

Career planning and adversity quotient on the work readiness of PAP FKIP UNS students

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Abstract

Kesiapan kerja mahasiswa menjadi aspek krusial yang perlu dipersiapkan dengan baik setelah menyelesaikan pendidikan di perguruan tinggi. Penelitian ini bertujuan untuk mengetahui: 1) ada tidaknya pengaruh parsial antara perencanaan karir terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS, 2) ada tidaknya pengaruh parsial antara adversity quotient terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS, dan 3) ada tidaknya pengaruh simultan antara perencanaan karir dan adversity quotient secara bersama-sama terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS. Metode yang digunakan dalam penelitian ini adalah metode korelasional dengan pendekatan kuantitatif. Hasil temuan menunjukkan: 1) Terdapat pengaruh yang positif dan signifikan antara perencanaan karir terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS ditunjukkan melalui nilai signifikansi sebesar 0,000, 2) Terdapat pengaruh yang positif dan signifikan antara adversity quotient terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS dengan nilai signifikansi sebesar 0,039, dan 3) Terdapat pengaruh yang positif dan signifikan perencanaan karir dan adversity quotient secara bersama-sama terhadap kesiapan kerja mahasiswa Pendidikan Administrasi Perkantoran FKIP UNS dengan nilai signifikansi F sebesar 0,000. Hasil penelitian menunjukkan bahwa perencanaan karir dan adversity quotient berpengaruh terhadap kesiapan kerja.

Kata kunci: kesiapan karir; strategi karir; daya juang

Abstract

Student work readiness is a crucial aspect that requires adequate preparation before entering the workforce after completing higher education. This study examines: (1) the partial effect of career planning on the work readiness of Office Administration Education students at FKIP UNS, (2) the partial effect of adversity quotient on work readiness, and (3) the simultaneous effect of career planning and adversity quotient on work readiness. A correlational method with a quantitative approach was employed. The findings indicate: (1) career planning had a positive and significant

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effect on work readiness (significance value = 0.000, $p < .05$), (2) adversity quotient had a positive and significant effect on work readiness (significance value = 0.039, $p < .05$), and (3) career planning and adversity quotient jointly had a positive and significant effect on work readiness (F significance value = 0.000, $p < .05$). These results demonstrate that career planning and adversity quotient significantly influence work readiness among Office Administration Education students.

Keywords: career readiness; career strategy; resilience

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Introduction

Education is widely recognized as the most effective means of improving human quality. This perspective aligns with research findings by Basuki et al. (2023), which demonstrate that the quality of human resources is significantly influenced by the education individuals receive. Higher education, in particular, is believed to produce superior human resources. As noted by Fajar et al. (2021), higher education is expected to develop critical thinking skills and foster behavioral awareness among students as integral components of the learning process.

Student work readiness represents a crucial aspect that requires careful preparation before graduation from higher education institutions. According to Wiharja et al. (2020), work readiness reflects the self-development process through which students master knowledge, attitudes, and skills that align with workforce requirements. However, current evidence suggests that student work readiness levels remain relatively low (Pertwi & Raihana, 2023). Contributing factors include procrastination in task completion, difficulty adapting to changes, diminished confidence when accepting responsibilities, lack of self-belief in personal abilities, and inability to achieve self-acceptance. These findings are corroborated by Safitri and Syofyan (2023), who reported that the majority of students lack adequate work readiness.

Work readiness is influenced by multiple factors. Azky and Mulyana (2024) categorize these factors into two primary domains: internal and external. Internal factors originate within the individual and encompass career planning, adversity quotient, self-efficacy, psychological capital, internship or field work practice experience, soft skills, motivation to enter the workforce, and managerial competencies. External factors include social support from the surrounding environment. Career planning represents one internal factor that contributes significantly to work readiness. Latif et al. (2017) demonstrated that comprehensive career planning enhances students' workforce readiness and supports career success. As explained by Sutirno (as cited in Ardini & Rosmila, 2021), career planning constitutes an individual process through which career objectives and pathways are determined, thereby minimizing errors in career selection. Additionally, adversity quotient plays an important role in work readiness. Basuki et al. (2023) found that adversity quotient exerts a positive and significant effect on student work readiness. Jasak et al. (2020) noted that resilience reflects individual confidence in confronting obstacles. According to Stoltz (as cited in Violinda et al., 2023), students require resilience to navigate various challenges and demonstrate readiness to address future problems.

