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SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

The Contribution of Employability Skills to Career Adaptability in Final-Year Students

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Abstract: This study aims to determine the contribution of employability skills to the career adaptability of final-year students. The subjects in this study were 336 people aged 20–24 years and were taken based on accidental sampling techniques. Data was collected by deploying Graduate Skills and Attribute Scales (GSAS) and Career Adaptability Scales (CAAS). The data were analyzed by simple linear regression. The simple linear regression test results showed a significant value of < 0.01 , which showed that employability skills contributed significantly to career adaptability in final-year students of Universitas Hasanuddin. The coefficient of determination value is 0.412, meaning that employability skills contribute 41.2% to the career adaptability of final-year students. Based on the research results, the educational institution not only focuses on improving students' academic scores but is also expected to be a bridge for students to develop the skills needed to face the world of work. In addition, final-year students are also likely to be more sensitive to the need for work skills in the profession that will be their career choice. The implications of career adaptability on the work behavior of workers in Indonesia need attention so that the repercussions can be seen in the world of work.

Keywords: Employability skills, Career Adaptability, Final-Year Students.

1. INTRODUCTION

A career is crucial for humans in their lives. Super (2007) defines a career as a combination and sequence of roles performed by an individual during their lifetime. These roles include the role of a child, student, citizen, worker, spouse, housewife, parent, retiree, and positions widely occupied at a particular time, as well as less common roles such as criminals. Careers are also seen as decision trees that describe the decision points that a person faces through school and the world of work. Greenhaus & Callanan, (2006) posits that a career is a stage of development characterized by each task being different at each location. This creates a transition period between one set of career development to the next. One form of such a career transition is the transition from the world of education to the world of work (Blustein, Juntunen, & Worthington, 2000). The transition is a crucial stage for individuals to determine future vocational outcomes and successful careers (Nature & Diego, 2019). Therefore, career adaptability is needed in the transition period from the world of education to the world of work. Monteiro, Taveira, & Almeida (2019) also mentioned that career adaptability impacts the employment status of undergraduate graduates. In addition, career adaptability also improves self-regulation behavior and streamlines the transition from school to work (Hartung, 2017).

Koen & Van Veen (2012) mentions that individuals with higher career adaptability tend to be more successful in mastering the transition between school and work, have a lower chance of prolonged unemployment, and can make better career choices. Career adaptability can also increase the chances of finding a suitable job, thereby increasing the chances of career success and well-being. Hartung (2017) mentioned that career adaptability would support individuals in preparing job search strategies and increase individual job satisfaction. Therefore, improving career adaptability can help scholars to find suitable jobs. Career adaptability is a dynamic and learnable construct, so it will continue to increase if it is diligently honed (Savickas, 1997). Its dynamic nature is caused by

the many factors that affect an individual's career adaptability. One of the factors that are considered influential is employability skills. The results of previous research stated that there is a positive correlation between employability skills and individual career adaptability (de Guzman & Choi, 2013; Khalid & Ahmad, 2021; Nasruddin, 2019). Meanwhile, other studies have shown that employability skills are essential for workers and the workplace, as well as helping individuals adapt to changes and increase career opportunities in the workplace (Brown, 2002; SCANS, 1991; Yusof, Mustapha, Mohamad, & Bunian, 2002; Rasul, Ismail, Ismail, Rajuddin, & Rauf, 2009).

Employment nowadays demands competitiveness from applicants to achieve the goals expected by employers (Savickas in Greenhaus & Callanan, 2006). One of the skills needed by job applicants is employability skills. Employability skills are the essential abilities or skills individuals possess to prepare themselves for a job so that, after getting a job, they can work well and develop their careers to achieve success. Employability skills consist of problem-solving/decision-making skills, analytical thinking skills, enterprising skills, interactive skills, presenting & applying info skills, ethical/responsible behavior, continuous learning orientations, and goal-directed behavior (Coetzee, Ferreira & Potgieter, 2015). Employability skills are a form of vocational personality. Coetzee et al. (2015) suggest that individuals with high levels of problem-solving skills and decision-making skills tend to be actively involved in career management strategies related to career control (taking responsibility for career decision-making and goal implementation), career curiosity (collecting job information) and career confidence (confidence in the individual's ability to implement career goals and solve problems). De Guzman & Choi (2013) add that individuals who can adapt to a particular episode, life experience, or work experience depend on the problem-solving strategy. In addition, research by de Guzman & Choi (2013) found that teamwork skills or, in this case, interactive skills are significantly related to the four dimensions of career adaptability.

