The Influence Of Career Planning And Adversity Quotient On Job Readiness Of Students (A Study On Management Students Of The 2021 Cohort At Universitas Muhammadiyah Surakarta)

Pengaruh Perencanaan Karir Dan Adversity Quotient Terhadap Kesiapan Kerja Mahasiswa (Studi Pada Mahasiswa Manajemen Angkatan 2021 Di Universitas Muhammadiyah Surakarta)

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ABSTRACT
This research explores how career planning and adversity quotient affect the job readiness of management students from the 2021 cohort at Universitas Muhammadiyah Surakarta. A quantitative method was applied, utilizing a survey with a questionnaire distributed to 117 respondents selected through purposive sampling. Career planning and adversity quotient, as the independent variables, and job readiness as the dependent variable were measured using a Likert scale. The study employed various data analysis techniques, including validity and reliability tests, classical assumption checks (normality, multicollinearity, and heteroscedasticity), and multiple linear regression to analyze the relationship between the variables. The findings reveal that both career planning and adversity quotient significantly and positively influence job readiness. However, the study is constrained by a limited sample size and the focus on a single department, which may limit the generalizability of the results. Future studies should include a broader sample of students from various departments and universities, and incorporate other factors such as internship experience, interpersonal and communication skills, and social support, to gain a more holistic view of the factors that impact job readiness.
Keywords: Career Planning, Adversity Quotient, Job Readiness, Management Students, Quantitative Study.

ABSTRAK
Penelitian ini mengeksplorasi bagaimana perencanaan karir dan adversity quotient mempengaruhi kesiapan kerja mahasiswa manajemen angkatan 2021 di Universitas Muhammadiyah Surakarta. Metode kuantitatif digunakan dengan menggunakan survei melalui kuesioner yang disebarkan kepada 117 responden yang dipilih secara purposive sampling. Perencanaan karir dan adversity quotient, sebagai variabel independen, dan kesiapan kerja sebagai variabel dependen diukur dengan menggunakan skala Likert. Penelitian ini menggunakan berbagai teknik analisis data, termasuk uji validitas dan reliabilitas, uji asumsi klasik (normalitas, multikolinearitas, dan heteroskedastisitas), dan regresi linier berganda untuk menganalisis hubungan antar variabel. Hasil penelitian menunjukkan bahwa perencanaan karir dan adversity quotient berpengaruh secara signifikan dan positif terhadap kesiapan kerja. Namun, penelitian ini dibatasi oleh jumlah sampel yang terbatas dan fokus pada satu departemen, yang dapat membatasi generalisasi hasil penelitian. Penelitian selanjutnya harus mencakup sampel yang lebih luas dari mahasiswa dari berbagai jurusan dan universitas, dan memasukkan faktor-faktor lain seperti pengalaman magang, keterampilan interpersonal dan komunikasi, serta dukungan sosial, untuk mendapatkan pandangan yang lebih holistik tentang faktor-faktor yang mempengaruhi kesiapan kerja.
Kata Kunci: Perencanaan Karir, Adversity Quotient, Kesiapan Kerja, Mahasiswa.

1. Introduction

In the era of globalization, the workforce is expected to possess skills and adaptability to technological advancements, leading to an increasing demand for qualified workers. Companies prefer competent employees who can contribute effectively in dynamic work environments, and the selection process for human resources is becoming more competitive. According to the Central Statistics Agency (BPS), Indonesia's open unemployment rate in August 2024 was recorded at 4.91%. Education, particularly higher education, plays a significant role in producing qualified human resources for the workforce. However, despite the large number of graduates, unemployment remains high, with 5.18% of university graduates unemployed in 2023. This indicates that holding a degree does not guarantee success in the job market (Faisal, 2019).

Job readiness among students, including physical and mental maturity and learning experience, is crucial to prepare graduates for the competitive job market (Muspawi & Lestari, 2020). Final-year students, who are preparing their thesis, often face challenges in transitioning from education to the workforce and may struggle to choose a suitable career due to a lack of information and uncertainty about their own abilities. Career planning is essential to help students understand their potential and plan a career path that aligns with their interests and skills (Metha Eka Juniyarti, 2020). However, in the career planning process, students often face challenges from both internal factors and their external environment. To support and compare the findings of this research, several previous studies related to the variables examined in this study are summarized in the table below:

Table 1. Summary of Previous Research Studies

No	Researchers	Year	Variables Studied	Method	Research Findings
1	Rafif Miftakhul Abidin	2021	Adversity quotient, Job readiness	Quantitative	A significant effect of adversity quotient on job readiness.
2	Qristin Violinda, Siti Wahyuning sih, Rita Meiriyanti	2023	Career planning, Self efficacy, Adversity quotient	Quantitative	Career planning and adversity quotient have a significant impact on job readiness. Self efficacy is not significant.
3	Ari Susilowati, Mohammad Fauzan	2022	Self efficacy, Career planning, Job readiness, Career information services	Explanatory research	Self efficacy and career information services have a positive impact on job readiness. Career planning has no impact.
4	Pamella N. P. Sumampou w, Silvya L. Mandey, Irvan Trang	2024	Self efficacy, Academic achievement, Career planning, Job readiness	Quantitative	Academic achievement and career planning have a significant impact on job readiness. Self efficacy is not significant.

