

Descriptive Study of College Student's Career Adaptability with An Internship Experience

Asti Deasya Ameliah¹, Ratna Jatnika²

Universitas Padjadjaran, Indonesia^{1&2}

ratna@unpad.ac.id



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Abstract

Purpose: The purpose of this study is to examine career adaptability among college students with internship experience.

Research Methodology: This study used a non-experimental design with a quantitative descriptive method. Respondents in this study were 64 college students with internship experience who were chosen by quota sampling technique. Respondents were asked to fill out a questionnaire on the Career Adapt-Abilities Scale with a reliability of 0.948.

Results: The results of the study showed that the career adaptability of 76.6% of college students with an internship experience was categorized as high. Furthermore, the profile of each dimension of career adaptability shows that most college students with internship experience also have a high profile in all dimensions.

Limitations: The inability to depict the career adaptability profile of respondents based on all the antecedent factors of career adaptability (adaptivity), such as cognitive ability and self-esteem, as well as other factors like educational institution, socioeconomic status, age, and family circumstances.

Contribution: The research contributes by offering insights to guide higher education institutions in facilitating students' internship experiences. Additionally, it provides valuable knowledge to students about the importance of developing a comprehensive career adaptability profile. This understanding, which includes various dimensions of career adaptability, helps students prepare for future career challenges and transitions.

Keywords: *career adaptability, internship experience, college students*

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1. Introduction

In line with the provisions of Law Number 12 of 2012 concerning Higher Education, internships stand out as a pivotal facet among the spectrum of co-curricular activities available to college students. These internships serve the overarching goal of fortifying the foundational competencies essential for their academic pursuits. Under the internship program, college students are provided with valuable opportunities to engage in real-world work practices within institutions that align with the specific field of science they are actively involved, as elucidated by Munfaati (2017). This hands-on experience contributes significantly to the enhancement of the student's practical skills and provides them with tangible exposure to the intricacies of the professional realm (Zuhdi & Etikariena, 2022). The internship program is meticulously designed to serve as not just a transitional phase but as a comprehensive training ground, ensuring that students are well-prepared and equipped with the necessary skill set before venturing into the complexities of the workforce. Despite the concerted efforts invested in such educational initiatives, statistical evidence, as highlighted by the Institute for Development of Economics and Finance (INDEF, 2019), underscores a persistent challenge. The prevalence of unemployment among individuals with a higher education background remained considerable.

Unemployment is a highly complex issue as it is both influenced by and influences numerous interacting factors, following patterns that are not always easy to comprehend (Anwar, 2023). Data from the National Labor Force Survey (Sakernas) conducted by the Central Statistics Agency (BPS, 2018) revealing that university or tertiary academic graduates constitute one of the most substantial contributors to the broader unemployment statistics, a trend observed until the year 2018. This complex scenario necessitates a nuanced exploration of the multifaceted factors influencing the employment landscape for higher education graduates, inviting scrutiny into potential systemic issues and the need for dynamic strategies to bridge the gap between academic training and employability.

Several factors cause the increase in higher education unemployment, one of these is the gap between the development of technology and the economy with the preparation of the employer (INDEF, 2019). According to Klehe, Zikic, van Vianen, Koen, and Buyken (2012), the career adaptability of the individual could help the company to find out the high quality of employer candidate. Besides, according to Koen, Klehe, Van Vianen, Zikic, and Nauta (2010) the career adaptability functions as the mental preparation that could affect individual in finding job (Klehe et al., 2012). Adaptability skills in a career also partially significantly influence employee engagement (Shafa et al., 2022). This fact is in contrary with an expectation of doing and facilitating college students by internship program. Internship program is such an effort for college students to get experience. Students are facilitated to get experience in order to be more ready and fit with the needs of industry now on. The development of technology and economy change the qualification of skills which are found by company.