Coetzee et al. (2015) also re-added that individuals with high goal-directed behavior and continuous learning show the existence of lifelong learning capacity (directed at behavioral goals and sustainable learning orientation), which contributes to career confidence, curiosity, and career control. All three capabilities are actively involved in vocational developmental tasks that greatly help individuals proactively adjust to unforeseen needs that may arise from changes in the labor market or working conditions. The explanation above shows that individuals with high employability skills also tend to have a high level of career adaptability. This shows the one-way relationship of employability skills to career adaptability. Savickas (in Brown & Lent, 2013) posits career construction theory views these interests, skills, and other traits as a strategy for individuals to adapt in their careers so that employability skills as transferable/basic skills needed in an era of globalization where the environment is constantly changing, allowing individuals to be more adaptable which is shown by success in completing vocational development tasks, occupational transitions, and work traumas related to his career throughout his life. Therefore, researchers suspect that employability skills contribute to career adaptability possessed by individuals, especially final year students who are in the school-to-work transition phase and will enter the world of work.

2. Literature Review

Savickas (1997) defines career adaptability as an individual's readiness to face predictable task tasks, prepare for and participate in role jobs, and unexpected adjustments brought about by work and working conditions. Super and Knasel (2007) put forward the concept of adaptability replacing the idea of career maturity in career development because maturity only describes the readiness of career decision-making in individuals and is not relevant to growth in the adult stage. Super and Knasel then proposed the term "adaptability" because it concerns individuals can be forward-looking, allowing seeing individuals behave proactively and focusing attention on the interaction between the individual and the environment. It is worth emphasizing that the term in the interaction between the individual and the environment, modification is only carried out by individuals. Still, the individual must be able to be involved in finding a balance between the pressures that come from the world of work and their impact on the environment. Savickas, Nota, Rossier, & Dauwalder (2009) suggests that in the transition period of an individual's life, it is not only the individual who experiences a change, but the environment also undergoes changes.

Although the characteristics of individuals are very stable, environmental changes are gradually faster. It also underlies the model proposed by Savickas, Nota, Rossier, & Dauwalder (2009), which emphasizes human flexibility, adaptability, and lifelong learning. Savickas & Porfeli (2012) posits that human development is driven by adaptation to the social environment and is accompanied by the objectives of the individual himself integrating. When the individual designs their life, they must adapt to the expectations that the individual play but must also work and develop relationships with others. The career adaptation model proposed by Savickas (2009) concentrates on the role of work in overcoming the social expectations that individuals prepare for, enter the stage of labor, participate in work and deal with career transitions that include job positions. Because of the changes and things the individual has to face, Savickas & Porfeli (2012) then try to explain adapting, adaptation, adaptivity, and adaptability, which is a level of activation in the individual related to the harmony of the individual with the environment. The first thing is the adaptation that is motivated and directed by the goal of inner needs and opportunities from the outside into harmony to strengthen the individual's past and present activities. Transformation is indicated by success, satisfaction, and development.

Adaptation is a consequence that shows the adaptive behavior of individuals who cope with changing conditions. Adapting involves mastering vocational development tasks, overcoming job transitions, and adjusting to work trauma and the possibilities that will occur. Adapting is based on its adaptive functions: orientation, exploration, establishment, management, and disengagement. This function will form a cycle periodically repeated when the individual is in a changing context or state. Individuals can adapt more effectively if they meet changing conditions by increasing awareness and exploration of information followed by decision making, trying behaviors that lead to stable and projected commitments as we advance, active role management, and ultimately letting go (Savickas & Porfeli, 2012). Savickas & Porfeli (2012) explained that it is also related to adaptivity, namely the personality trait of flexibility or willingness to change. The willingness of individuals to meet conditions of disequilibrium or career transition with appropriate responses indicates adaptability. The existence of a threshold when individuals cannot survive in routine activities or assimilate change makes it necessary for individuals to adjust to changing themselves, contexts, or others. This usually triggers feelings of distress and can trigger motivation and a desire to adapt. Then Savickas & Porfeli (2012) explained the context of career adaptability. Savickas posits career adaptability as a psychosocial contract that denotes an individual's resources to cope with the present and anticipated tasks, transitional periods, and traumas in job roles that may be able to change an individual's social integration. Career adaptability resources are the strengths or self-regulatory capacities that individuals use to solve complex and unclear problems acquired during suggestive developmental periods, job transitions, and work trauma. Adaptability is the accumulation of competencies and knowledge gained from learning and experience. This ability can be more flexible than nature because it develops through interactions within and outside the individual. This shows that the environmental impulse in the formation of adaptability varies, depending on the opportunities and imperatives in creating and expressing it. These four things are then concocted into one unit. Namely, a higher level of adaptation (outcome) is expected for individuals who are willing (adaptive) and able (adaptability) to carry out behaviors that overcome changes in conditions (adapting) (Savickas & Porfeli, 2012). In career adaptability, there are four transactional competencies, namely