Source: Secondary Data, 2024.

These studies provide important insights into the relationship between the variables studied and their effects on job readiness, serving as a basis for further research and comparison.

Adversity quotient (AQ), or resilience, refers to an individual's ability to face and overcome life challenges. Individuals with high AQ view difficulties as part of the self-development process toward achieving their goals. Therefore, understanding AQ can assist students in overcoming challenges as they transition into the workforce (Azky & Mulyana, 2024). Based on this, this study aims to examine the influence of career planning and adversity quotient on the job readiness of final-year Management students at Universitas Muhammadiyah Surakarta.

2. Review Of Literature
Career Planning

Career planning is a process where individuals assess their attributes and their relationship with the social environment to determine the necessary direction, timeline, and actions to achieve career goals (Wang et al., 2023). It is a process through which individuals identify and take steps to reach their career objectives, ultimately helping them make career choices (Ficanysha & Iswari, 2022). Career planning involves understanding one's skills, interests, knowledge, motivations, and personal traits, obtaining information about available opportunities, setting goals, and creating an action plan to achieve those goals (Maulida Ervina, 2023). In essence, career planning is a conscious process where individuals analyze their attributes and social relationships to gather relevant information and make informed decisions about their career.

Adversity Quotient

Adversity quotient refers to an individual's response to challenges in striving for success by utilizing their potential (Juwita et al., 2020). Stoltz (1997) defines adversity quotient with three concepts: a framework for understanding and improving success and a tool for measuring responses to difficulties. Also known as resilience, adversity quotient is an individual's ability to cope with and overcome challenges, viewing them as a means for personal development and as tools for achieving goals (Azky Salsabila & Mulyana, 2024). In conclusion, adversity quotient is the ability to face and manage challenges in the pursuit of success, recognizing obstacles as part of personal growth and leveraging one's potential to adapt and persist.

Work Readiness

Work readiness is the condition in which an individual has balanced mental and physical maturity and experience, enabling them to acquire the necessary skills to perform a job (Lestari, 2023). The operational definition of work readiness encompasses an individual's state, including knowledge, understanding of possible situations, personality traits such as responsibility and motivation, as well as skills, including physical maturity (Violinda et al., 2023). According to Muspawi & Lestari (2020), work readiness reflects the alignment of physical, mental, and experiential maturity, enabling an individual to competently carry out job-related tasks. In conclusion, work readiness is a state where mental and physical maturity, experience, and knowledge are in balance, equipping individuals with the ability to master the skills required to perform job tasks effectively. Based on the literature review above, the research hypothesis is:

The Effect of Career Planning on Work Readiness of Students

Career planning is defined as a conscious process in which individuals analyze their personal attributes, such as skills, interests, knowledge, motivation, and characteristics. This process involves understanding the relationship with the social environment and gathering information about available opportunities and options. Previous studies have indicated that career planning has a positive and significant effect on students' work readiness (Qristin Violinda, et al., 2023; Pamella N. P. Sumampouw, et al., 2024; Anggi Eka Mentari & Musoli, 2021;

Juanito Kalelo & Nilmawati, 2024). Based on these explanations, a hypothesis can be formulated as follows:

H1: It is hypothesized that career planning has a positive and significant effect on students' work readiness.

The Effect of Adversity Quotient on Work Readiness of Students

Adversity quotient, or resilience, is defined as an individual's ability to face and overcome challenges in achieving success, which includes understanding difficulties as part of the personal growth process and utilizing one's potential to endure and adapt. Several studies have shown that adversity quotient has a positive and significant effect on students' work readiness (Qristin Violinda, et al., 2023; Ferdy Jasak, et al., 2020). Based on these explanations, a hypothesis can be formulated as follows:

H2: It is hypothesized that adversity quotient has a positive and significant effect on students' work readiness.

