

The Contribution Of Career Adaptability To Students' Job Readiness During The School To Work Transition Period

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Abstract. *The increase in unemployment among college graduates is caused by several factors. The skills learned in college do not match the needs of the job market, as students are overly idealistic in their job search, and many jobs require specialized skills not taught in formal education. This study aims to determine the contribution of career adaptability to students' work readiness during the school-to-work transition. This study used a quantitative descriptive approach with correlational methods. A total of 210 students selected using incidental sampling techniques participated in this study. The instruments used were the career adaptability and work readiness scales. The results showed that students' career adaptability was in the high category, and their work readiness was in the medium category. The contribution of career adaptability to students' work readiness was 24.1% ($R = 0.491$), and career adaptability, collectively, contributed 27.5% ($R = 0.535$) to students' work readiness during the school-to-work transition. This study has implications for future researchers in helping students develop work readiness during the school-to-work transition.*

Keywords: *Career Adaptability, Student Work Readiness*



INTRODUCTION

Students are a group of people who have the status of prospective workforce because of their ties to universities (Baiti, Abdullah & Rochwidowati, 2017). Undergraduate graduates from colleges are increasing every year. This is shown by the large number of graduates who still do not have the competencies that meet the standards, especially in terms of work, so this is one of the reasons why the unemployment rate is high in Indonesia (Agustin, 2018).

Concept development *vocational maturaty* There are five stages of individual career development tasks, namely growth (*Growth*), exploration (*exploration*), start (*establistation*), maintenance (*maintenance*), and decrease (*withdrawal*). Individuals aged 15-24 years are included in the exploration phase (*exploration*) at this stage a person has thought about various position options from work experience, hobbies, and developing *Skill* related, but has not yet made a firm decision in his career Super, (1980).

The increase in the number of unemployed college graduates is due to several things, the skills learned in college are not in accordance with the needs of the job market, because they are too idealistic in looking for jobs and many jobs need *Skill* special that is not taught in formal education (Argaheni, 2020). The competencies or skills possessed by university graduates do not meet the standards of needs in the world of work, causing many companies to not provide job opportunities (Wibowo & Suroso, 2016) In fact, undergraduate graduates who have work readiness, namely work skills with high intellect, will be considered by the company (Pool & Sewell, 2007).

Phenomena that occur for *student millenial* especially for students who will experience *school to work transition* need to add some *Skill* that are not taught in formal education or learning in lectures (Afdal, 2015). In this phase they will determine what career they will take later (Mustika et al., 2024). Students should be more active in finding and participating in training *Skill* other necessary in the world of work, given the very fierce competition for work (Iswari, 2019). The source of individual readiness in facing obstacles in the transitional state and the use of opportunities is called career adjustment or career adaptability (Jiang, 2017).

Results of the research *Chung Khain Wye* entitled *Perceived Job Readiness of Business Students at the Institutes of Higher Learning in Malaysia* (2012) briefly explains the importance of work experience in shaping students' job readiness through student internship programs. The study also states that structured and dynamic internship programs

aim to better prepare job-ready graduates for college students (Putri et al., 2024). Work experience before or during college also contributes to a student's job readiness (Mériida et al., 2021). This work experience can provide students with additional skills and knowledge needed in the world of work (Wye, Chung Khain., Yet-Mee Lim & Lee, 2012).

There are two other student subjects where from the results of their interviews they stated that they work to get something from their work such as compensation, high salary, recognition of the ability they give to their work which is in accordance with the indication of the power dimension. These results are in accordance with the findings of the study Ye, (2015) entitled "*Work Values And Career Adaptability Of Chinese University Student*" It is found that when students are faced with a situation of choosing a job they will develop creativity, challenges, aesthetics, prestige as well as friendly interactions with colleagues, income, job welfare, appreciation from work and other external things. Individuals understand the value of work not from what they provide but from what they get such as (salary, compensation, recognition, and job security).

Career adaptability are important characteristics that can help a person to deal effectively with the uncertainty of an unclear career and future job role. These results are in accordance with the findings of the study Geneva (2018) by having *career adaptability*, millennials can increase their chances of finding a suitable job, thereby increasing their career success and even their well-being. Therefore, improving career adaptability is very important (Ramos & Lopez, 2018).

Career choices can be determined when students have a sense of concern for their future and feel it is important to prepare for tomorrow. Aspects *career adaptability* This indicates the individual's awareness of his or her developmental tasks, understanding the transition period to the realm of work that must be faced, as well as the choices that need to be made in the near and long term (Savickas & Porfeli, 2012)

Students with *Career adaptability* will have self-awareness that he will enter a more serious realm, namely the realm of work, then students will better prepare themselves to increase knowledge, sharpen skills, and other things that are in line (Savickas & Porfeli, 2012). *Career adaptability* It also encourages students to be more responsible to build their careers. This indicates that students will be more detailed, firm and thorough in determining their job choices in the future (Ramadani et al., 2020). Students are able to prepare for their work when they perform *career adaptability* in him (Behavior, 2022). One of the aspects *career adaptability* It also refers to the initiative to learn about the

world of work. It includes the search for information, openness to new experiences, exploration, and reflection on the compatibility between self and the world of work (Savickas & Porfeli, 2012).

However, research related to job readiness associated with *career adaptability* is still very limited. For this reason, this study will fill the existing gap by testing the contribution of *career adaptability to student work readiness*. The results of this study are expected to provide new insights related to the dynamics of work readiness and the factors that influence it.