The imperative for bachelor graduates to acquire substantial experience before venturing into the professional realm is underscored by the recognition that a robust experiential foundation enhances their preparedness for the challenges of the workforce. The pivotal role of internship programs in facilitating this process is evident, propelling college students to actively seek and engage in experiences that contribute to their work readiness. This alignment with the philosophy of work readiness, as elucidated by the World Bank Group (WDR, 2019), encompasses a multifaceted set of competencies. Employers increasingly value individuals who exhibit adept problem-solving skills, thrive in collaborative team settings, and demonstrate adaptability to the dynamic work environment. The ability to adapt to the work environment is further expounded upon by Savickas (1997) through the construct of career adaptability. As per Savickas (2013), career adaptability is delineated as both an attitude and a set of individual competencies strategically employed to navigate and align oneself with the demands of the work environment.

Savickas (1997) identifies 4 dimensions of career adaptability, which are concern about a career in the future (career concern), responsibility or control about the career (career control), curiosity about the world of work (career curiosity), and confidence to act suitable with the interest and ability (confidence). These dimensions represent the adaptability strategy used by individuals to handle tasks, transitions, and traumatic experiences in work at this time or in the future. Research about career adaptability shows that career adaptability is an important thing in the journey of an individual career (Klehe, Zikic, Van Vianen, & De Pater, 2011). The contribution of career adaptability was especially strong for job seekers. For example, career adaptability and general self-efficacy were positively related to self-perceived employability (Atitsogbe, Mama, Sovet, Pari, & Rossier, 2019). Similarly, a low level of career adaptability among individuals has led to many of them being unprepared to enter the nation's workforce early in their adult lives (Hamzah, Kai Le, & Musa, 2021).

Individual with a good career adaptability is affected by antecedent factors, which are adaptivity. Adaptivity includes proactive personality and dispoitioal positivity of individual toward their future (Tolentino et al., 2014). Besides, support and information of other people (perceived social support), cognitive ability, self esteem, individual self-assessment about self worth and abilities (core self evaluation), and future orientation are also factors that affect a person' career adaptability (Rudolph, Lavigne, Katz, & Zacher, 2017). According to Rudolph, Lavigne, Katz, et al. (2017), these factors further help a person to adapt to career-related challenges. Career adaptability facilitates the transition from school to work (Negru-Subtirica, Pop, & Crocetti, 2015). Career adaptability can play an important role in helping individuals to adapt optimally during their career transition. Career transition will be

experienced by college students from their studies to the world of work. According to Skorikov (2007), if college students have high career adaptability, then they will be able to develop themselves and their careers well (Hirschi, 2009). In contrary, if an individual has a low career adaptability, he will experience difficulties in his career transition and experience feelings, such as pressure, pessimism, doubt that can hinder the process of self-actualization and life achievement (Savickas & Porfeli, 2012).

Drawing insights from the preliminary data collected from college students in Bandung, a discernible trend emerges, indicating that a significant majority of respondents who have participated in internships exhibit higher levels of readiness and adaptability to the work environment in anticipation of their future careers compared to those who have not undergone internship experiences. Delving into the responses provided by the cohort that engaged in internships, it becomes evident that these programs serve as more than mere practical endeavors; they represent a conscious effort to seek diverse experiences and fortify preparedness for the challenges of future careers. The tangible outcomes observed in this preliminary analysis underscore the importance of internship programs or activities for college students in fostering their career readiness. As a facilitative measure aligned with the objectives of such programs, internships contribute substantially to equipping students with the skills, experiences, and adaptability necessary to navigate the professional landscape successfully.

Based on the phenomenon of the gap between expectations of being held and facilitating an internship program for college students with the fact that the number of unemployed people with a higher education background is still large, researchers are encouraged to examine the description of career adaptability in college students who have joined internships. Then, the researcher wanted to make it specific by examining the description of the career adaptability of college students in Bandung.

