2%
Strata-2 (S2)	5,9%
Status Pekerjaan	
Aparatur Sipil Negara (ASN)	46,9%
Guru Tetap Yayasan	27,8%
Guru Tidak Tetap	25,3%
Masa Kerja	
< 10 Tahun	31,3%
10 - 15 Tahun	22,8%
> 15 Tahun	45,9%
Pendapatan	
< IDR 5.000.000	77,8%
> IDR 5.000.000	22,2%

dengan teknik distribusi frekuensi dan uji linieritas. Uji normalitas dilakukan dengan melihat nilai *skewness* dan nilai kurtosis, untuk memastikan data yang telah dikumpulkan berdistribusi normal atau diambil dari populasi normal.

Menurut Field (2009), jika sampel berjumlah besar (seperti > 300 partisipan), maka uji normalitas dapat dilakukan dengan melihat nilai *skewness* dan nilai kurtosis tanpa membaginya dengan *standard error*. Pada variabel *protean career attitudes (PCA)*, variabel *boundaryless career attitudes (BCA)*, dan variabel *subjective career success*, didapatkan nilai *skewness* dan nilai kurtosis berada di antara ± 2 , yang berarti bahwa data berdistribusi normal. Distribusi normal adalah distribusi yang menunjukkan sebaran data yang seimbang.

Hasil uji linieritas menunjukkan bahwa variabel *protean career attitudes (PCA)* dan variabel *subjective career success* memiliki nilai signifikansi sebesar $0,059 > 0,05$, sementara variabel *boundaryless career attitudes (BCA)* dan variabel *subjective career success* memiliki nilai signifikansi sebesar $0,062 > 0,05$. Sebagaimana dijelaskan oleh Sudarmanto (2005), jika nilai signifikansi dari *Deviation from Linearity* $> 0,05$, maka nilai tersebut linier. Hal ini menunjukkan bahwa hubungan dari kedua variabel independen dan dependen

may be concluded that an assumption of linearity from the three variables was met, and multiple linear regression testing was able to be conducted.

Regression Testing

The results of the regression testing using the stepwise method are as follows (more detailed information is provided in Table 2).

Authenticity

The variables of protean career attitudes (PCA) and boundaryless career attitudes (BCA) were able to predict the dimension of authenticity of the variable of subjective career success [$F(2, 317) = 14.450$; $p < .001$] with a prediction ability of 11.2%. The regression coefficient values indicated that the dimension of self-directed made the largest contribution to predicting the dimension of authenticity ($\beta = .244$), followed by the dimension of boundaryless mindset ($\beta = .134$). These findings showed that the dimensions of value-driven and organizational mobility preference were unable to significantly predict the dimension of authenticity ($p > .05$).

Growth and Development

The variable of protean career attitudes (PCA) was able to predict the variable of the dimension of growth and development of the variable of subjective career success [$F(1, 318) = 48.486$; $p < .001$], with a prediction ability of 13.2%. The regression coefficient values showed that it was only the dimension of self-directed which made any contribution in predicting the dimension of growth and development ($\beta = .364$). This finding indicated that the dimension of value-driven and the variable of boundaryless career attitudes (BCA) were unable significantly to predict the dimension of growth and development ($p > .05$).

Influence

The variables of protean career attitudes (PCA) and boundaryless career attitudes (BCA) were capable of predicting the dimension of influence of the variable of subjective career success [$F(3, 316) = 13.208$; $p < .001$] with the prediction ability of 11.1%. The regression coefficient values indicated that the dimension of self-directed had the greatest contribution in predicting the dimension of influence ($\beta = .171$), followed by the dimension of organizational mobility preference ($\beta = .143$),

akan membentuk satu garis lurus. Dengan demikian, dapat disimpulkan bahwa asumsi linieritas dari ketiga variabel tersebut terpenuhi, dan dapat dilakukan uji regresi linier berganda.

Uji Regresi

Hasil uji regresi dengan metode *stepwise* adalah sebagai berikut (informasi lebih detail tersedia dalam Tabel 2).

Authenticity

Variabel *protean career attitudes (PCA)* dan variabel *boundaryless career attitudes (BCA)* mampu memprediksi dimensi *authenticity* dari variabel *subjective career success* [$F(2, 317) = 14,450$; $p < 0,001$] dengan kemampuan prediksi sebesar 11,2%. Nilai koefisien regresi menunjukkan bahwa dimensi *self-directed* memiliki kontribusi terbesar dalam memprediksi dimensi *authenticity* ($\beta = 0,244$), diikuti oleh dimensi *boundaryless mindset* ($\beta = 0,134$). Temuan ini menunjukkan bahwa dimensi *value-driven* dan dimensi *organizational mobility preference* tidak mampu memprediksi dimensi *authenticity* secara signifikan ($p > 0,05$).

