

THE EFFECTIVENESS OF CAREER ADAPTABILITY TRAINING FOR FINAL YEAR STUDENTS

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ABSTRACT

Career transition from student to worker is an important phase that determines individual success in their work. However, in reality, students do not prepare their careers well so they are less able to adapt to their career choices. This study aims to determine the effectiveness of career adaptability training for final year students. This research method is an experimental model with a within group pre and post test design with a total sample of 18 people. The results of the Wilcoxon test showed p value = 0.003, so it can be concluded that there is a difference in the average career adaptability of final year students before and after being given training. Thus, career adaptability training can be an alternative intervention given to final year students in order to adapt to their career choices.

ABSTRAK

Transisi karir dari mahasiswa menjadi pekerja merupakan fase penting yang menentukan kesuksesan individu dalam dunia kerja. Namun kenyataannya, mahasiswa tidak mempersiapkan karirnya dengan baik sehingga kurang mampu beradaptasi dengan pilihan karirnya. Penelitian ini bertujuan untuk mengetahui efektifitas pelatihan adaptabilitas karir pada mahasiswa tingkat akhir. Metode penelitian ini adalah model eksperimen dengan within group pre and post test design dengan jumlah sampel sebanyak 18 orang. Hasil uji Wilcoxon menunjukkan nilai $p = 0,003$, sehingga dapat ditarik kesimpulan bahwa terdapat perbedaan rata-rata adaptabilitas karier pada mahasiswa tingkat akhir sebelum dan sesudah diberikan pelatihan. Pelatihan adaptabilitas karir dapat menjadi alternatif intervensi yang diberikan kepada mahasiswa tingkat akhir agar bisa beradaptasi dengan pilihan karirnya.

INTRODUCTION

Work is an activity that is important in people's life. Not only does it provide a source of financial livelihood for individuals, work is also the job with the largest allocation of time. In general, individuals work for a minimum of 8 hours, which is a third of their daily time. With this sufficient time allocation, work not only provides financial compensation, but is also a place where individuals interact with others, develop themselves and a source of happiness. When individuals have jobs that suit themselves, they will be satisfied (Berisha & Lajçi, 2021), well-being, and productive (Lin et al., 2014). This situation is an ideal situation and very beneficial for individuals and companies. Unfortunately, to achieve this state, there are conditions that need to be met, namely the individual must work in a job that suits him (Warr, 2011). This can occur when individuals have good career preparation so as to enable individuals to find suitable jobs, increase knowledge and skills related to the targeted career, so as to increase their success

in obtaining a suitable career, and increase the probability of having a good career (Koen et al., 2012). However, in reality, this ideal situation is rarely achieved. Several studies have shown that final year students in Indonesia have not been able to choose an appropriate career, as well as prepare themselves for the targeted career (Akhbar et al., 2018; Hami et al., 2006). In addition, the increasing pace of change in the world of work, such as the deteriorating economy due to the COVID-19 pandemic, requires individuals to also have adaptability in their careers, namely individual readiness to face predictable tasks, prepare for and participate in work roles and with unpredictable adjustments because of unexpected consequences of changes in work and working conditions (Savickas, 1997). Individuals who have career adaptability will be able to make optimal career decisions (Urbanaviciute et al., 2014) have better performance, have life satisfaction (Trowler & Trowler, 2010), and happier (Urbanaviciute et al., 2019). Career adaptability is a dynamic construct and can be learned, so it will increase if individuals are diligent in honing it (Savickas, 1997). However, career adaptability can also decrease, especially during the job search period (Koen, Klehe, Vianen, 2012). The decline in career adaptability can occur due to insecurity and tension due to the uncertainty of getting a job in the era of globalization (Koen et al., 2012; Monteiro et al., 2019). This can cause difficulties for individuals when they want to find work. Therefore, it is important for individuals to be able to hone their career adaptability.