Career concern is a resource that helps the individual look far ahead and prepare for their future; such awareness encourages the individual to think about the past regarding their vocational, future choices, and career preferences. In essence, Career Concern is oriented toward the future, a sense that preparing for tomorrow is essential for the individual. Career control is a resource that allows individuals to take control of the future by being responsible and conscientious in making career-related decisions. The belief that individuals can have control over their careers helps individuals become more decisive when those career-related choices arise. Career control is then asked in the form of firmness and competence in decision-making. It causes a sense of curiosity about self-possibilities and alternatives in the future related to careers. Career curiosity is a resource that allows individuals to explore opportunities and think about the fit between themselves and various environments, vocational roles, and future scenarios. Starting from a sense of self-control

comes the initiative to learn the types of work to do. The fundamental function of curiosity in building a career is reflected in the broad scope given to the individual through the theories of *vocational* development that stand out under the rubric of exploration and behavior of information search, as well as in the direct product of self-knowledge and information of the work of the individual. Career confidence is a resource that an individual feels to solve problems and overcome obstacles in pursuing his career aspirations. Career confidence indicates a feeling of self-efficacy regarding a person's ability to successfully carry out the actions necessary to make and implement appropriate educational and vocational options. Career choice requires solving complex problems. The fundamental role of trust in building a career is reflected in the extensive scholarship on self-esteem, self-efficacy, and drive in the theory of vocational development. Employability skills are job readiness skills that help individuals to be able to fit into and stay in the work environment (Robinson, 2000). Employability skills are the basic skills necessary to get, retain, and do a good job. These skills, attitudes, and actions allow workers to associate with colleagues and supervisors to make meaningful, informed decisions. This is different from technical work skills; employability skills are general compared to specific jobs and are spread across all industries, business sizes, and employment rates ranging from entry to the highest position.

Brewer (2013) suggests that employability skills are essential for individuals who start a job, who are already employees, and even employers. For job seekers, employers will look for job-ready recruits, not just because they have technical skills, so job seekers must be aware of this. Then, the employees can respond quickly, reducing the time it takes to conceptualize, manufacture, distribute, and sell products. Workers will be able to learn faster and work more effectively, allowing employees to bid for new ideas through a more innovative workplace. Increased flexibility means that businesses can adjust quickly to technological changes and organizational restructuring. Dest (2002) posits employability skills as skills needed not only to get a job but also for progress in a company to reach one's potential and contribute successfully to the company's strategic direction. McArdle, Waters, Briscoe, and Hall (2007) add individuals can be encouraged to take a proactive approach to engaging in the labor market. In addition, employability skills are also possible in facilitating the movement between jobs within and between organizations (Morrison in de Guzman & Choi, 2013). Therefore, Kazilan, Hamzah, & Bakar (2009) stated that employability skills could help employees adjust to various changes and improve work abilities that follow the needs of the work environment. Coetzee (2012) identified eight core skills and attributes that make up the graduation of students pursuing careers in economics and management sciences. These skills and attributes are grouped into three domains of holistic attitudes of personal and intellectual development: scholarship, global and moral citizenship, and life-long learning.

1. Scholarship.

The scholarship represents an individual's attitude or stance towards knowledge. The individual must be able to apply his ability to solve problems of a consequential and complex nature and communicate his knowledge confidently and effectively. Three skill sets related to scholarships, namely:

- a. Problem-solving and decision-making skills related to taking into account the greater complexity of cultural, business, and economic realities when approaching a problem or situation and initiating the changes necessary to ensure growth in personal and work life. It also includes the ability to be creative and proactive in problem-solving, offering unique and new ideas that add new knowledge and insights to a problem or situation, and the ability to make clear decisions that spur others on.
- b. Analytical thinking skills involve a high level of critical or reflective thinking in providing accurate explanations of information and data, rational judgments from analyzing information and data, breaking down news into parts to see relationships and patterns, and drawing meaningful conclusions from numerical data.

- c. Enterprising skills involve individuals being bold and applying critical thinking, initiative, and proactiveness when engaging in activities related to the economy or venture, either to create and run a self-owned company or to be a substantial contributor to the company as an employee. Another thing is being able to recognize and be proficient in dealing with the politics of an organization or team, having sound financial awareness, and thinking about profits, losses, and added value when controlling costs and budgets. It also implies functioning autonomously, logically, and disciplined when approaching a problem or situation, considering the consequences of a solution by examining its feasibility, and weighing its impact on the more extensive cultural, business, or economic realities.