Students enrolled in the Office Administration Education Study Program at FKIP Universitas Sebelas Maret (UNS), class of 2021, gained practical work experience through participation in the MBKM Internship program. This program provided opportunities for students to complete internships across various agencies, including companies, organizations, and government institutions for extended periods, enabling direct learning from workplace practices. Research by Fajar et al. (2021) indicates that students who actively participate in internship activities generally demonstrate higher work readiness and establish career direction before graduation. However, work

readiness data for Office Administration Education students from the Faculty of Teacher Training and Education at UNS, class of 2021, analyzed by Indrawati and Sawiji (2025), reveal suboptimal levels. The data indicate low work readiness across several dimensions: career management skills, with 70% of students lacking clear post-graduation career plans; knowledge, with 60% of students expressing insufficient confidence in their knowledge and skills for workforce entry; and personal circumstances, with 70% of students unprepared to face workforce challenges and uncertainties. The finding that 70% of FKIP UNS Office Administration Education students lack defined career plans reflects challenges in career planning among graduates. According to Baiti et al. (2017), students require guidance to explore their interests and talents in alignment with future expectations and aspirations. Conversely, Rachmady and Aprilia (as cited in Dewantari & Soetjningsih, 2022) noted that employment-related anxiety can diminish resilience and adversity quotient. Among FKIP UNS Office Administration Education students, class of 2021, 70% reported unpreparedness for workforce challenges and uncertainties, indicating potentially low adversity quotient levels. When students possess limited resilience or adversity quotient, they tend to experience reduced confidence in confronting workforce challenges, such as adapting to professional environments.

Investigating the influence of career planning and adversity quotient on work readiness among Office Administration Education students at FKIP UNS holds significant relevance. Although these factors are widely acknowledged as important contributors to work readiness, no previous research has specifically examined the relationship between career planning, adversity quotient, and work readiness within this student population. Therefore, conducting this research is essential. The study findings are expected to provide a foundation for the study program to formulate policies and design targeted programs that optimally prepare students for workforce entry. This study aims to determine: (1) whether career planning partially influences the work readiness of FKIP UNS Office Administration Education students, (2) whether adversity quotient partially influences work readiness, and (3) whether career planning and adversity quotient jointly influence work readiness.

Research Methods

This research was conducted at the Office Administration Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University, located at Jalan Ir. Sutami No. 36, Ketingan, Jebres, Surakarta, Central Java. The research period extended from October 2024 to June 2025, encompassing preparation, research implementation, results report preparation, and thesis examination and revision.

This study employed a correlational method with a quantitative approach. The quantitative approach was selected to facilitate knowledge acquisition through numerical data analysis (Kasiram, as cited in Gofur, 2019). This approach was utilized because the research collected numerical data and tested hypotheses regarding the influence of independent variables career planning (X1) and adversity quotient (X2) on the dependent variable of work readiness (Y) among FKIP UNS Office Administration Education students.

The study population comprised all students from the 2021 cohort of the FKIP UNS Office Administration Education Study Program, totaling 81 individuals. Because the population consisted of fewer than 100 members, the entire population served as the sample. Complete population sampling was selected to enhance the precision and accuracy of research findings.

The sampling technique employed was nonprobability sampling, defined as a technique that does not provide equal opportunity for every population element or member to be selected as a sample (Sugiyono, 2019). Specifically, this study applied saturated sampling, a technique that includes all population members as samples. This approach ensures comprehensive representation of all population elements, such that the data obtained accurately reflect population characteristics without omission.

Data collection was conducted using questionnaires. A questionnaire is a data collection technique that involves presenting a set of written questions or statements to respondents for completion (Sugiyono, 2019). This study utilized a closed questionnaire format, wherein questions included predetermined response options provided by the researcher, requiring respondents only to

select answers that best described their perspectives or circumstances. The Likert scale served as the measurement scale, ranging from 1 (lowest) to 5 (highest). The Likert scale measures attitudes, opinions, and perceptions of individuals or groups regarding social phenomena (Sugiyono, 2019).