Career adaptability is a psychosocial construct that shows an individual's resources to cope with the present and anticipated tasks, transitions, trauma in work roles that may change the individual's social integration (Savickas & Porfeli, 2012). The resource of career adaptability is the power or self-regulatory capacity used by individuals to resolve complex and ambiguous problems that occur during vocational development, job transitions, and work trauma. Adaptability is the accumulation of competence and knowledge obtained from the learning process and experience. This ability can be more flexible than nature because it develops through interactions between within and outside the individual. This shows that environmental forces in the formation of adaptability vary, depending on the opportunities and needs to develop and express it. These four things are then mixed into a single unit, namely a higher level of adaptation (outcome) is expected for individuals who are willing (adaptive) and able (adaptability) to perform behaviors that cope with changing conditions (adapting). According to Savickas & Porfeli (2012), there are four dimensions of career adaptability, namely career concern, career control, career curiosity, and career confidence. Career concern is a resource that helps individuals to look ahead and prepare for the future. This awareness encourages individuals to think about the past regarding individual careers, future choices, and individual career preferences. In essence, Career Concern is future-oriented, an awareness (sense) that preparing for tomorrow is important for individuals. Furthermore, an attitude of playfulness and optimism fosters preparedness as individuals become aware of the vocational tasks and job transitions they will face and the choices that will be made in the near and far future.

Career control is a resource that enables individuals to take control over their future by being responsible and conscientious in making career-related decisions. The belief that individuals can have control over their careers helps individuals to more easily determine when career-related choices arise. Career control is then emphasized in the form of firmness and

competence in decision making and creates curiosity about the possibility of self and the existence of alternatives in the future related to careers.

Career curiosity refers to curiosity about, and exploration of, the fit between oneself and the world of work. Career curiosity is expressed in exploring individual knowledge, skills, and abilities, classifying individual values, using different information seeking strategies, discussing extrinsic and intrinsic rewards, and interpreting job information. When career curiosity is followed up, it will produce knowledge that can be used to make choices that are appropriate to the situation. Thus, these resources can form a realistic image of the individual himself and his career choices. This can facilitate the choice of further options that are suitable for the individual and the work situation. Individuals need confidence to act according to their interests. Self-confidence shows the anticipation of success in facing challenges and overcoming obstacles. Career confidence is the perceived resource of individuals to solve problems and to overcome obstacles in pursuing their career aspirations. Career confidence indicates a sense of self-efficacy regarding a person's ability to successfully carry out the actions required to make and implement appropriate educational and vocational choices. Career choices require solving complex problems. The fundamental role of trust in career building is reflected in the extensive scholarship on self-esteem, self-efficacy, and encouragement in vocational development theory. One of the interventions that can be done to improve students' career readiness is to provide them with training that can improve their career adaptability. However, this career adaptability is a competency (Savickas & Porfeli, 2012) that is expected to be trained. Research conducted by Koen (2012) shows that career adaptability training can increase the success of the transition between school and work, as well as their job prospects within 6 months (Koen et al., 2012). Unfortunately, this training has not yet been prepared for participants in Indonesia. On the other hand, the situation and individual characteristics faced will greatly affect the effectiveness of training (Chiaburu & Tekleab, 2005).

This study aims to develop an intervention to develop student career adaptability using the concept of career adaptability from Savickas and Portfeli (2012). This intervention was also designed by adapting the intervention made by Koen, Klehe, & Vianen (2012). Furthermore, this study will examine the effectiveness of this career adaptability development intervention. This research is important because career adaptability is a very crucial skill for students to have. However, to the best of the authors' knowledge, no evidence-based interventions have been developed in Indonesia

METHODS

This study uses a quantitative approach, with the type of experimental research. The experimental design used is within subject with a pre-post test design involving 18 final year students. The intervention provided was in the form of training based on the concept of career adaptability by adapting the intervention made by Koen, Klehe, & Vianen (2012). The trainer follows the structure and process that has been developed step by step (Details can be seen in Table 1).