2. Literature review

Career, as one fundamental aspect of human existence, molds individual identity by navigating through various positions and roles within a specific field (Yasmin, 2018). The evolving landscape of the career world, marked by escalating competition, underscores the increasing importance of adequate career preparation prior to stepping into the workforce. Given that students find themselves on the brink of this transition, they carry the weighty responsibility of gearing up for their impending careers. This preparation encompasses a proactive approach, including the acquisition of experiences that augment their overall career readiness. Yasmin (2018) delves into this dimension by elucidating that the capacity of individuals to adeptly adapt to the tasks and challenges of career development in the future is encapsulated within the construct known as career adaptability—an integral focal point in the sphere of career preparation. As students stand at the threshold of their professional journeys, the cultivation of career adaptability becomes a crucial facet of their preparedness, emphasizing the need for strategic measures and experiential learning to fortify their readiness for the multifaceted demands of the contemporary career landscape.

Career adaptability is the ability to adapt to the work environment (Savickas, 1997). Savickas (2013) defines career adaptability as the attitude and competencies individuals use to adjust to their work environment. In the work of Creed, Fallon, and Hood (2009), career adaptability was first proposed by Super and Knasel (1979) as a central element in career development, suggesting it is a key competence for career success in general. According to Savickas (in Lent & Brown, 2012), career adaptability represents an individual's readiness to handle tasks and participate in the work sphere, adjusting to changes in job conditions and environments.

Savickas (1997) identifies four dimensions of career adaptability: career concern, career control, career curiosity, and career confidence. These dimensions represent adaptability strategies individuals use to navigate tasks, transitions, and potentially traumatic experiences in their current and future work. Research on career adaptability indicates its significance in an individual's career journey (Klehe et al., 2011).

The career concern dimension, identified as the most pivotal aspect within the construct of career adaptability, delves into the realm of optimistic attitudes and expectations concerning career achievements. This dimension serves as a barometer, reflecting the degree to which individuals align

themselves with the principles of career planning and meticulous preparation. Essentially, it encapsulates the proactive orientation that individuals exhibit towards their career trajectories. Meanwhile, the career control dimension assumes a central role in the overarching sphere of career development. By empowering individuals with enhanced strategies for self-regulation, this dimension equips them with the tools necessary to navigate and adapt to dynamically changing situations in the professional arena. Its centrality in the construct signifies the profound impact it holds in shaping the trajectory of one's career. Another dimension, career curiosity, shifts the focus toward how individuals actively explore their surroundings. This involves a deliberate effort to seek information about jobs or careers that align with their interests and aspirations for future work. The inquisitive nature inherent in this dimension emphasizes the importance of knowledge acquisition and informed decision-making in the career development process. Finally, the dimension of career confidence addresses the foundational belief system that individuals harbor in their ability to make informed career decisions. It extends beyond mere confidence, encapsulating a realistic appraisal of one's capabilities to achieve set career goals. As outlined by Savickas (2013), these multifaceted dimensions collectively contribute to the intricate tapestry of career adaptability, providing a nuanced understanding of the psychological and attitudinal components that underpin individuals' preparedness for the dynamic challenges of the professional realm.

Individuals endowed with robust career adaptability are significantly influenced by antecedent factors, with adaptivity emerging as a particularly influential aspect. Adaptivity, in this context, denotes an individual's willingness to confront novel and intricate problems, characterized by the proactive personality and dispositional positivity they exhibit toward the future (Tolentino et al., 2014). This inherent adaptability becomes a manifestation of the individual's proactive approach to problem-solving and their optimistic outlook on forthcoming challenges. Beyond adaptivity, several additional factors contribute to shaping an individual's level of career adaptability. Perceived social support, encompassing the support and information garnered from others, plays a pivotal role in fostering a conducive environment for career adaptability. Cognitive ability, reflecting an individual's intellectual acumen, is another influencing factor, while self-esteem and core self-evaluation denote the subjective assessment individuals make regarding their worth and capabilities. Moreover, future orientation emerges as a critical factor, signifying an individual's forward-looking perspective that significantly impacts their readiness to adapt to evolving career challenges (Rudolph, Lavigne, Katz, et al., 2017). These diverse factors collectively form a dynamic interplay, facilitating individuals in effectively navigating and adapting to the multifaceted challenges embedded within their careers. The intricate web of antecedent factors underscores the nuanced nature of career adaptability, where a convergence of psychological, cognitive, and attitudinal elements converges to shape individuals' preparedness for the evolving professional landscape.