The Combined Effect of Career Planning and Adversity Quotient on Work Readiness of Students

Effective career planning and the ability to overcome challenges both contribute to improved work readiness. Students who are able to plan their careers well and possess resilience in the face of difficulties are likely to be more prepared to enter the workforce. Previous studies have suggested that career planning and adversity quotient, when considered together, significantly influence students' work readiness (Qristin Violinda, et al., 2023). Based on these findings, a hypothesis can be formulated as follows:

H3: It is hypothesized that career planning and adversity quotient, together, have a significant effect on students' work readiness.

3. Research Method

This study uses a quantitative approach by collecting numerical data and analyzing it using statistical techniques to test hypotheses or answer research questions (Widodo et al., 2023). The variables under study consist of independent and dependent variables. The independent variables, career planning and adversity quotient, influence the dependent variable, which is job readiness. Career planning is defined as an individual's process of self-assessment and adjustment to the social environment to achieve goals (P. Wang, 2023), while adversity quotient is the ability to face challenges in achieving goals (Salsabila Azky & Olievia Prabadini Mulyana, 2024). Job readiness reflects the balance between mental and physical maturity and the experience necessary for work (Lestari Putri Mutia et al., 2023). These variables are measured using a Likert scale, which assesses respondents' attitudes and perceptions.

Primary data was collected through a survey using a questionnaire distributed to management students from the 2021 cohort at Universitas Muhammadiyah Surakarta, a well-established private university located in Surakarta, Indonesia. The sampling technique used was purposive sampling with a sample size of 117 respondents, calculated based on the number of variable indicators. Data analysis included validity and reliability tests, classical assumptions (normality, multicollinearity, and heteroscedasticity), and multiple linear regression analysis to examine the effect of career planning and adversity quotient on job readiness. The regression model used is $Y = a + b_1X_1 + b_2X_2 + e$, where Y is job readiness, X_1 and X_2 are career planning and adversity quotient, and a, b_1, b_2, and e are constants and coefficients.

4. Results and Discussion

In this study, the respondents are management students from the 2021 batch at Universitas Muhammadiyah Surakarta. The students come from various educational and social

backgrounds, which offers a broader understanding of how career planning and adversity quotient affect their job readiness. The management curriculum is tailored to prepare students for workforce challenges, equipping them with career planning knowledge and relevant skills for entering the job market. The online survey, conducted through Google Forms, ran from October 14, 2024, to November 25, 2024, with 504 active management students. The data collection details from day one to day eleven are shown in the following table.

Table 1. Data Collection

Day, Date	Number of Responses
Monday, October 14, 2024	13 Responses
Tuesday, October 15, 2024	27 Responses
Wednesday, October 16, 2024	12 Responses
Thursday, October 17, 2024	4 Responses
Friday, October 18, 2024	2 Responses
Saturday, October 19, 2024	2 Responses
Sunday, October 20, 2024	1 Response
Monday, October 21, 2024	4 Responses
Monday, October 28, 2024	2 Responses
Wednesday, October 30, 2024	6 Responses
Thursday, October 31, 2024	13 Responses
Friday, November 1, 2024	13 Responses
Saturday, November 2, 2024	7 Responses
Tuesday, November 5, 2024	4 Responses
Saturday, November 9, 2024	1 Response
Wednesday, November 13, 2024	1 Response
Monday, November 18, 2024	1 Response
Monday, November 25, 2024	4 Responses

Source: Primary data processed, 2024

Table 1 shows the data collection process, with 117 responses gathered from students. These responses will be processed using Smart PLS 3.0. The following are the characteristics of the respondents included in this study:

Table 2. Respondent Description by Gender, Study Program, and Semesters

Category	Subcategory	Amount	Percentage
Gender	Male	45	40%
	Female	72	60%
	Total	117	100%
Study Program	Management	117	100%
	Total	117	100%
Semester	Semester 7	117	100%
	Total	117	100%

Source: Primary data processed, 2024

Table 2 presents the distribution of respondents based on gender, study program, and semester. Out of 117 respondents, 40% are male and 60% are female. All respondents belong to the Management Study Program at Universitas Muhammadiyah Surakarta, with all of them being in their 7th semester. Thus, the sample in this study consists entirely of 117 students from the Management Program in their 7th semester.