Growth and Development

Variabel *protean career attitudes (PCA)* mampu memprediksi dimensi *growth and development* dari variabel *subjective career success* [$F(1, 318) = 48,486$; $p < 0,001$] dengan kemampuan prediksi sebesar 13,2%. Nilai koefisien regresi menunjukkan bahwa hanya dimensi *self-directed* yang memiliki kontribusi dalam memprediksi dimensi *growth and development* ($\beta = 0,364$). Temuan ini menunjukkan bahwa dimensi *value-driven* dan variabel *boundaryless career attitudes (BCA)* tidak mampu memprediksi dimensi *growth and development* secara signifikan ($p > 0,05$).

Influence

Variabel *protean career attitudes (PCA)* dan variabel *boundaryless career attitudes (BCA)* mampu memprediksi dimensi *influence* dari variabel *subjective career success* [$F(3, 316) = 13,208$; $p < 0,001$] dengan kemampuan prediksi sebesar 11,1%. Nilai koefisien regresi menunjukkan bahwa dimensi *self-directed* memiliki kontribusi terbesar dalam memprediksi dimensi *influence* ($\beta = 0,171$), diikuti oleh dimensi *organizational mobility preference* ($\beta = 0,143$), dan dimensi

Table 2
Results of Multiple Linear Regression Analysis - Prediction of Dimensions of Subjective Career Success

	B	SE B	β	t	p	R ²	F
Recognition							
Constant	7.705	0.789		9.770	< .001		
SD	0.090	0.023	0.216	3.852	< .001	.084	14.450***
OPM	0.080	0.032	0.140	2.493	.013		
Quality Work							
Constant	6.444	0.816		7.901	< .001		
OPM	0.136	0.032	0.227	4.233	< .001	.103	18.167***
BM	0.085	0.220	0.204	3.804	< .001		
Meaningful Work							
Constant	9.176	0.685		13.397	< .001		
SD	0.099	0.025	0.271	3.975	< .001	.098	11.455***
VD	- 0.063	0.026	- 0.154	- 2.409	.017		
BM	0.052	0.023	0.146	2.289	.023		
Influence							
Constant	5.754	0.869		6.620	< .001		
SD	0.074	0.028	0.171	2.651	.008	.111	13.208***
OPM	0.085	0.033	0.143	2.586	.010		
BM	0.056	0.026	0.137	2.191	.029		
Authenticity							
Constant	8.375	0.667		12.558	< .001		
SD	0.089	0.023	0.244	3.933	< .001	.112	20.025***
BM	0.047	0.022	0.134	2.161	.031		
Personal Life							
Constant	8.677	0.739		11.738	< .001		
SD	0.104	0.023	0.242	4.352	< .001	.059	19.822***
Growth and Development							
Constant	8.062	0.644		12.526	< .001		
SD	0.141	0.020	0.364	6.963	< .001	.132	48.486***
Satisfaction							
Constant	8.185	0.679		12.060	< .001		
SD	0.132	0.021	0.328	6.186	< .001	.107	38.261***

Notes. Regression method: stepwise; Dimension of predictor variables not in every model are compared but not included ($p > .05$); SD = Self-Directed; VD = Value Driven; BM = Boundaryless Mindset; OPM = Organizational Preference Mobility; * $p < .05$; ** $p < .01$; *** $p < .001$.

and that of the dimension of boundaryless mindset ($\beta = .137$). These findings indicated that the dimension of value-driven was not able significantly to predict the dimension of influence ($p > .05$).

Meaningful Work

The variables of protean career attitudes (PCA) and boundaryless career attitudes (BCA) were capable of predicting the dimension of meaningful work of the variable of subjective career success [$F(3, 316) = 11.455$; $p < .001$] with a prediction capability of 9.8%. The regression coefficient values indicated that the dimension of self-directed had the greatest prediction contribution in predicting the dimension of meaningful work ($\beta = .271$), followed by the dimensions of value-driven ($\beta = -.154$), and boundaryless mindset ($\beta = .023$).

boundaryless mindset ($\beta = 0.137$). Temuan ini menunjukkan bahwa dimensi *value driven* tidak mampu memprediksi dimensi *influence* secara signifikan ($p > 0,05$).