As per Savickas and Porfeli (2012), the positive correlation between an individual's adaptivity and their career adaptability marks a significant nexus, subsequently yielding positive impacts on adaptation results. These adaptation results, as delineated by Rudolph, Lavigne, and Zacher (2017), encompass critical aspects such as career decidedness, career commitment, job satisfaction, and work success. Career decidedness serves as a pivotal indicator, reflecting an individual's preparedness to confront the challenges that lie ahead in their professional journey. This is manifested through their capacity to make decisive choices and delineate their career goals and trajectory (Rudolph, Lavigne, Katz, et al., 2017). It underscores the proactive stance individuals adopt in navigating the complexities of their careers, showcasing a profound ability to make informed decisions and carve a path aligned with their aspirations and objectives. In essence, the positive correlation between adaptivity and career adaptability becomes a catalyst for fostering a decisive and committed approach to one's professional pursuits, ultimately contributing to job satisfaction and work success. This intricate interplay of factors underscores the dynamic nature of career adaptation, where personal attributes and attitudes intertwine to shape not only career readiness but also the trajectory of one's professional fulfillment.

Beyond the individual characteristics discussed earlier, several additional factors, classified as both internal and external, contribute to shaping an individual's career adaptability. Internal factors encompass a spectrum of personal attributes such as gender, age, personality traits, self-efficacy, and

socioeconomic status, each playing a distinctive role in influencing an individual's readiness to adapt in the professional realm. The interplay of these internal factors introduces a nuanced layer to the understanding of how personal characteristics intersect with career adaptability.

Conversely, external factors, which extend beyond the individual's inherent traits, include family dynamics, prior work experiences, and the influence of educational institutions (Liman, 2019). Family, as a supportive or constraining force, can significantly impact an individual's approach to career adaptation. Work experiences, whether gained through internships or other endeavors, contribute a practical dimension to an individual's skill set and readiness for the professional world. Educational institutions, as external entities, exert influence through their curricular and extracurricular activities, shaping the overall preparedness of students for their future careers.

This study specifically directs its attention to the impact of internships, viewing them as a pertinent external factor that may wield considerable influence on an individual's career adaptability. By delving into the realm of experiential learning provided by internships, the research seeks to unravel the intricate dynamics through which external factors, especially those associated with practical exposure, contribute to an individual's adaptability in navigating the complexities of their chosen career paths.

According to the Ministry of Manpower and Transmigration Regulation No. Per.22/Men/IX/2009, internships are co-curricular activities that college students can engage in to support basic competencies in intracurricular learning. Internship programs conducted by students are part of job training to enhance skills and practical experience in the workforce. Internships are expected to serve as a platform to train and prepare students before entering the workforce.

According to the National Association of Colleges and Employers (NACE), internships are a form of experiential learning that integrates knowledge and theories learned in the classroom with practical application and skill development in a professional setting. Internships allow students to build networks with professionals in fields they are interested in or considering for their career paths. This study explores factors related to the internship experience, such as the frequency of participation, duration of participation, and alignment of internship activities with the student's fields of study. The experiences gained from internships help students enhance their knowledge and skills, fostering confidence and readiness for their future careers (career adaptability).

3. Methodology

The approach of this research is non-experimental, namely quantitative research that is designed not to give specific treatment or interventions to the sample (Larry B Christensen, 2007). The population used in this study were college students in Bandung who had joined an internship. The characteristics of the sample in this study were active college and had been registered in an organization or company as an intern. The sampling technique used in this study is quota sampling in which a researcher determines the sample size or quota desired for the group identified in the sample, followed by convenience sampling from that group (Larry B Christensen, Johnson, & Turner, 2010). The number of samples in this study were 64 respondents.