Validity & Reliability Test

Table 3. Construct Validity

| Constructs | Validity | | Reliability | | |
	Items	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE
Adversity Quotient	I am able to stay calm and focused when faced with stressful situations	0,722	0,760	0,839	0,714
	I feel responsible for the results I achieve in my life	0,703			
	I am open to receiving input and criticism from others.	0,704			
	When faced with failure, I get back up and try again.	0,726			
	I do not give up easily when faced with obstacles in achieving my goals	0,716			
Career Planning	I have a clear understanding of my interests and talents	0,760	0,788	0,854	0,734
	I am confident in assessing my ability to achieve my career goals.	0,732			
	I actively seek out new opportunities that can support my career development	0,748			
	I set short-term and long-term goals for my career.	0,708			
	I have an action plan to achieve my career goals	0,721			
Job Readiness	I have the skills necessary for the job I want	0,715	0,806	0,866	0,750
	I feel confident in my communication skills, both verbally and in writing	0,768			
	I understand the basic concepts required in the job I want.	0,748			
	I have a good understanding of professional ethics in the work environment	0,728			
	I have a positive attitude towards challenges and changes in work	0,791			

Source: Primary data processed, 2024

Based on the test results presented in Table 2, it can be observed that the outer loading values for each indicator are greater than 0.5, indicating that each indicator meets the criteria for convergence. According to Hair et al. (2018), the factor loading estimate should be greater than 0.5, and ideally above 0.7. Additionally, the Average Variance Extracted (AVE) for each testing variable is also above 0.5, which suggests that each indicator is considered valid and can proceed to the next measurement stage. Furthermore, the composite reliability values for each testing variable exceed 0.7, indicating that all testing indicators are reliable and can be continued for the next data testing phase.

Classical Assumption Testing
Normality Test

The normality test aims to verify whether the residual values are normally distributed in the regression model (Mardiatmoko, 2020). This study employed the One Sample Kolmogorov test to assess the normality of the data. If the significance level is above 0.05, the data is considered normally distributed. However, if the significance level is below 0.05, the data is deemed not normally distributed.

Table 4. One-Sample Kolmogorov-Smirnov Normality Test

Statistic	Value
Sample Size (N)	117
Test Statistic (D)	0.096
Asymp. Sig. (2-tailed)	0.010

Source: Primary data processed 2024

From the multicollinearity test results shown in Table 5, the independent variables have tolerance values of 0.661 (greater than 0.100) and VIF values of 1.513 (less than 10.00), indicating that there is no multicollinearity and the assumption of multicollinearity is satisfied.

Multicollinearity Test

Table 5. Multicollinearity Test

Variable	Tolerance	VIF	Interpretation
Career Planning	0.661	1.513	Tolerance > 0.100, VIF < 10, no multicollinearity
Adversity Quotient	0.661	1.513	Tolerance > 0.100, VIF < 10, no multicollinearity

Source: Primary data processed 2024

The results from the multicollinearity test in Table 5 show that the independent variables have a tolerance value of 0.661 (greater than 0.100) and a VIF value of 1.513 (less than 10.00), indicating that multicollinearity assumptions are met, and there is no evidence of multicollinearity.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test

Variable	Significance (Sig.)	Interpretation
Career Planning	0.777	Significance > 0.05, no heteroscedasticity
Adversity Quotient	0.222	Significance > 0.05, no heteroscedasticity

Source: Primary data processed 2024

According to the heteroscedasticity test results in Table 6, the career planning variable has a significance value of 0.777 (greater than 0.05), showing no signs of heteroscedasticity. Similarly, the adversity quotient variable has a significance value of 0.222 (greater than 0.05), also indicating no signs of heteroscedasticity.

T Test

Table 7. Partial Test (T-Test)

Variable	Sig.	t-count	t-table	Interpretation
Career Planning (X1)	0.011	2.597	1.981	Significant effect
Adversity Quotient (X2)	0.001	6.296	1.981	Significant effect

Source: Primary data processed 2024

The results for the effect of X1 on Y show a significance value of 0.011 (less than 0.05) and a t-count value of 2.597 (greater than t-table 1.981), indicating a significant effect of career planning on career readiness. Therefore, H0 is rejected and H1 is accepted, meaning career planning has a significant influence on career readiness.

Similarly, the effect of X2 on Y shows a significance value of 0.001 (less than 0.05) and a t-count value of 6.296 (greater than t-table 1.981), confirming that adversity quotient significantly influences career readiness. Therefore, H0 is rejected and H2 is accepted.

F-Test

Table 8. F-Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	393.704	2	196.852	49.481	< 0.001
Residual	453.526	114	3.978		
Total	847.231	116			

Source: Primary data processed 2024

The F-test results in Table 8 indicate a significance value of 0.001 (less than 0.05) and an F-statistic of 49.481, which is greater than the critical value of 3.08. This shows that X1 and X2 have a significant simultaneous effect on Y.

Coefficient of Determination (R²)

Table 9. Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.682	0.465	0.455	1.995

Source: Primary data processed 2024

Based on Table 9, the model explains 46.5% of the variance in career readiness (Y), meaning career planning (X1) and adversity quotient (X2) together account for 46.5% of the variation in career readiness.