Table 1. Training Stages

Section	Dimension	Activity
My Career Past, Present, and Future	Career Concern	Participants identify changes in career interests
My Ideal Work	Career Curiosity Career Control	- Participants identify the values they have at work - Participants identify the suitability of values with career interests
Explore KSAO's	Career Curiosity	- Participants identify KSAO's that currently owned - Participants identify KSAO's that chosen by career interest - Discovering KSAO's GAP self and career interests
Death Wish	Career Control	Participants find out how they hope to be remembered
Action Plan	Career Confidence	Participants draw up the necessary action plans

Measurement of career adaptability is carried out using the Career Adaptability Scale (CAAS) which has been adapted for Indonesian subjects (Sulistiani et al., 2019). This instrument consists of 24 items with Cronbach's Alpha values ranging from 0.83-0.85 and loading factor ranging from 0.57-0.79. Thus, this instrument has the appropriate validity and reliability to be used to measure career adaptability in Indonesia.

RESULTS AND DISCUSSION

Participants in this study amounted to 18 people. The participants consisted of 7 men and 11 women with an age range of 19 – 23 years. Participants came from several faculties including the faculties of engineering, law, economics, agriculture, mathematics and natural sciences, literature, as well as social and political sciences. The number of participants in this study was obtained based on participants who filled out the complete questionnaire form which was distributed before and after the training activity took place.

Table 2 Pre-test and Post-test analysis result

Wilcoxon Signed Rank Test	
V	1
p-value	0.003252

*alternative hypothesis: true location shift is not equal to 0

The data obtained in this study were tested using the Wilcoxon signed rank test to determine the difference in the average career adaptability of final year students before and after being given training. Wilcoxon test results showed p value = 0.003252. This figure shows that the p value <0.05, so it can be concluded that there is a difference in the average career adaptability of final year students before and after being given training. These results are in line with the research of Koen, Klehe, & Vianen (2012) regarding career adaptability training to facilitate a successful school-to-work transition.

Research by Koen, Klehe, & Vianen (2012) shows that there is a significant difference in the level of career adaptability between individuals who attend training and those who do not. Individuals who attended the training showed a significant increase in the dimensions of career adaptability. This illustrates how important it is to provide career adaptability training for students, especially those who are close to completing their studies and will experience the transition to the world of work. Career adaptability training can provide various benefits to final year students who are about to enter the transition period to the world of work. Koen, Klehe, & Vianen (2012) stated that individuals with higher levels of career adaptability tend to be more successful in mastering the transition between school and work, have lower chances of prolonged unemployment, and can make better career choices. Career adaptability can increase the chances of finding a suitable job, thereby increasing career success and even well-being. Therefore, improving these skills can help new graduates to find suitable jobs.

Success in career adaptability training can facilitate the transition process from school to the world of work. Research (Maree, 2017) shows that career adaptability improves self-regulatory behavior and facilitates the transition from school to the world of work. The research shows that career adaptability also supports individuals in preparing job-seeking strategies and also increases individual job satisfaction. This again emphasizes the importance of career adaptability in a successful transition from school to the world of work, especially for individuals who are looking for work. Career adaptability training can also support recent graduates seeking employment. (Monteiro et al., 2019) suggest that career adaptability and university-to-work transition show a significant influence on the employment status of university graduates in Portugal. Their research shows a positive relationship between career adaptability and graduate employment status before and during the transition. Individuals with high career adaptability are more likely to be employed in the eighteen months following the transition. In addition, the study also shows that individual career adaptability tends to be stable before and during the transition. The results of this study indicate that the designed intervention can improve career adaptability. However, interpretation and generalization of the results of this study needs to be done with caution. This study did not use a control group, so the possibility that the increase in career adaptability was caused by things other than the designed intervention was still open. In addition, the research sample is also very small, so the test we use is a non-parametric test that cannot be generalized to the population.

CONCLUSION

This study shows that the intervention model in the form of training provides an effective role in the career adaptability of final year students. Career adaptability training for final year students will help students face the transition from college to work. Thus, students will find it easier to start a career according to their career choice after completing their studies. Career development centers located on each campus have the task of accommodating student career development. One of them can be done by creating sustainable programs related to the adaptability of student careers. This program will help students identify their career options and adapt to those career choices. The waiting period for alumni to get jobs will be shorter because starting from college, students have prepared themselves to enter the world of work.

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