

## HOW CAN PSYCHOLOGICAL CAPITAL INFLUENCE STUDENT CAREER ADAPTABILITY?

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**Abstract.** The objectives and aims of this research are (1) to determine the Psychological Capital profile of students from the Guidance and Counseling Study Program Batch 2021 at PGRI University Yogyakarta, (2) to determine the Career Adaptability profile of students from the Guidance and Counseling Study Program Batch 2021 at PGRI University Yogyakarta, and (3) to investigate whether there is a significant influence between Psychological Capital and Career Adaptability among students from the Guidance and Counseling Study Program Batch 2021 at PGRI University Yogyakarta. The population in this study is students from the Guidance and Counseling Study Program. The research method used is correlational quantitative. The instruments used in this research are two types of questionnaires, namely the Psychological Capital questionnaire and the Career Adaptability questionnaire. These questionnaires will be tested for validity and reliability. Hypothesis testing uses correlational testing. The research results show that the average level of Psychological Capital and Career Adaptability of students in the Guidance and Counseling study program of the 2021 cohort at PGRI University Yogyakarta is in the very high category, and there is a positive and significant influence between Psychological Capital and Career Adaptability of students in the Guidance and Counseling study program of the 2021 cohort at PGRI University Yogyakarta at a level of 0.557, which is classified as moderate.

**Keywords:** Psychological Capital, Career Adaptability, Guidance and Counseling

**Abstrak.** Tujuan dan sasaran penelitian ini adalah (1) Mengetahui profil Modal Psikologis Mahasiswa Program Studi Bimbingan dan Konseling Angkatan 2021 Universitas PGRI Yogyakarta, 2) Mengetahui profil Adaptasi Karier Mahasiswa Program Studi Bimbingan dan Konseling Angkatan 2021 Universitas PGRI Yogyakarta dan 3) Mengetahui ada tidaknya pengaruh yang signifikan antara Modal Psikologis dengan Adaptabilitas Karier Mahasiswa Program Studi Bimbingan dan Konseling Angkatan 2021 Universitas PGRI Yogyakarta. Populasi dalam penelitian ini adalah mahasiswa Program Studi Bimbingan dan Konseling. Jenis penelitian yang digunakan adalah kuantitatif korelasional. Instrumen yang digunakan dalam penelitian ini adalah dua jenis kuesioner, yaitu kuesioner Modal Psikologis dan kuesioner Adaptabilitas Karier. Kuesioner tersebut akan diuji validitas dan reliabilitasnya. Pengujian hipotesis menggunakan uji korelasional. Hasil penelitian menunjukkan bahwa rata-rata Tingkat Modal Psikologis dan Adaptabilitas Karir Mahasiswa Program Studi Bimbingan dan Konseling Angkatan 2021 Universitas PGRI Yogyakarta berada pada kategori sangat tinggi, dan terdapat pengaruh yang positif dan signifikan antara Modal Psikologis terhadap Adaptabilitas Karir Mahasiswa Program Studi Bimbingan dan Konseling Angkatan 2021 Universitas PGRI Yogyakarta sebesar 0,557 atau berada pada kategori sedang.

**Kata Kunci:** Modal Psikologis, Adaptasi Karier, Bimbingan dan Konseling

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## INTRODUCTION

The global crisis during the Covid-19 pandemic caused career adaptability to become an important skill in the world of work due to unexpected job changes, layoff decisions and time off from work (Lee et al., 2021). Therefore, career adaptability helps individuals see possibilities, take advantage of change and anticipate predictable uncertainty (Rudolph & Lavigne, 2016). Young (2012) says that looking for work for too long or being unemployed will result in job seekers to give up their job search efforts. The explanation emphasizes that it is important to consider the individual's ability in achieving his career before graduating from college. If this is not prepared optimally, the impact that will be received by new graduates is that it is difficult to get a job, this can also be experienced by final year students or prospective new college graduates who will later experience a transition period as well.

Achieving mature career development, limited employment opportunities, increasingly fierce job competition, increasingly high, uncertain and diverse career demands. So students should be equipped with skills that can be used to deal with turmoil in the world of work after graduation. Chong & Leong (2015), stated "Career adaptability is an important characteristic that helps individuals deal effectively with career uncertainty and ambiguous job roles in current times". Career adaptability is an important characteristic that can help individuals deal effectively with career uncertainty and uncertainty in today's work rules.