Instrument validation incorporated two essential components: validity and reliability testing. The validity test assessed the extent to which research instruments measured their intended constructs, employing a 5% significance level. Instruments were considered valid when $r_{calculated} > r_{table}$, and invalid when $r_{calculated} < r_{table}$. Instrument validity was tested using the Pearson Product Moment correlation method, which correlated each item score with the total instrument score using SPSS version 26. Reliability testing assessed instrument consistency and measurement accuracy. Cronbach's alpha coefficient served as the reliability measure, with values exceeding 0.60 indicating reliable instruments and values below 0.60 indicating unreliable instruments.

Career planning represents a strategic process through which individuals evaluate personal skills, interests, motivations, and characteristics to identify suitable career directions. Career planning variable indicators followed Zlate's framework (as cited in Supriyatin et al., 2024), encompassing: (1) self-assessment, (2) exploring opportunities, (3) making decisions and setting goals, (4) planning, and (5) pursuit of achievement. Adversity quotient constitutes an individual's intelligence or capacity to confront and overcome challenges, difficulties, and problems. Adversity quotient variable indicators followed Stoltz's framework (as cited in Risma, 2016), including: (1) self-control the degree of control over problem-causing events or self-management during problem encounters; (2) origin and recognition the ability to identify problem causes and personal responsibility awareness; (3) reach the extent to which difficulties affect various life aspects; and (4) endurance individual resilience in facing prolonged difficulties. Work readiness reflects an individual's capacity to meet job demands optimally through harmonization of physical, mental, and experiential maturity. Work readiness variable indicators followed Murdayati's framework (as cited in Pratiwi et al., 2022), comprising: (1) physical and mental condition, (2) objective logical considerations, (3) ability to work with others, (4) attitude of responsibility, (5) critical thinking, and (6) willingness to advance and persevere. Data analysis in quantitative research encompasses data processing and presentation, computational descriptions, and hypothesis testing analysis (Sofwatillah et al., 2024). This study employed multiple regression analysis to examine multiple independent variables' effects on the dependent variable using SPSS version 26.

Results and Discussion

Research results

Instrument validation was conducted through validity and reliability testing. Validity test results indicated 12 valid statements for the career planning variable, 11 valid statements for the adversity quotient variable, and 15 valid statements for the work readiness variable. Reliability testing assessed the extent to which instruments provided consistent and accurate measurements. Cronbach's alpha coefficient was used to measure reliability, with values exceeding 0.60 indicating reliable instruments and values below 0.60 indicating unreliable instruments. Reliability test results demonstrated that Cronbach's alpha values for career planning (X_1), adversity quotient (X_2), and work readiness (Y) were 0.815, 0.736, and 0.781, respectively. Because all three values exceeded 0.60, all study instruments were deemed reliable.

Following instrument validation, prerequisite analysis tests were performed, including normality, linearity, and multicollinearity tests. The normality test employed the Kolmogorov-Smirnov method, yielding a significance value of 0.200, which exceeded the 0.05 threshold. Therefore, the data were normally distributed. The linearity test assessed whether linear relationships existed between independent and dependent variables. Results indicated that the significance value for the relationship between career planning (X_1) and work readiness (Y) was 0.217 ($p > .05$), confirming a linear relationship. Similarly, the significance value between adversity quotient (X_2)

and work readiness (Y) was 0.776 ($p > .05$), also indicating a linear relationship. The multicollinearity test determined whether correlations existed between independent variables in the regression model. Analysis revealed Variance Inflation Factor (VIF) values of $1.532 < 10$ and tolerance values of $0.653 > 0.01$ for both career planning and adversity quotient variables, confirming no multicollinearity problems.