2. Global and moral citizenship

Global and moral citizenship represents an attitude or stance towards the world and its communities. Individuals as global and honest citizens must aspire to contribute to global and local societies in a meaningful, ethical and responsible way through their roles as members of local, national, and international communities. Three skill sets related to global and moral citizenship, namely:

- a. Ethical and responsible behavior, demonstrating ethical and accountable behavior implies that a person accepts full responsibility for the results of his decisions and actions and upholds the ethics and values of the profession, community, and/or workplace. It also implies that a person is willing to take the lead in giving direction to others, motivating and empowering people to behave ethically towards the community and the environment, and who accepts full responsibility for the results of one's decisions and actions.
- b. Presenting and applying information skills implies that a person can present (orally or in writing) one's knowledge, facts, ideas, and opinions clearly to convince the audience, avoiding complicated jargon or language when giving an idea or an insight. Individuals can enter information into memory quickly and apply knowledge to offer solutions to make a positive difference in one's personal life, community, or workplace, considering various alternatives.
- c. Interactive skills relate to the effective and efficient use of language and technology when communicating and interacting with people from different cultures, backgrounds, and levels of authority and building social networks.

3. Lifelong learning

Lifelong learning is related to the attitude or stance of graduates towards themselves. As lifelong learners, graduate employees must be committed and able to continuously learn to understand the world and their place inside better. There are two skill sets related to global citizenship and morals for graduates, namely: Goal-directed behavior consists of setting realistic goals, developing plans, and taking actions to achieve one's goals, complete tasks, and meet deadlines. Goal-directed behavior also implies that a person can access the information needed to solve problems, make decisions, and surf the internet to find new information. Continuous learning orientation relates to individuals who have developed meta-cognitive awareness and openness to their paths, and a willingness to be proactive and involved in the process of acquiring new knowledge, skills, and abilities throughout their lives and careers in reaction to and anticipating something of a change in technological and performance criteria. Another thing included in this aspect is to reflect and reason about one's work, to develop high-level critical thinking skills that serve graduates well in every endeavor.

3. Research Method and Materials

The population of this study is all final-year students completing a thesis at Universitas Hasanuddin. The number of samples used in this study was determined using G*Power. The G*Power calculation results show the minimum number of pieces needed is 270, with an actual power of 0.80. The sampling technique was carried out using accidental sampling techniques, so the total sample used in this study was 336 respondents.

Table 1: G*Power Paramater

G*Power 3.1.9.7			
Input Parameters		Output Parameters	
Tail(s)	One	Noncentrality parameters δ	2.4929568
Slope H1	0.15	Critical t	1.6505592
α err prob	0.05	Df	268
Power ($1 - \beta$ err prob)	0.80	Total Sample Size	270
Slop H0	0		
Std dev σ_x	1	Actual Power	0.8000508
Std dev σ_y	1		

Demographic data in table 1 showed that out of a total of 336 respondents, 170 people, or 51% of respondents, were female, and 166 people, or 49% of respondents, were male. The age range of respondents to this study was between the ages of 20 - 24 years. Regarding work experience, respondents who participated and had work experience were 62% (207 people), while respondents who did not have work experience were 38% (129 people). The work experience that respondents have done is an internship, business, freelance, teaching, and being an employee at several companies. The research scale used in this study was disseminated directly and online through google forms. The instrument used to measure career adaptability is the Career-Adapt Ability Scale (CAAS) by Savickas & Porfeli (2012). This scale has been adapted into Indonesian by Sulistiani, Suminar, & Hendriani (2018) using forward and backward translation techniques. The validity and reliability test of the CAAS instrument in this study showed an RMSEA value of 0.0745; NFI of 0.8494; CFI of 0.895; GFI of 0.8613; AGFI of 0.8288; SRMR of 0.0507. Based on these values, it can be concluded that the CFI value meets the goodness of fit. Thus, the instrument has a marginal fit to measure Career Adaptability. The reliability test results on the CAAS instrument showed a Cronbach's alpha value of 0.942. This value indicates that this instrument is highly reliable in measuring Career Adaptability. The employability skills variable was measured using the Graduate Skills and Attribute Skills scale by Coetze (2014). To be following the situation and conditions of the research subject, the translation process into Indonesian using forward and backward translation techniques is carried out. The results of the construct validity test showed an RMSEA value of 0.0653, thus meeting the goodness of fit. Reliability tests showed a Cronbach's alpha value of 0.964. This value indicates that this instrument is highly reliable for measuring employability skills.