The measuring instrument used is the Career Adapt-Abilities Scale (CAAS) questionnaire by Savickas and Porfeli (2012) which has been used and adapted in previous research by Alya Yasmin in 2018 to respondents who have the same characteristics as this study, who are college students. This questionnaire contains 24 items, each of which represents the dimensions of career adaptability, which are career concern, career control, career curiosity, and career confidence. Respondents will be asked to rate how strong the strengths they have developed after participating in the internship activity by choosing one of the 5 answer options to the statements presented. Using Cronbach's Alpha test on the research data, the reliability was 0.954 with reliability in each of the dimensions of career adaptability: concern (.884), control (.837), curiosity (.906), and confidence (.832). While testing the validity using the Confirmatory Factor Analysis (CFA) procedure with the criteria of goodness of fit > 0.90. Using the CFI index the result is 0.97.

This measuring instrument consists of 24 items with 5 answer options provided. Respondents are required to choose one answer in each item that has been provided according to the respondent's condition. The following 5 answer choices are provided along with the scores for each answer, namely less strong (1), strong enough (2), strong (3), very strong (4), most strong (5). Each response given by the respondent is summed up, then categorized. There are two categories given, overall and per-dimension. For the whole, it is divided into three categories, namely low ($X < 56$), medium ($56 < X < 88$), and high ($88 < X$). For per-dimension, it is low ($X < 14$), medium ($14 < X < 22$), and high ($22 < X$). The data processing is done using descriptive statistics, which is calculating the frequency of respondents who fall into the predetermined categorization so that the researcher can determine how the description of the distribution of high-low profile career adaptability of respondents in general, based on demographic data, and based on supporting data (antecedent factors).

4. Results and discussions

The results of processed research data are divided into general or overall career adaptability profile data and career adaptability descriptions based on demographic data and cross-tabulation between demographic data and supporting data. Existing data are categorized based on predetermined categorization. Based on the research data processing that has been done, the following results are obtained:

Table 1. Respondent Demographic Data

Demographic Data		Frequency	Total
Gender	Male	10	64
	Female	54	
Class of	2016	55	64
	2017	9	
Age	19	2	64
	20	17	
	21	40	
	22	5	
Frequency of Joining Internship	1 time	52	64
	2 times	11	
	3 times	1	
Year of Joining Internship	2017	1	77
	2018	8	
	2019	68	
Duration of Internship	< 1 month	5	77
	1 month	37	
	> 1 month	35	
Alignment of Internships	Yes	58	77
	No	19	

Based on the table above, it can be seen that the majority of respondents in this study were female, came from the 2016 class, and were 21 years old. Then, related to their internship activities, the majority of respondents had joined an internship once. It can be seen that the majority of respondents took part in their internship activities in 2019. In addition, the respondents in this study were grouped according to the duration or length of their internships, which were less than 1 month, 1 month, and more than 1 month. Finally, the majority of respondents have joined internships that are in line with their scientific fields, namely psychology such as assistant psychologists and human resources, while other respondents have joined internships that are not in line with their scientific fields such as content writers, public relations staff, and baristas. Furthermore, the researcher describes the general career adaptability profile and an overview of each dimension of the respondent's career adaptability. The percentage results of the number of respondents were obtained as follows:

Table 2. Overview of Respondents' Career Adaptability Profile in General

Profil Category	Career Adaptability	Dimensi Career Adaptability			
		Concern	Control	Curiosity	Confidence
Low	4.7	4.7	3.1	6.3	1.6
Medium	18.8	17.2	26.6	20.3	37.5
High	76.6	78.1	70.3	73.4	60.9

Based on the table above, it can be seen that the respondents, college students who have joined internships, have career adaptability profiles in the high category (76.6%), medium category (18.8%), and low category (4.7%). These results indicate that more respondents fall into the high category. It can be said that 76.6% of respondents in this study were ready to face the tasks and challenges that might occur in their future careers. They are considered to be able to adapt themselves to the work environment because they are considered to have psychosocial resources in the form of attitudes and competencies in dealing with tasks in their work environment.

Furthermore, as a whole, if we look at the profiles on each of the dimensions of career adaptability, the dimensions of concern, control, curiosity, and confidence, it can be seen that the majority of college students who have joined internships have a high profile. This can reflect that the resources owned by the majority of respondents are sufficient in adapting by coping with future assignments, transitions, and trauma in later job roles, one of which is due to their work experience, which in the context of this study is an internship.