Meaningful Work

Variabel *protean career attitudes (PCA)* dan variabel *boundaryless career attitudes (BCA)* mampu memprediksi dimensi *meaningful work* dari variabel *subjective career success* [$F(3, 316) = 11,455$; $p < 0,001$] dengan kemampuan prediksi sebesar 9,8%. Nilai koefisien regresi menunjukkan bahwa *dimensi self-directed* memiliki kontribusi terbesar dalam memprediksi dimensi *meaningful work* ($\beta = 0,271$), diikuti oleh dimensi *value-driven* ($\beta = - 0,154$), dan dimensi *boundaryless mindset* ($\beta = 0,023$). Temuan ini menunjukkan bahwa dimensi

Tabel 2
Hasil Analisis Regresi Linier Berganda - Prediksi Terhadap Dimensi Subjective Career Success

	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	<i>R</i> ²	<i>F</i>
<i>Recognition</i>							
<i>Constant</i>	7,705	0,789		9,770	< 0,001		
<i>SD</i>	0,090	0,023	0,216	3,852	< 0,001	0,084	14,450***
<i>OPM</i>	0,080	0,032	0,140	2,493	0,013		
<i>Quality Work</i>							
<i>Constant</i>	6,444	0,816		7,901	< 0,001		
<i>OPM</i>	0,136	0,032	0,227	4,233	< 0,001	0,103	18,167***
<i>BM</i>	0,085	0,220	0,204	3,804	< 0,001		
<i>Meaningful Work</i>							
<i>Constant</i>	9,176	0,685		13,397	< 0,001		
<i>SD</i>	0,099	0,025	0,271	3,975	< 0,001	0,098	11,455***
<i>VD</i>	- 0,063	0,026	- 0,154	- 2,409	0,017		
<i>BM</i>	0,052	0,023	0,146	2,289	0,023		
<i>Influence</i>							
<i>Constant</i>	5,754	0,869		6,620	< 0,001		
<i>SD</i>	0,074	0,028	0,171	2,651	0,008	0,111	13,208***
<i>OPM</i>	0,085	0,033	0,143	2,586	0,010		
<i>BM</i>	0,056	0,026	0,137	2,191	0,029		
<i>Authenticity</i>							
<i>Constant</i>	8,375	0,667		12,558	< 0,001		
<i>SD</i>	0,089	0,023	0,244	3,933	< 0,001	0,112	20,025***
<i>BM</i>	0,047	0,022	0,134	2,161	0,031		
<i>Personal Life</i>							
<i>Constant</i>	8,677	0,739		11,738	< 0,001		
<i>SD</i>	0,104	0,023	0,242	4,352	< 0,001	0,059	19,822***
<i>Growth and Development</i>							
<i>Constant</i>	8,062	0,644		12,526	< 0,001		
<i>SD</i>	0,141	0,020	0,364	6,963	< 0,001	0,132	48,486***
<i>Satisfaction</i>							
<i>Constant</i>	8,185	0,679		12,060	< 0,001		
<i>SD</i>	0,132	0,021	0,328	6,186	< 0,001	0,107	38,261***

Catatan. Metode regresi: *stepwise*; Dimensi dari variabel prediktor yang tidak ada dalam tiap model dipertimbangkan tetapi tidak termasuk ($p > 0,05$); *SD* = *Self-Directed*; *VD* = *Value Driven*; *BM* = *Boundaryless Mindset*; *OPM* = *Organizational Preference Mobility*; * $p < 0,05$; ** $p < 0,01$; *** $p < 0,001$.

The findings indicated that the dimension of organizational mobility preference was incapable to significantly predict the dimension of meaningful work ($p > .05$).

Personal Life

The variable of protean career attitudes (PCA) was capable of predicting the dimension of personal life of the variable of subjective career success [$F(1, 318) = 19,822$; $p < .001$] with a prediction ability of 5.9%. The regression coefficient value indicated that only the dimension of self-directed made any contribution to predicting the dimension of personal life ($\beta = .242$). These findings indicated that the dimension of value-driven and the variable of boundaryless career attitudes (BCA) were incapable of significant prediction of the dimension of personal life ($p > .05$).

organizational mobility preference tidak mampu memprediksi dimensi *meaningful work* secara signifikan ($p > 0,05$).