Hypothesis testing utilized several analytical techniques: t-tests, F-tests, multiple regression analysis, and coefficient of determination (R^2) analysis. The t-test assessed each independent variable's partial influence on the dependent variable, evaluating whether individual independent variables in the regression model exerted significant effects on the dependent variable. Table 1 presents a summary of t-test results. Instrument validation was conducted through validity and reliability testing. Validity test results indicated 12 valid statements for the career planning variable, 11 valid statements for the adversity quotient variable, and 15 valid statements for the work readiness variable. Reliability testing assessed the extent to which instruments provided consistent and accurate measurements. Cronbach's alpha coefficient was used to measure reliability, with values exceeding 0.60 indicating reliable instruments and values below 0.60 indicating unreliable instruments. Reliability test results demonstrated that Cronbach's alpha values for career planning (X1), adversity quotient (X2), and work readiness (Y) were 0.815, 0.736, and 0.781, respectively. Because all three values exceeded 0.60, all study instruments were deemed reliable.

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Table 1
Test Results t

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	17.045	4.786		3.561	.001
Career Planning	.709	.118	.584	6.025	.000
Adversity Quotient	.250	.119	.204	2.103	.039

Analysis results indicated that the significance value for career planning (X_1) was 0.000 ($p < .05$), demonstrating that career planning partially exerted a significant effect on work readiness (Y). The significance value for adversity quotient (X_2) was 0.039 ($p < .05$), indicating that adversity quotient also partially exerted a significant effect on work readiness. To determine whether both independent variables simultaneously influenced the dependent variable in the regression model, the F-test was employed. Table 2 presents F-test results:

Table 2
F Test Results

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2183.846	2	1091.923	42.624	.000b
Residual	1998.154	78	25.617		
Total	4182.000	80			

The F-test significance value of 0.000 ($p < .05$) indicated rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_3). Thus, career planning (X_1) and adversity quotient (X_2) simultaneously exerted a significant influence on work readiness (Y) among FKIP UNS Office Administration Education students. To quantify the influence magnitude of both independent variables on the dependent variable, multiple linear regression analysis was conducted using the following formula:

$$\hat{Y} = \alpha + b_1x_1 + b_2x_2 + e$$

$$\hat{Y} = 17,045 + 0,709x_1 + 0,250x_2 + e$$

Information:

- $\hat{Y}$: Job Readiness
- α : Constant
- b_1, b_2 : Partial regression coefficient
- X_1 : Career Planning
- X_2 : Adversity Quotient
- e : Error term

The multiple linear regression equation interpretation follows: (1) The constant value of 17.045 indicates that when career planning (X_1) and adversity quotient (X_2) equal zero, work readiness (Y) equals 17.045. Without career planning and adversity quotient contributions, the baseline work readiness score is 17.045. (2) The career planning regression coefficient of 0.709 signifies that each one-unit increase in career planning, holding other independent variables constant, results in a 0.709-unit increase in student work readiness. (3) The adversity quotient regression coefficient of 0.250 indicates that each one-unit increase in adversity quotient, holding other independent variables constant, results in a 0.250-unit increase in student work readiness.

Coefficient of determination (R^2) analysis followed. The R^2 coefficient measures the extent to which independent variables explain dependent variable variation within a model. Table 3 presents R^2 analysis results:

Table 3
Results of Determination Coefficient Analysis (R^2)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.723a	.522	.510	5.061

The R^2 coefficient value of 0.522 (52.2%) indicates that career planning (X_1) and adversity quotient (X_2) jointly explained 52.2% of work readiness (Y) variance. The remaining 47.8% is attributable to factors not examined in this study.

Discussion

Based on t-test analysis results, career planning (X_1) partially exerted a significant influence on work readiness (Y) among FKIP UNS Office Administration Education students, evidenced by a significance value of 0.000 ($p < .05$) and a calculated t value of 6.025, exceeding the critical t value of 1.990. Data collection results revealed that the career planning indicator with the highest score was the "Exploring opportunities" sub-indicator, totaling 349 points, indicating strong positive agreement with the statement "I am open to a wide range of career paths and not fixated on just one job option." Through career exploration, individuals obtain information from diverse sources and align profession choices with personal characteristics, avoiding fixation on single work types. Despite majority findings demonstrating student openness to seeking opportunities, the "Planning" sub-indicator achieved the lowest score of 239, associated with the statement "I have the ability to identify potential obstacles and make a plan to overcome them." This indicates that although most students demonstrate openness to various career paths, their detailed planning abilities, particularly in identifying obstacles and developing coping strategies, require enhancement.