METHODOLOGY

This study uses a quantitative descriptive approach with a correlational method (Scott, 2017). The population of this study is 119,260 (one hundred nineteen thousand two hundred and sixty) students, The sample of this research is students who are willing to fill in the research instrument A number of 210 students were selected with engineering *sampling incidental* involved in this study The instrument used the scale *career adaptability*, and Job Readiness. The scale used in this study is the *career adaptability* consists of 24 items, and the work readiness scale consists of 24 items All scales are tested with validity tests through with professional assessment. Data analysis in this study used IBM SPSS version 26. The type of data analysis used in this study is multiple regression with prerequisite tests including normality test, regression linearity test, and multicollinearity test. This study aims to examine the contribution of *Career adaptability and Job Satisfaction* Before the hypothesis test was carried out, the researcher conducted an assumption test that there was research data related to normality, linearity and multicollinearity.

Table I Normality Test Results

Variable	Asymp.Sig	Information
Career Adaptability	0,165	Usual
Job Readiness	0.200	Normal

It can be known that the normality test of *Career Adaptability* data with an *Asymp* value. *Sig.* (0.165) > from 0.05, and Job Readiness data with *Asymp* value. *Sig.* (0.200) > from 0.05. The results show that the three variables are normally distributed.

Table 2 results of the Linearity Test

Variable	F	Significance	Information
<i>Career Adaptability</i>	67.530	.000	Linear

The linearity test of variable *Career Adaptability* with Job Readiness shows $F_{\text{count}} (67.530) > F_{\text{table}} (1.97)$. with a value of *Sig.* (0.000) ≤ 0.005 This means that the data of each variable X is linear.

Table 3 Multicollinearity Test Results

Variabel	Tolerance	VIVI D	Information
(Constant)			Not happening
<i>Career Adaptability</i>	0,349	2.864	Multikolinieritas

It can be found that the value of the VIF *Career Adaptability* value is 2.864 Thus, the tolerance value is greater than 0.10 and the VIF value is less than 10. This means that there is no multicollinearity of the predictor, namely *Career Adaptability*.

Table 4. Results of the Significance Test of Correlation Coefficients, *Career Adaptability* and Student Job Readiness in the School to Work Transition

Variabel	R	R Square
X1 – Y	0,525	0,275

It can be seen that the R value is 0.525 which means that there is a positive relationship between *career adaptability* and student job readiness is 0.525. The value of R^2 Square is 0.275 which means that the contribution of *career adaptability* and together to student work readiness is 27.5% while 72.2% is influenced by other factors

RESULT AND DISCUSSION

The results of the normality test in this study show that *the data on career adaptability* and work readiness of students are distributed normally. This is evidenced by the value of Asymp. Sig. *Career adaptability* of 0.165 and work readiness of 0.200, both greater than the significance level of 0.05. Thus, the analysis model used can be said to be feasible because it meets the basic assumptions of normal distribution. This condition is important, because the data that is distributed normally allows the interpretation of regression results to be carried out precisely and unequally.

The linearity test resulted in a Fcal value of 67.530 greater than Ftable (1.97) with a significance value of $0.000 \leq 0.05$. This shows that there is a linear relationship between *career adaptability* and student job readiness. This means that the higher the student's ability to adapt to a career, the higher their readiness to enter the world of work. This linear connection emphasizes that independent variables (*career adaptability*) have a direct effect on dependent variables (job readiness).

The multicollinearity test showed that the tolerance value was 0.349 (>0.10) and the VIF value was 2.864 (<10). These results confirm that there is no multicollinearity in the model, so the predictor variables used stand alone and do not overlap with other factors. Thus, the regression results obtained can be said to be reliable and can be used to draw conclusions about the contribution of *career adaptability* to students' work readiness.

The results of the correlation analysis showed an R value of 0.525 which means that there is a positive relationship with moderate strength between *career adaptability* and student job readiness. The higher the student's ability to adjust to the demands of their career, the better their readiness will be to face the transition to the world of work. Furthermore, the R Square value of 0.275 indicates that *career adaptability* contributes 27.5% to student work readiness. The rest, which is 72.5%, is influenced by other factors outside of the variables studied.

The results of this study emphasized the role of *career adaptability* as one of the important factors that determine student job readiness. Although the contribution is not completely dominant, the figure of 27.5% is quite significant in socio-psychological research, considering that job readiness is a multidimensional construct influenced by various aspects. These findings are also in line with the theory of career adaptability which emphasizes that individuals with high career adaptability will be better able to deal with

uncertainty, be flexible to change, and be more proactive in career planning and decision-making.

The findings of this study have practical implications for both students and educational institutions. Students are expected to develop *career adaptability* through involvement in organizations, internship programs, soft skills training, and other self-development activities. Meanwhile, universities need to provide more structured career development services to increase graduates' job readiness. For further research, it is recommended to examine other variables that have the potential to affect job readiness, such as career self-efficacy, field work experience, social support, and job market conditions, so that the picture of factors that affect students' job readiness becomes more comprehensive.

CONCLUSION

This study proves that *career adaptability* has a significant contribution to students' work readiness during *the school to work transition* period. Based on the results of data analysis, it is known that the relationship between *career adaptability* and student job readiness is positive with moderate relationship strength ($R = 0.525$). The contribution of *career adaptability* to student job readiness was 24.1% ($R^2 = 0.491$), and *career adaptability* together to students' work readiness during *the school to work transition* period was 27.5% ($R^2 = 0.535$), others were influenced by other factors outside this study. Thus, it can be concluded that the higher the ability of students to adjust to the demands of their career, the higher their readiness to face the transition from the world of education to the world of work. This emphasizes the importance of developing *career adaptability* through various self-development programs, training, and university support, so that students are better prepared to face challenges in the increasingly competitive world of work

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