Personal Life

Variabel *protean career attitudes (PCA)* mampu memprediksi dimensi *personal life* dari variabel *subjective career success* [$F(1, 318) = 19,822$; $p < 0,001$] dengan kemampuan prediksi sebesar 5,9%. Nilai koefisien regresi menunjukkan bahwa hanya dimensi *self-directed* memiliki kontribusi dalam memprediksi dimensi *personal life* ($\beta = 0,242$). Temuan ini menunjukkan bahwa dimensi *value driven* dan variabel *boundaryless career attitudes (BCA)* tidak mampu memprediksi dimensi *personal life* secara signifikan ($p > 0,05$).

Quality Work

The variable of boundaryless career attitudes (BCA) was able to predict the dimension of quality work of the variable of subjective career success [$F(2, 317) = 18.167; p < .001$], with a prediction ability of 10.3%. The regression coefficient value showed that the dimension of organizational mobility preference made the largest contribution in predicting the dimension of quality work ($\beta = .227$), followed by that of the dimension of boundaryless mindset ($\beta = .204$). This discovery indicated that the variable of protean career attitudes (PCA) was not capable of significant prediction of the dimension of quality work ($p > .05$).

Recognition

The variables of protean career attitudes (PCA) and of boundaryless career attitudes (BCA) were capable of predicting the dimension of recognition of the variable subjective career success [$F(2, 317) = 14.450; p < .001$] with a prediction ability of 8.4%. The regression coefficient value indicated that the dimension of self-directed made the largest contribution in predicting the dimension of recognition ($\beta = .216$), followed by the dimension of organizational mobility preference ($\beta = .140$). This finding showed that the dimensions of value-driven and of boundaryless mindset were not capable of predicting significantly the dimension of recognition ($p > .05$).

Satisfaction

The variable of protean career attitudes (PCA) was capable of predicting the dimension of satisfaction of the variable of subjective career success [$F(1, 318) = 38.261; p < .001$] with a predicting capability of 10.7%. The regression coefficient value showed that only the dimension of self-directed made any contribution to the prediction of the dimension of satisfaction ($\beta = .328$). These findings indicated that the dimensions of value-driven and the variable of boundaryless career attitudes (BCA) were not capable of significantly predicting the dimension of satisfaction ($p > .05$).

Discussion

This study indicated that teachers having protean career attitudes (PCA) and boundaryless career attitudes (BCA) were able to ensure their career satisfaction (also known as subjective career success). Career satisfaction

Quality Work

Variabel *boundaryless career attitudes (BCA)* mampu memprediksi dimensi *quality work* dari variabel *subjective career success* [$F(2, 317) = 18,167; p < 0,001$] dengan kemampuan prediksi sebesar 10,3%. Nilai koefisien regresi menunjukkan bahwa dimensi *organizational mobility preference* memiliki kontribusi terbesar dalam memprediksi dimensi *quality work* ($\beta = 0,227$), diikuti oleh dimensi *boundaryless mindset* ($\beta = 0,204$). Temuan ini menunjukkan bahwa variabel *protean career attitudes (PCA)* tidak mampu memprediksi dimensi *quality work* secara signifikan ($p > 0,05$).

Recognition

Variabel *protean career attitudes (PCA)* dan variabel *boundaryless career attitudes (BCA)* mampu memprediksi dimensi *recognition* dari variabel *subjective career success* [$F(2, 317) = 14,450; p < 0,001$] dengan kemampuan prediksi sebesar 8,4%. Nilai koefisien regresi menunjukkan bahwa dimensi *self-directed* memiliki kontribusi terbesar dalam memprediksi dimensi *recognition* ($\beta = 0,216$), diikuti oleh dimensi *organizational mobility preference* ($\beta = 0,140$). Temuan ini menunjukkan bahwa dimensi *value driven* dan dimensi *boundaryless mindset* tidak mampu memprediksi dimensi *recognition* secara signifikan ($p > 0,05$).

Satisfaction

Variabel *protean career attitudes (PCA)* mampu memprediksi dimensi *satisfaction* dari variabel *subjective career success* [$F(1, 318) = 38,261; p < 0,001$] dengan kemampuan prediksi sebesar 10,7%. Nilai koefisien regresi menunjukkan bahwa hanya dimensi *self-directed* memiliki berkontribusi dalam memprediksi dimensi *satisfaction* ($\beta = 0,328$). Temuan ini menunjukkan bahwa dimensi *value driven* dan variabel *boundaryless career attitudes (BCA)* tidak mampu memprediksi dimensi *satisfaction* secara signifikan ($p > 0,05$).