Additionally, t-test analysis results demonstrated that adversity quotient (X_2) partially exerted a significant influence on work readiness (Y) among FKIP UNS Office Administration Education students, indicated by a significance value of 0.039 ($p < .05$) and a calculated t value of 2.103, exceeding the critical t value of 1.990. Data collection findings revealed that the "Endurance" sub-indicator achieved the highest total score of 329, with the statement "I am able to accept all my shortcomings with a realistic attitude" receiving the highest score. These findings demonstrate that most FKIP UNS Office Administration Education students possess adequate endurance levels, particularly in realistic self-acceptance. Conversely, the "Self-control" sub-indicator recorded the lowest total score of 219, with a small percentage of students agreeing or strongly agreeing with the statement "I panic when the deadline is approaching." Research by Triana et al. (2025) identified effective time management strategies, including to-do lists, task prioritization, and weekly evaluations, which help reduce panic feelings and improve focus and work efficiency. Proper time management enables individuals to avoid excessive deadline-related pressure and maintain mental health.

Based on F-test analysis, career planning (X_1) and adversity quotient (X_2) simultaneously exerted a significant effect on work readiness (Y) among FKIP UNS Office Administration Education students, indicated by an F significance value of 0.000 ($p < .05$). Multiple linear regression analysis, expressed through the equation $\hat{Y} = 17.045 + 0.709X_1 + 0.250X_2$, revealed career planning and adversity quotient regression coefficients of 0.709 and 0.250, respectively. These coefficients indicate that each one-unit increase in career planning score corresponds to a 0.709-unit increase in student work readiness score, assuming other variables remain constant. Similarly, each one-unit increase in adversity quotient score results in a 0.250-unit increase in work readiness. Coefficient of determination calculations revealed that career planning and adversity quotient variables contributed 52.2% to student work readiness variance. Career planning contributed 41.11% effectively, while adversity quotient contributed 11.1% effectively. Relative contribution calculations showed career planning contributed 78.76%, while adversity quotient contributed 21.42%. These findings indicate that career planning variables exert more dominant influence on student work readiness than adversity quotient variables.

Conclusion

This study yields the following conclusions: (1) Career planning exerts a positive and significant influence on work readiness among FKIP UNS Office Administration Education students, demonstrated by a significance value of 0.000 ($p < .05$) and a calculated t value of 6.025 exceeding the critical t value of 1.990; (2) Adversity quotient exerts a positive and significant influence on work readiness among FKIP UNS Office Administration Education students, evidenced by a significance value of 0.039 ($p < .05$) and a calculated t value of 2.103 exceeding the critical t value of 1.990; and (3) Career planning and adversity quotient jointly exert a positive and significant influence on work readiness among FKIP UNS Office Administration Education students, confirmed by an F significance value of 0.000 ($p < .05$). This study has limitations

regarding the generalizability of results to broader student populations; findings remain context-specific and provide material for future research evaluation to produce enhanced results. Recommendations for the Office Administration Education Study Program Head at FKIP UNS include developing and implementing systematic career development programs, such as seminars, workshops, or career guidance integrated into the curriculum. Lecturers are encouraged to design learning activities incorporating career planning material and adversity quotient strengthening into course topics. For example, lecturers can integrate career exploration activities into relevant courses through assignments such as preparing short-term and long-term career plans, job interview training, and workplace simulations. Additionally, lecturers should provide constructive feedback and encourage students to persevere when facing academic and non-academic pressures. Students are advised to design career planning more carefully, including establishing short-term and long-term objectives and strategic implementation steps. Furthermore, students require resilience skill development, including mental fortitude, stress management competencies, and challenge-confrontation abilities, to better prepare for competition in dynamic work environments. Future research should examine additional variables potentially affecting student work readiness. Discussions and investigations should expand to explore other factors enriching understanding of this phenomenon. Additionally, expanding population and sample scope is essential to yield more representative results, thereby enhancing finding generalizability and contributing more comprehensively to student work readiness studies.

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