It can be seen that the concern dimension is higher than the other dimensions. Thus, it appears that respondents already care about their future careers which makes them more likely to do deep exploration, make strong commitments, and identify more information (Negru-Subtirica et al., 2015). These results are consistent with the respondents' answers to the data supporting future orientation questions, namely regarding their views on their future. The majority of respondents answered with answers indicating that they were able to determine what to do in the future. Even so, it is seen that 3.1% of respondents who answered did not know because they were confused about whether to continue to study post-graduate or work.

In the control dimension, the majority of college students who joined internships have a high profile in this dimension. This shows that they can take responsibility for preparing themselves to face what will happen during their formation and work situations in the future. This is reinforced by the respondents' answers regarding their plans after graduating from the lecture level. The majority of respondents have

been able to choose one plan after graduating from college, namely work or continue studying to the Masters level, while only 10.9% answered that they did not know.

Furthermore, in this study, it can be seen that the curiosity dimension is the highest after the concern dimension. It can be said that the majority of college students who joined internships have tried to explore by looking for information from various sources regarding the career choices they are interested in. Judging from the supporting data, it is found that many efforts have been made by respondents to achieve their career goals in the future. From the results obtained, the majority of respondents answered that the effort that has been made is to seek information related to future aspirations and find out or share with people who are experienced in that field. These efforts can make them more realistic and objective in determining career choices that suit him and the situation he is facing (Savickas, 2013). Then based on the data obtained, respondents get various information about the jobs they are interested in from the people around them. Providing this information to respondents is also a form of support that is widely received after support in the form of motivation and enthusiasm. This is in line with the findings of Creed et al. (2009) that social support from people around them can have a good impact on career exploration, in this case, the information provided by people around the respondent becomes a form of support for them.

In the last dimension, the confidence dimension, it can be seen that the majority of respondents also have a high profile in this dimension. However, when compared to other dimensions, the confidence dimension is the dimension with the lowest percentage of respondents who fall into the high category. It can be said that the majority of college students who joined internships have been able to develop abilities that reflect their persistence in pursuing careers in the future, but these abilities are not as strong as other dimensions.

Then the researcher looked at the career adaptability picture based on the demographic data of the respondents. The demographic data includes the gender of the respondent, the frequency of the respondent participating in the internship, the duration or length of time that the respondent participates in the internship, and the alignment of the internship with their scientific field, namely psychology. The percentage results of the number of respondents were obtained as follows:

Table 3. Overview of Respondents Career Adaptability Profile based on Demographic Data

Demographic Data		Category Profile	Career Adaptability	Dimensi Career Adaptability			
				Concern	Control	Curiosity	Confidence
Gender	Male	Low	0	0	0	0	0
		Medium	20	20	10	10	30
		High	80	80	90	90	70
	Female	Low	5.6	5.6	3.7	7.4	1.9
		Medium	18.5	16.7	29.6	22.2	38.9
		High	75.9	77.8	66.7	70.4	59.3
Frequency of Joining Internship	1 time	Low	3.8	5.8	1.9	5.8	0
		Medium	19.2	15.4	26.9	21.2	40.4
		High	76.9	78.8	71.2	73.1	59.6
	> 1 time	Low	8.3	0	8.3	8.3	8.3
		Medium	16.7	25	35	16.7	25

Dura- tion of Intern- ship	< 1 month	High	75	75	66.7	75	66.7
		Low	0	0	0	0	0
		Medium	20	0	40	20	0
	1 month	High	80	100	60	80	100
		Low	5.4	5.4	2.7	8.1	2.7
		Medium	21.6	18.9	37.8	18.9	45.9
	> 1 month	High	73	75.7	59.5	73	51.4
		Low	5.7	2.9	5.7	5.7	2.9
		Medium	14.3	20	14.3	20	28.6
Align- ment of Intern- ship with Psycho- logy	Yes	High	80	77.1	80	74.3	68.6
		Low	3.4	1.7	3.4	5.2	3.4
		Medium	17.2	19	31	20.7	36.2
	No	High	79.3	79.3	65.5	74.1	60.3
		Low	10.5	10.5	5.3	10.5	0
		Medium	21.1	15.8	15.8	15.8	31.6
		High	68.4	73.7	78.9	73.7	68.4