Diskusi

Studi ini menunjukkan bahwa guru yang memiliki *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* akan mampu menentukan kepuasan kariernya (disebut juga sebagai *subjective career*

itself is the general form of subjective career success, and may be used as a measure in determining the subjective career success of an individual concerning their career (Greenhaus et al., 1990; Ng et al., 2005). In line with previous studies, that by Presti et al. (2018) proved the existence of roles for protean career attitudes (PCA) and boundaryless career attitudes (BCA) regarding subjective career success for freelance workers in Italy, when their career attitudes (in this case referring to protean career attitudes [PCA] and boundaryless career attitudes [BCA]) had an important role in subjective career success, and might be related to various positive results for the workers (for instance the existence of career satisfaction; Rodrigues et al., 2015).

The existence of the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) regarding subjective career success for teachers makes those teachers able to guide their careers independently, without dependence on other parties, and gives teachers opportunities in the development of their careers. This facilitates these teachers achieving the career satisfaction they desire. In this matter, career satisfaction refers to a positive attitude by teachers to the career improvements they achieve. This is supported by the results of a study by Kundi et al. (2021) concerning professional business employees in France, the which proved that the roles of protean career attitudes (PCA) and boundaryless career attitudes (BCA) may make it easier for employees to achieve subjective career success, in the form of career satisfaction, if these employees have positive feelings regarding their career achievements. Furthermore, employees with protean career attitudes (PCA) and boundaryless career attitudes (BCA) will be motivated to achieve the degree of career satisfaction which they desire.

Teachers with protean career attitudes (PCA) will use the values they hold to choose careers which are in accord with those values, and take responsibility for the careers chosen. As a result, this facilitates teachers to make decisions concerning their careers, and to conduct evaluations related to subjective career success. Protean career attitudes (PCA) enable teachers to have flexibility in managing their own careers, when those careers are not restricted to becoming school principals or holding other offices within a school, but, as teachers, being able to develop the personal potential they have as the opportunity to achieve psychological success, aimed towards subjective career success. An example would be a teacher who is able to become an educator and, at the

success). Kepuasan karir sendiri adalah bentuk umum dari *subjective career success*, dan dapat digunakan sebagai ukuran dalam menentukan *subjective career success* dari individu mengenai kariernya (Greenhaus et al., 1990; Ng et al., 2005). Sesuai dengan studi sebelumnya, hasil studi oleh Presti et al. (2018) membuktikan adanya peran dari *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* kepada pekerja *freelance* di Italia, ketika sikap karier (dalam hal ini mengacu pada *protean career attitudes [PCA]* dan *boundaryless career attitudes [BCA]*) memiliki peran penting dalam *subjective career success*, dan dapat dikaitkan dengan berbagai hasil positif untuk karyawan (sebagai contoh adalah kepuasan karir; Rodrigues et al., 2015).

Adanya peran *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap *subjective career success* pada guru menjadikan guru tersebut mampu menentukan arah kariernya secara mandiri, tanpa bergantung dengan pihak lain, dan memberikan guru kesempatan dalam mengembangkan kariernya. Hal tersebut memudahkan guru tersebut dalam mencapai kepuasan karir yang diinginkan. Dalam hal ini, kepuasan karir merujuk pada sikap positif guru terhadap peningkatan karir yang diraihinya. Hal ini didukung oleh hasil studi Kundi et al. (2021) terhadap karyawan bisnis profesional di Perancis yang membuktikan bahwa peran *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* dapat memudahkan karyawan untuk mencapai *subjective career success*, dalam bentuk kepuasan karir ketika karyawan memiliki perasaan positif atas pencapaian kariernya. Lebih lanjut, karyawan dengan *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* akan memiliki motivasi untuk mencapai tingkat kepuasan karir yang diinginkan.

Guru dengan *protean career attitudes (PCA)* akan menggunakan nilai yang ada pada dirinya untuk memilih karir yang sesuai dengan nilai tersebut, dan bertanggung jawab atas karir yang telah dipilih. Sebagai hasilnya, hal tersebut memudahkan guru dalam mengambil keputusan mengenai karir dan melakukan evaluasi terkait *subjective career success*. *Protean career attitudes (PCA)* menjadikan guru memiliki fleksibilitas dalam mengatur kariernya sendiri, ketika karir guru tidak hanya sebatas sebagai kepala sekolah atau jabatan lain yang dalam sekolah, melainkan sebagai guru dapat mengembangkan potensi diri yang dimiliki sebagai kesempatan untuk mencapai kesuksesan psikologis yang mengarah kepada *subjective career success*. Sebagai contoh adalah guru yang dapat

same time, to become a trader, out of school time. This would enable the teacher to develop skills in their career, without having to lose the drive to be an educator. Teachers who hold strong protean career attitudes (PCA) will have greater opportunities to achieve success and good experience in achieving subjective career success. The role of protean career attitudes (PCA) itself has become an influential factor in the achievement of subjective career success, wherein teachers with protean career attitudes (PCA) will take steps dynamically when developing their careers (Baruch & Lavi-Steiner, 2015).