Savickas (2012) mentions Career adaptability is a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration. Career adaptation is a psychosocial construct that shows individuals' resources to cope with and anticipate current tasks, changes, trauma in their work rules to a large or small degree, which alter their social integration. That means that individuals who will face the world of work must have the ability to cope and anticipate tasks in the work, be open to changes in the world of work and be able to overcome the trauma that may arise from their work. Chong & Leong (2015) also stated "This indicates that individuals who lack career adaptability may face the risk of career maladjustment and excessive career stress", that is an indication that an individual who is unable to adapt in his career faces the risk of career adjustment errors and career stress. excessive. In this case, of course, it is important to develop career adaptability for students as an effort to develop themselves in the world of work and also to prevent problems that may arise in the world of work.

Savickas and Porfeli (2012), say that there are four dimensions of career adaptability which are also resources that individuals must have to prepare for their careers. These dimensions include concern, control, curiosity, and confidence (Savickas & Porfeli, 2012), concern (concern) refers to the extent to which the individual is aware of the need for future career planning; control includes the responsibility of the individual in shaping himself from his environment to take decisive decisions and achieve his goals through self-discipline, effort, and perseverance; Curiosity refers to the exploration of various possibilities of self formation based on various situations and roles in the environment; Confidence is a sense of confidence in the choice and confidence that the individual is able to actualize his choices.

One of the factors that can affect career adaptability is psychological capital. Research conducted by Umairah and Murkana (2021) on 225 respondents indicated that there was a significant relationship between psychological capital and career adaptability. In addition, career adaptability has a positive impact on career competency. Singhal & Rastogi (2018) in their research in India stated "psychological capital will be positively related to career commitment," correlations between total psychological capital and career commitment scores were calculated and the results confirmed a significant positive correlation ( $r = 0.441, p < 0.05$ )" means that psychological capital has a positive relationship with career commitment. Ibrahim & Amari (2018) conducted a study of 400 women in Egypt and stated "the results of the current study underscore the positive impact of psychological capital components on both career adaptability and subjective career success. The results of the current study underscore the positive impact of the psychological capital component on career adaptability and subjective career success.

Psychological capital itself according to Kusuma and Prihatsanti (2016) is an individual's psychological capacity that develops positively with several characteristics, namely self-efficacy, optimism, hope, and resilience. Luthans, Youssef and Avolio (2007), define psychological capital as a positive capacity possessed by each individual that is useful for helping the individual to develop, which is characterized by (1) self-efficacy/confidence to complete work, (2) have positive expectations (optimism) about current and future success, (3) persevere in hope (hope) to succeed, and (4) be steadfast in facing various problems (resiliency) to achieve success. The concept of psychological capital is proposed as an important subset of human resources that can help overcome employee problems in organizations. The four components influence each other so that they have the goal of underlying psychological resources that allow individuals to have a higher level of capacity to perform consistently (Luthans et al., 2007). Based on the description above, it can be concluded that psychological

capital is a positive capacity possessed by each individual that is useful for helping the individual to develop which is characterized by: self-efficacy, optimism, hope and resilience.

From interviews conducted with students of the class of 2021 or smster 1 of the guidance and counseling study program, they stated that they were still confused and worried about their careers and what they would do in the future. Meanwhile, in the class of 2019 or semester 5 when asked about future careers they still tend to answer that they will become BK teachers, when asked if there are other alternatives besides becoming BK teachers, most of them answer that there is no certainty. The respondents answered that they did not have things to think about carefully regarding their careers. This makes researchers assess that their career adaptability is still lacking. But of course they have high hopes and optimism for their future which is part of their psychological capital. The urgency of this research is to reveal the phenomenon of Career Adaptability and Psychological capital of Guidance and Counseling FKIP UPY students, as well as to see the influence of psychological capital on Career Adaptability which later on basic data can be used to make special treatment and further research.

This study has novelty in several aspects (1) the specific research subjects are students of the Guidance and Counseling study program, who play an important role as prospective career facilitators; (2) the study was conducted in a post-pandemic context where career challenges are increasingly dynamic and complex; (3) The findings show a gap between the high psychological capital and career difficulties experienced by students, which provides insight into career counseling interventions based on students' psychological strengths. The purpose of this research is the influence of psychological capital on career adaptability of guidance and counseling study program students at PGRI Yogyakarta University Academic year 2021/2022".