4. Results and Discussion

4.1. Analysis Result

Based on the correlation analysis, the correlation between employability skills and career adaptability was 0.642. With the coefficient of determination (R^2) of 0.412. This result shows that the magnitude of employability skills contributing to career adaptability is 41.2%, and other variables influence the remaining 58.8%.

Table 2 : Linear Regression Analysis Employability Skills – Career Adaptability

Independent Variable	R	R^2	F	Sig. F	β
Employability Skills	.642	.412	233.959	.000	.642

Info. Dependent variable = Career Adaptability, N = 336, β = Standardized Beta

Furthermore, the significance F-value is known that the contribution significance value is $0.000 < 0.005$ ($\text{sig} < 0.005$). This proves that employability skills make a significant positive contribution to career adaptability. The standardized beta (β) value in the employability skills variable is 0.642. The coefficient of employability skills is positive, which means that changes in employability skills will result in unidirectional or positive changes in career adaptability so that every addition or decrease of 1 point of the employability skills variable will increase or decrease the career adaptability of the final year students of Universitas Hasanuddin by 0.642. The results of the analysis show that there is a contribution of employability skills to career adaptability in final year students at Universitas Hasanuddin.

4.2. Discussion

These findings are in line with some previous studies de Guzman & Choi (2013), Khalid & Ahmad (2021), and Nasruddin (2019). The results of this research analysis are also following the theory of career construction by Savickas (1997), which states that skills are one of the strategies that contribute to individuals, especially in the era of globalization where the environment continues to change, allowing individuals to be more adaptable which is shown by success in completing vocational development tasks, occupational transitions, and work traumas related to careers throughout their lives. The theory of career construction by Savickas (1997) states that skills are one of the strategies that contribute to individuals, especially in the era of globalization where the environment is constantly changing, allowing individuals to be more adaptable, which is shown by success in completing vocational development tasks, occupational transitions, and work traumas related to his whole life career. Career construction theory by Savickas (1997) explains that employability skills are one part of the vocational personality which refers to the needs, values, skills, and interests related to careers that individuals have.

Employability skills as one of its parts is a strategy for individuals to adapt in their careers. Furthermore, employability skills help individuals adapt to their jobs, especially later in the world of work (Yusof, Mustapha, 2012). Individuals with high employability skills tend to be confident about their future and career choices, especially when they want to enter the world of work (de Guzman & Choi, 2013). Individuals with these resources are easier to adapt and ready to compete, especially in globalization which has an impact, one of which is on the transformation of the world of work. (Savickas, 2012). A modification of the world of work, which used to lead to stability and turned into mobility, encourages individuals to be more active in honing and improving their employability skills (Savickas, 2012). This will also increase the chances of an individual's emotional attachment to their career management (Coetzee, Fereirra & Potgieter, 2015). Baxter & Young (1982) suggests that individuals just about to enter the world of work with a high level of employability skills will be more needed and have superior power, especially when competing with other individuals. This happens because individuals with high employability skills tend to work better in various situations by making provisions for problem-solving, decision-making, and teamwork. Coetzee, Fereirra & Potgieter (2015) added skills such as problem-solving, decision making, and collaboration, which are employability skills, are an essential part of career development so that individuals need to remain actively involved in facing challenges in their career development tasks. Robinson (2000) mentions employability skills refer to the basic skills needed to obtain and maintain a job, as well as being able to work well. Various studies have shown that employability skills are essential for workers and the workplace, as well as helping individuals adapt to change and increase career opportunities in the workplace (Brown, 2002; Scans, 1991; Yusof, Mustapha, Mohamad, & Bunian, 2002; Rasul, Ismail, Ismail, Rajuddin, & Rauf, 2009). Career adaptability in work implies that individuals feel more competent with their job choices. This feeling of competency will encourage the worker to develop an attachment to his work. The study's results stated that career adaptability contributes positively to the creation of individuals in the world of work (Rossier et al., 2012; Ramadan & Prahara, 2020; Haryani, 2021; Louis, 2021). Therefore, developing career adaptability as early as possible will positively impact yourself and the place where individuals work.

5. Conclusion

Based on the research results, it can be concluded that employability skills make a positive and significant contribution to career adaptability in final year students of Universitas Hasanuddin. The campus as an educational institution not only focuses on improving students' academic scores but is also expected to be a bridge for students to develop the skills needed to face the world of work. In addition, final-year students are also likely to be more sensitive to the need for work skills in the profession that will be their career choice. Further research is expected to see employability skills according to conditions or relevant to the work environment in Indonesia. The implications of career adaptability on the work behavior of workers in Indonesia need attention so that the repercussions can be seen in the world of work.

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