Multiple Linear Regression Analysis

Table 10. Multiple Linear Regression Test

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	5.166	1.594		3.241
Career Planning (X1)	0.205	0.079	0.219	2.597
Adversity Quotient (X2)	0.540	0.086	0.531	6.296

Source: Primary data processed 2024

According to the regression analysis results in Table 10, the regression equation is Y = 5.166 + 0.205X1 + 0.540X2. The coefficient β1 of 0.205 indicates that for every unit increase in X1, Y will increase by 0.205. The coefficient β2 of 0.540 indicates that an increase in X2 will cause a 0.540 increase in Y.

Discussion

The Influence of Career Planning and Adversity Quotient on the Career Readiness of Management Students from the 2021 Cohort at Universitas Muhammadiyah Surakarta

Based on the results from the analysis of H1, it was found that career planning has a positive and significant effect on the career readiness of management students at Muhammadiyah University of Surakarta. This was evidenced by the partial test (T) showing a significance value of 0.01 < 0.05 and a t-count of 2.597 > t-table of 1.981, thus accepting H1. This means that students who have career planning will be more prepared for the workforce, as they are able to understand their potential, which will be beneficial in the future, particularly in the workforce. The knowledge gained during their education helps them become more prepared for a good entry into the job market. These findings align with previous studies, which show that

career planning has a positive and significant impact on students' career readiness (Qristin Violinda, et al., 2023; Pamella N. P. Sumampouw, et al., 2024; Anggi Eka Mentari & Musoli, 2021; Juanito Kalelo & Nilmawati, 2024). However, the results of this study contrast with earlier findings that indicate career planning does not have a positive and significant impact on career readiness. This is in line with the research conducted by Ari Susilowati and Mohammad Fauzan (2022), which concluded that career planning negatively impacts career readiness. In general, students with poor career planning may face difficulties in preparing for the workforce, which can reduce their career readiness.

The Influence of Adversity Quotient on the Career Readiness of Management Students from the 2021 Cohort at Universitas Muhammadiyah Surakarta

The analysis of H2 reveals that the adversity quotient (X2) significantly and positively affects the career readiness (Y) of the 2021 cohort management students at Universitas Muhammadiyah Surakarta. This is supported by the partial test (t), where the significance value of the effect of X2 on Y is 0.001, which is less than 0.05, and the t-count value is 6.296, which exceeds the t-table value of 1.981. Consequently, it can be concluded that the adversity quotient (X2) has a significant impact on career readiness (Y), and thus H2 is accepted. In other words, management students with a higher adversity quotient exhibit stronger abilities to tackle challenges and problems while staying committed to their goals and principles, thereby enhancing their career readiness. Previous studies, including those by Surahman et al. (2021), Qristin Violinda et al. (2023), and Ferdy Jasak et al. (2020), support this finding, showing that adversity quotient has a significant positive influence on career readiness.

The Influence of Career Planning and Adversity Quotient on the Career Readiness of Management Students from the 2021 Cohort at Universitas Muhammadiyah Surakarta

The analysis of H3 indicates that both career planning (X1) and adversity quotient (X2) significantly and positively influence career readiness (Y) among the 2021 cohort management students at Universitas Muhammadiyah Surakarta. This conclusion is supported by the results of the simultaneous (F) test, which show that the combined effect of X1 and X2 on Y is 0.001, which is less than 0.05, and the F-count value of 49.481 exceeds the F-table value of 3.08. Therefore, it can be concluded that both X1 and X2 have a simultaneous effect on Y, and H3 is accepted. In other words, the presence of career planning, confidence in one's ability to achieve future career goals, and resilience in overcoming challenges collectively enhances the career readiness of the 2021 cohort management students at Universitas Muhammadiyah Surakarta. This finding aligns with Violinda et al. (2023), who stated that career planning and adversity quotient, when combined, have a significant positive impact on career readiness.

5. Conclusion

The research findings led to a number of conclusions. Firstly, career planning has a significant positive effect on career readiness. Secondly, adversity quotient also plays a positive and significant role in enhancing career readiness. Lastly, both career planning and adversity quotient, when considered together, significantly influence career readiness. Despite these conclusions, the study does have limitations. The sample size was limited, and all participants were from a single department, which may hinder the ability to generalize the results to the wider student population. Moreover, the study focused solely on career planning and adversity quotient in relation to career readiness. Future research should aim to increase the sample size and include students from various departments and universities, allowing for more generalizable results. Additionally, it would be valuable to explore other factors, such as internship experience, interpersonal skills, communication skills, and social support, to develop a more thorough understanding of the elements that contribute to career readiness.

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