A teacher having boundaryless career attitudes (BCA) within themselves will realize that the career of a teacher is not limited to being able to work only at a school, or other place of education, but also in a number of other organizations, by looking at the other windows of opportunity there are, as a teacher, to develop skills related to their career. Organizations other than schools are able to become supports for teachers in the development of their careers, in both the field of education and in other fields. Teachers having boundaryless career attitudes (BCA) may also take advantage of such matters as steps in achieving subjective career success. Besides this, boundaryless career attitudes (BCA) in teachers refers not only to physical mobility, but also to how they position themselves well, in regard to their careers. Colakoglu (2011) stated that employees with boundaryless career attitudes (BCA) tend to guard their career paths, most of which are heterogeneous, and to have careers based upon standards, values, and personal requirements. Having boundaryless career attitudes (BCA), teachers can develop their careers in many organizations, so giving them greater opportunities to increase the desired career satisfaction in a number of organizations. A teacher having boundaryless career attitudes (BCA) has a dynamic attitude to create connections outside of work, within the framework of achieving career satisfaction. This is in accord with the results of a study by Colakoglu (2011), which indicated that boundaryless career attitudes (BCA) can increase the career satisfaction of an individual. That study also stated that the greater the boundaryless career attitudes (BCA) held by an individual, the greater also will be the career satisfaction of that individual.

Multiple linear regression testing per dimension indicated the presence of a role for each dimension of

menjadi seorang pendidik sekaligus menjadi pedagang ketika kegiatan sekolah selesai. Hal tersebut menjadikan guru dapat mengembangkan keterampilan dalam kariernya tanpa harus menghilangkan jiwanya sebagai seorang pendidik. Guru yang memiliki *protean career attitudes (PCA)* yang kuat akan memiliki peluang yang lebih besar untuk meraih keberhasilan dan pengalaman yang baik dalam mencapai *subjective career success*. Peran *protean career attitudes (PCA)* sendiri telah menjadi faktor yang mempengaruhi dalam pencapaian *subjective career success*, ketika guru dengan *protean career attitudes (PCA)* akan bertindak secara dinamis dalam mengembangkan kariernya (Baruch & Lavi-Steiner, 2015).

Seorang guru yang memiliki *boundaryless career attitudes (BCA)* dalam dirinya, akan meyakini bahwa karier guru tidak hanya sebatas dapat bekerja di sekolah atau instansi tempat mengajar lainnya, namun juga di beberapa organisasi lain dengan melihat peluang yang ada bagi guru tersebut untuk mengembangkan keterampilan terkait dengan kariernya. Organisasi selain sekolah tersebut mampu menjadi pendukung guru dalam meningkatkan kariernya, baik dalam bidang pendidikan maupun bidang lainnya. Guru yang memiliki *boundaryless career attitudes (BCA)* juga dapat memanfaatkan hal tersebut sebagai sebuah langkah dalam mencapai *subjective career success*. Selain itu, *boundaryless career attitudes (BCA)* pada guru bukan hanya mengacu pada mobilitas secara fisik, namun juga pada bagaimana guru tersebut juga dapat memposisikan dirinya dengan baik terhadap kariernya. Colakoglu (2011) menyebutkan bahwa karyawan dengan *boundaryless career attitudes (BCA)* cenderung memilih untuk mengejar jalur karier yang sebagian besar heterogen dan menilai kariernya berdasarkan standar, nilai, dan kebutuhan pribadi. Dengan *boundaryless career attitudes (BCA)*, guru dapat mengembangkan kariernya di banyak organisasi, sehingga memberikan guru kesempatan yang lebih luas untuk meningkatkan kepuasan karier yang diinginkan dari sejumlah organisasi tersebut. Seorang guru dengan *boundaryless career attitudes (BCA)* memiliki sikap yang dinamis untuk menciptakan hubungan di luar pekerjaannya dalam rangka mencapai kepuasan kariernya. Hal ini sejalan dengan hasil studi Colakoglu (2011), yang menunjukkan bahwa *boundaryless career attitudes (BCA)* dapat meningkatkan kepuasan karier seseorang. Studi tersebut juga menyatakan bahwa semakin tinggi *boundaryless career attitudes (BCA)* yang dimiliki oleh individu, maka kepuasan karier individu tersebut juga akan semakin meningkat.