## **METHOD**

The type of research used by the researcher is a type of correlational quantitative research. This correlational quantitative research aims to find the relationship and explain the causes of change (test the theory). According to Creswell (2014), "correlational quantitative research is research using statistical methods that measure the influence between two or more variables". This research approach is used to test the established hypothesis. Sugiyono (2018) explains:

Quantitative research methods can be defined as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative/statistical with the aim of testing hypotheses. While nana syaodih (2008) explains

"relationship studies (relationship studies), also called correlational studies, research relationships between two things, two or more variables". In this study, the researcher wanted to see the relationship between two variables naturally without trying to treat these variables. Sugiyono (2014) says that the sample is part of the number and characteristics possessed by the population. This means that the sample is part of the population that will be the subject of the study. Meanwhile, Arikunto (2010) said that the sample is part or as a representative of the population to be studied. If the research is carried out by part of the population, it can be said that the research is a sample study. From the population, several samples will be drawn to be used as research subjects. Subject selection is done by using the academic saturation scale. The technique used in determining the subject is a random sampling technique of 30% of the population.

Data collection techniques are methods/methods used by researchers to obtain or collect data. Each study has differences in data collection that is tailored to the needs of the study. According to Sugiyono (2013) data collection techniques are the most strategic steps in research, because the main purpose of this research is to obtain data. In this study, the data collection technique used a questionnaire technique. Furthermore, Sugiyono (2014) suggests that the research instrument is a tool used to measure the observed natural and social phenomena. The observed natural or social phenomena are referred to as variables. So, the research instrument can also be said to be a tool used to measure research variables. The data collection instrument used in this study was a questionnaire instrument. According to Suharsimi Arikunto (2010), questionnaires are a number of written questions that are used to obtain information from respondents in terms of reports about themselves or things they know. The questionnaire instrument used in this study was a psychological capital and adaptability carrier questionnaire.

According to Sugiyono (2014) data analysis techniques are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to test hypotheses that have been proposed. The data analysis stage in this research consists of:

### **Validity and Reliability Test**

Before the instrument is used in this study, it is necessary to conduct an empirical trial. This is done so that an instrument is actually obtained that can measure and reveal the psychological aspects of the respondent (tested for validity and reliability). According to Arikunto (2002) a good instrument must meet two important requirements, namely valid and

reliable. The academic saturation questionnaire was tested internally first through expert judgment. Furthermore, the researchers conducted the instrument validity test phase using item analysis and reliability testing with Cronbach's Alpha which was analyzed using the SPSS program. The results of the questionnaire item validity test were 48 questions, the results were all valid and the questionnaire instrument was declared reliable. Results can be seen in appendix 6

### **Correlational Test**

The correlational test is intended to see the relationship between the two measurement results or the two variables studied, to determine the degree of relationship between the X variable and the Y variable. In this study, the Pearson product moment correlation technique was used. As stated by Ronny (2010) that interval or ratio scale data can use Pearson product moment correlation. It was also expressed by Iqbal (2010) "pearson correlation coefficient formula ( $r$ ), is used in simple correlation analysis for interval/ratio variables with interval/ratio variables".

## **RESULTS AND DISCUSSION**

This research on Psychological Capital and Career Adaptability was conducted from December 2021 to March 2022. The subjects of the research were students of the Guidance and Counseling Study Program, Universitas PGRI Yogyakarta, totaling 241 students. The researcher took a research sample of 69 students or 28% of the total students. The sampling technique used was simple random sampling. Based on the results of data analysis from 62 students of the Guidance and Counseling Study Program, class of 2021, PGRI Yogyakarta University, the following data was obtained:

### **Psychological Capital Profile**

The measurement results show that the majority of students have a very high level of psychological capital, with a percentage reaching 83.87%, and the rest are in the high category (16.13%). No respondents have scores in the medium, low, or very low categories. This shows that students generally have good self-confidence, hope, resilience, and optimism in facing college life and the future.

### **Career Adaptability Profile**

The career adaptability score also shows high results. As many as 79.03% of students are in the very high category, and 20.97% are in the high category. This reflects that in general, students have good adaptive abilities in planning, managing, and facing the dynamics of their future careers.

### **Relationship between Psychological Capital and Career Adaptability**

The results of the Pearson correlation test show that there is a positive and significant relationship between psychological capital and career adaptability ( $r = 0.557$ , sig.  $< 0.01$ ). This means that the higher the level of psychological capital that students have, the higher their ability to adapt to career challenges

### **CONCLUSION**

Although the results showed a very high category for both variables, the qualitative interviews conducted previously revealed career doubts and confusion among students. This indicates that although their psychological capacity is high, not all students have career awareness that is actualized behaviorally. Therefore, strengthening is needed from the following aspects: Career guidance services based on psychological strengthening, not just career information. Systematic interventions that link psychological potential with real career exploration and planning (e.g. career coaching training, self-reflection tools, interview simulations, etc.).

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