Based on the table above, it can be seen that the respondents, college students who joined internships, have high career adaptability profiles in each demographic data category. Based on the gender of the respondents, the results show that 75.9% of female respondents have a high career adaptability profile and 80% of male respondents also have a high career adaptability profile. This result is in line with the results of research in China which states that men have a higher career adaptability than women (Hou et al., 2012 in Rudolph, Lavigne, Katz, et al. (2017)). Seen from each dimension, the dimensions of women's career adaptability are dominated by high profiles, but not as high as the profiles of men. It can be said that the female respondent group also can adapt to changes that may occur in their work environment, but it is not as strong as the male respondent group.

Furthermore, regarding the respondents' career adaptability profile based on their apprenticeship activities, namely the frequency of respondents participating in apprenticeship activities, the percentage results showed that the results were not much different between respondents who attended one internship with respondents who attended more than one internship in this study. In addition, when viewed from the supporting data, both groups of respondents also feel confident in their ability to face challenges in the world of work. Thus it can be said that doing an internship once and more than once both have the readiness and competence to prepare themselves to face challenges and changes that occur in their work environment. This result is in line with research conducted by Creed and Patton (2002) which states that the career maturity of individuals who have work experience is higher than those who do not have work experience (Creed et al., 2009). Judging from each dimension, it can be seen that the majority of respondents who participated in more than 1 internship appear to be more exploring their future careers and more confident in overcoming obstacles that occur during their career development compared to those who only participated in one internship.

Then based on the duration of the internship, it can be seen that each category is dominated by a high profile with the respective percentages of 80%, 73%, and 80%. The percentage results show that the results are also not much different between respondents who attended an internship for less than 1 month,

1 month, and more than 1 month in this study. Then, from each dimension, it can be said that the majority of respondents who have done an internship for less than 1 month, 1 month, or more than 1 month both seem to have a high level of readiness and ability to adapt to the work environment in their future careers.

Finally, based on the alignment of the internship with the field of psychology, the results show that each group of respondents, both those who participated in the apprenticeship and those who were not in line with their scientific field, psychology, had a career adaptability profile in the high category. However, if it is seen, the percentage of high categories in the respondent group is more aligned, namely as much as 79.3% while the respondent group is not aligned as much as 68.4%. In addition, the percentage of low categories in the group of respondents who are not aligned is also more than that of the group of respondents who are aligned. This indicates that the respondent group is aligned with more resources to be able to adapt to the work environment later (Savickas & Porfeli, 2012). Then, looking at each of its dimensions, it can be said that the majority of college students who joined an internship following their scientific field, namely psychology, appear to be more involved in planning for their future, while those who do internships are more confident that they can face work demands future.

5. Conclusion

5.1. Conclusion

Based on the results and discussion of descriptive research data processing, it was found that the majority of college students in Bandung who joined internships seemed to have the readiness to adapt to the work environment in their future careers. In general, the majority of college students in Bandung who joined internships appear to be able to plan careers and prepare for their future, are responsible for making career choices, exploring the environment and seeking information about careers, and dealing with and overcoming obstacles that occur during their career development.

5.2. Limitation

Limitations for the research article include the inability to depict the career adaptability profile of respondents based on all the antecedent factors of career adaptability (adaptivity), such as cognitive ability and self-esteem, as well as other factors like educational institution, socioeconomic status, age, and family circumstances.

5.3. Suggestion

The following suggestions can be made to develop research related to career adaptability:

1. Increase the number of research samples so that the results of the research can be more evenly distributed among the categories of respondents.
2. Describe the career adaptability profile based on other factors that have not been described in this study which may have an impact on the respondent's career adaptability dynamics.
3. Carry out further research on the differences in the career adaptability profiles of students who have done internships with students who have never done an internship to better see the differences in the career adaptability profiles between the two groups of respondents.

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