Hasil uji regresi linier berganda per dimensi menunjukkan adanya peran dari tiap dimensi variabel

the variables of protean career attitudes (PCA) and boundaryless career attitudes (BCA), regarding the dimensions of the variable of subjective career success. In the variable of protean career attitudes (PCA), the first dimension, that is the dimension of self-directed, has a role regarding the dimensions of: recognition, meaningful work, influence, authenticity, personal life, growth and development, and satisfaction. The ability of a teacher to manage their own career will make it easier for them to feel career satisfaction, because the teacher has a role in making career choices, resulting in the chosen career being able to be guided in accordance with their wishes. This is in accord with the studies by Zhang et al. (2015) and Breitenmoser et al. (2018), which found the presence of a significant influence between the dimension of self-directed and career satisfaction, that is, it was appropriate that the employee who guided their own career felt satisfied with that career. Furthermore, the second dimension of protean career attitudes (PCA), that is the dimension of value-driven, had a role regarding the dimension of meaningful work. Teachers who are able to adjust the values they hold in accordance with their current careers will more easily be able to increase their career satisfaction. These personal values will become their personal bench marks in determining their careers, in order to achieve career success.

On the other hand, in the variable of boundaryless career attitudes (BCA), it is known that the first dimension, that is the dimension of boundaryless mindset, has a role regarding the dimensions of: quality work, meaningful work, influence, and authenticity. Teachers with work experience are able to adapt well, in both their current work environments and outside of work. This eventually makes teachers more enthusiastic in achieving their career aims. A study by Özer and Kale (2020) indicated that the dimension of boundaryless mindset had an influence on career satisfaction, and this was explained by employees being enthusiastic about the situations and experiences they enjoyed. Furthermore, the second dimension of the variable of boundaryless career attitudes (BCA), i.e., the dimension of organizational mobility preference, had roles in the dimensions of: recognition, quality work, and influence. Strong self-confidence concerning their own ability in making a career will make a teacher confident enough to engage in physical mobility, in order to achieve career satisfaction. If a teacher feels they either have, or have not as yet, obtained desired career satisfaction at their school or current educational institution, that feeling will influence them to choose either to seek a new environment, or to remain in that present environment.

protean career attitudes (PCA) dan variabel *boundaryless career attitudes (BCA)* terhadap dimensi variabel *subjective career success*. Pada variabel *protean career attitudes (PCA)*, dimensi pertama, yaitu dimensi *self-directed* memiliki peran terhadap dimensi: *recognition, meaningful work, influence, authenticity, personal life, growth and development, dan satisfaction*. Kemampuan guru dalam mengatur kariernya sendiri akan membuat dirinya lebih mudah merasakan kepuasan karier, karena guru tersebut memiliki peran dalam pemilihan karier, yang mengakibatkan karier yang dipilih dapat diarahkan sesuai dengan keinginan guru itu sendiri. Hal ini sesuai dengan studi oleh Zhang et al. (2015) dan Breitenmoser et al. (2018), yang menemukan adanya pengaruh signifikan antara dimensi *self-directed* dan kepuasan karir, yaitu merupakan hal yang wajar apabila karyawan yang memimpin kariernya sendiri akan merasa puas dengan kariernya. Selanjutnya, dimensi kedua dari *protean career attitudes (PCA)*, yaitu dimensi *value-driven*, memiliki peran terhadap dimensi *meaningful work*. Guru yang dapat menyelaraskan nilai dalam diri dengan kariernya saat ini akan lebih mudah meningkatkan kepuasan kariernya. Nilai pribadi tersebut menjadi tolak ukur tersendiri bagi guru dalam menentukan karier demi mencapai kepuasan karier.

Di sisi lain, pada variabel *boundaryless career attitudes (BCA)*, diketahui bahwa dimensi pertama, yaitu dimensi *boundaryless mindset* mempunyai peran terhadap dimensi: *quality work, meaningful work, influence, dan authenticity*. Guru dengan pengalaman dalam bekerja mampu beradaptasi dengan baik, baik dalam lingkungan pekerjaannya saat ini, maupun di luar pekerjaannya. Hal tersebut pada akhirnya membuat guru semakin bersemangat dalam mencapai tujuan kariernya. Studi oleh Özer dan Kale (2020) menunjukkan bahwa dimensi *boundaryless mindset* memiliki pengaruh terhadap kepuasan karier, dan dijelaskan dengan sikap dari karyawan yang merasa antusias dengan situasi dan pengalaman yang telah dimiliki. Selanjutnya, dimensi kedua dari variabel *boundaryless career attitudes (BCA)*, yaitu dimensi *organizational mobility preference*, memiliki peran terhadap dimensi: *recognition, quality work, dan influence*. Kepercayaan diri yang kuat mengenai kemampuannya sendiri dalam berkarier, akan membuat seorang guru merasa yakin dalam melakukan mobilitas fisik untuk mendapatkan kepuasan kariernya. Ketika guru merasa belum atau telah memperoleh kepuasan karier yang diinginkan di sekolah atau instansi tempat mengajar sekarang, maka guru tersebut akan memilih untuk mencari lingkungan

This is in line with findings in a study by Verbruggen (2012), which determined that there was significant influence between the dimension of organizational mobility preference and career satisfaction. In that literature, employees able to evaluate their careers positively tended to engage in physical mobility to achieve an increase in career satisfaction.

Limitations and Recommendations

In this study, each variable was tested utilizing the dimensions of each variable, at variance with previous studies, which merely discussed these things on the whole. Regarding limitations to this study, the study was characteristically cross-sectional, so that it was not possible to measure reciprocal connections between variables. Besides this, the study was limited by being conducted with teachers in the regions of only Java and Kalimantan.

Recommendations for future studies are to extend the regional reach of such studies, and deepen the investigation of protean career attitudes (PCA) and boundaryless career attitudes (BCA) regarding the characteristics of other professions. Studies regarding protean career attitudes (PCA) and boundaryless career attitudes (BCA), in teacher subjects in Indonesia, are themselves minimal and limited.

Conclusions and Implications

Protean career attitudes (PCA) and boundaryless career attitudes (BCA) have roles regarding subjective career success in teachers in Indonesia. In this study, each dimension of the variables of protean career attitudes (PCA) and boundaryless career attitudes (BCA) have roles regarding the variable subjective career success. Teachers with protean career attitudes (PCA) and boundaryless career attitudes (BCA) will have levels of career satisfaction appropriate to what is desired.

The implications from this study are: (1) for teachers - it is hoped they will be able to develop their careers to achieve better subjective career success; and (2) for schools - it is hoped they will be able to become good places for teachers to develop their careers, so that teachers will be more motivated to carry out their duties.

baru atau tetap berada pada lingkungan tersebut. Hal tersebut sesuai dengan hasil studi oleh Verbruggen (2012), yang menemukan adanya pengaruh signifikan antara dimensi *organizational mobility preference* dan kepuasan karier. Dalam literatur tersebut, karyawan yang mampu mengevaluasi kariernya secara positif cenderung melakukan mobilitas fisik untuk mencapai peningkatan kepuasan karier.

Keterbatasan dan Saran

Pada studi ini dilakukan uji tiap variabel menggunakan dimensi tiap variabel, berbeda dengan studi sebelumnya yang hanya membahas secara garis besar. Adapun keterbatasan dari studi ini adalah studi bersifat *cross-sectional*, sehingga kurang dapat mengukur hubungan timbal balik antar variabel. Selain itu, studi ini masih terbatas hanya dilakukan pada guru di daerah Jawa dan Kalimantan.

Saran untuk studi selanjutnya adalah untuk lebih memperluas jangkauan daerah studi dan memperdalam kajian mengenai *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* terhadap karakteristik dari profesi lain. Studi mengenai *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* pada subjek guru di Indonesia itu sendiri masih minim dan terbatas.

Kesimpulan dan Implikasi

Protean career attitudes (PCA) dan *boundaryless career attitudes (BCA)* memiliki peran terhadap *subjective career success* pada guru di Indonesia. Pada studi ini, tiap dimensi dari variabel *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* memiliki peran terhadap variabel *subjective career success*. Guru dengan *protean career attitudes (PCA)* dan *boundaryless career attitudes (BCA)* akan memiliki tingkat kepuasan karier sesuai dengan yang diharapkan.

Implikasi dari studi ini adalah: (1) bagi guru - diharapkan mampu mengembangkan karier yang dimiliki untuk dapat mencapai *subjective career success* yang lebih baik; dan (2) untuk sekolah - diharapkan mampu menjadi tempat yang baik bagi guru dalam mengembangkan karier, sehingga guru menjadi lebih termotivasi menjalankan tugasnya secara maksimal.

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