Improving Student Career Adaptability Through Microblogs

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Abstract

The research was motivated by the need for career adaptability development for UIN Sultan Maulana Hasanuddin Banten students to be able to anticipate problems such as discovering the desired field of work and the difficult task of job searching. Microblogs make it easier for students to find and utilize career information online and increase awareness of career opportunities and challenges. This study examines the effectiveness of microblogs in improving students' career adaptability. The method used is quasi-experimental. The research population is UIN Sultan Maulana Hasanuddin Banten students who are followers of the Instagram handle @unitkarir_uinsmhbanten, totaling 549 people. The sample used is 15% of the total population, 82 people, who were selected randomly. Research data on career adaptability was obtained using the career adaptability scale, which refers to the construct of Mark L. Savickas. The results showed that microblogs were proven to significantly improve students' career adaptability, based on tstat (35,039) > ttable (1.66365), and sig = 0.000 < 0.05. The average change in career adaptability (N-Gain) obtained is 62%. The aspect of career adaptability that increased the most after students joined the microblog was career control, followed by career curiosity and career concern.

Keywords: Student, Career Adaptability, Microblog

Abstrak

Penelitian dilatar belakangi oleh adanya tuntutan pengembangan career adaptability pada mahasiswa UIN Sultan Maulana Hasanuddin Banten, agar mampu mengantisipasi masalah seperti kekhawatiran tidak mendapatkan pekerjaan dan kurangnya pemahaman tentang bidang pekerjaan yang diinginkan. Microblog lebih memudahkan mahasiswa untuk menemukan dan memanfaatkan informasi karier secara online, dan diharapkan dapat meningkatkan kesadaran terhadap peluang dan tantangan karir. Penelitian bertujuan menguji efektivitas microblog dalam meningkatkan career adaptability mahasiswa. Metode yang digunakan adalah quasi-eksperimental. Populasi penelitian adalah mahasiswa UIN Sultan Maulana Hasanuddin Banten yang menjadi pengikut (followers) Instagram @unitkarir_uinsmhbanten yang berjumlah 549 orang. Sampel yang digunakan adalah 15% jumlah populasi yaitu 82 Orang dan dipilih secara random. Data penelitian mengenai career adaptability diperoleh menggunakan skala career adaptability yang mengacu kepada konstruk dari Mark L.Savickas. Hasil penelitian menunjukkan Microblog terbukti secara signifikan dapat meningkatkan career adaptability mahasiswa, berdasarkan perbandingan antara t_{hitung} dengan t_{tabel} yaitu, t_{hitung} (35.039) > t_{tabel} (1.66365), serta nilai sig = 0.000 < 0.05. Rata rata perubahan career adaptability (N-Gain) yang diperloeh adalah 62%. Aspek career adaptability yang paling meningkat setelah mahasiswa mengikuti microblog adalah career control, selanjutnya diikuti oleh aspek career curiosity, dan career concern.

Kata Kunci: *Mahasiswa, Career Adaptability, Microblog.*

Introduction

One of the main issues that higher education is dealing with to prepare students, who are the current Generation Z, to secure employment after graduation. Dwidienawati and Gandasari have predicted that Generation Z will dominate 20% of the existing workplace[1].

The era of disruption has facilitated rapid change in work trends, systems, and culture.[2] Generation Z needs to be educated regarding the

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[1] D. Dwidienawati dan D. Gandasari, "Understanding Indonesia's Generation Z.," *International Journalof Engineering dan Technology*, 7.3 (2018).

[2] A. Savitri, *Revolusi Industri 4.0: Mengubah Tantangan Menjadi Peluang di Era Disrupsi 4.0.* (Yogyakarta: Penerbit Genesis, 2019).

conditions of the future job market. This is called career adaptability. Career adaptability is the readiness and ability of individuals to adapt and deal with changes in work and work situations[3].

Low career adaptability is one of the main factors behind Generation Z's inability to deal with employment issues. One aspect of career adaptability is the ability to anticipate some of the problems that occur during the transition period [4]. Hartono and Gunawan have described several career-related issues that Generation Z often experiences, including worries about not getting jobs and not understanding the desired field of work[5]. Another problem that occurs is that they do not know the benefits and abilities of what they learn in their academic majors.

The majority of Generation Z feel uncertain about their future career after graduation[6]. Generation Z is also often confused with choices related to their careers [7]. Another critical issue is the impact of the Covid-19 pandemic on graduates who stay at home, which has caused the unemployment rate to increase significantly [8].

The phenomenon is obvious in UIN Sultan Maulana Hasanudin Banten, particularly in Islamic Education Management, Islamic Community Development, Islamic Guidance and Counseling, Hadith Science, Arabic Language, etc. In these majors, students are required to have broad knowledge and perform analyses and problem-solving to become consultants or expert staff in the future. Students expect to work as employees in companies and receive a fixed salary every month. Some alumni have careers outside of their expertise, such as being part time teachers or administrative staff at educational institutions.

Nadya and Farozin argue that career adaptability is a set of abilities to anticipate career problems such as worries about not getting a job and a lack of understanding the desired field of work[9]. Thus, career adaptability is a competency that must be developed by counseling and counseling services at universities for generation Z.

Career adaptability refers to the psychosocial construct that indicates an individual's ability to cope and anticipate current tasks, transitions, traumas in work roles [10]. In the context of career maturity, it develops from the theory of career construction. Individuals who have career adaptability can empower their psychosocial abilities to anticipate the career problems they will face.

Career adaptability also means an extraordinary capacity to hone and use the psychosocial resources needed to make changes in oneself and situations for career satisfaction and success[11]. The psychosocial in career adaptability

[3] A. S. Ebenehi, A. M. Rashid, dan A. R. Bakar, "Predictors of Career Adaptability Skill among Higher Education Students in Nigeria," *International Journal for Research in Vocational Education and Training (IJRVET)*, 3.3 (2016), 212–229; K. Argyropoulou dan A. Kaliris, "From career decision-making to career decision-management: New trends and prospects for career counseling.," *Advances in Social Sciences Research Journal*, 5.10 (2018).

[4] S. Alissa dan S. Z. Akmal, "Career Decision Making Self-Efficacy Mediator Antara Dukungan Kontekstual dan Adaptabilitas Karier.," *Jurnal Psikologi Pendidikan & Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 5.1 (2019).

[5] R. M Hartono dan W. Gunawan, "Hubungan Job Search Self-Efficacy dengan Career Adaptability," *Jurnal Ilmiah Psikologi MIND SET*, 8.02 (2017).

[6] U Yulianto, "Pengaruh konseling karir secara kelompok terhadap efikasi diri pengambilan keputusan studi lanjut pada siswa SMA" (Universitas Gadjah Mada, 2012); M Faisal, *Generasi Phi: Memahami milenial pengubah Indonesia.* (Jakarta: Republika, 2017); A. L. Arifin, *The Secret to Millennial Engagement* (Jakarta: Gramedia Pustaka Utama, 2019).

[7] R Hidayati, "Layanan Informasi karir membantu peserta didik dalam meningkatkan pemahaman karir," *Jurnal Konseling GUSJIGANG*, 1.1 (2015).

[8] R. Juliyanti dan N. Aizah, "Motivasi Pilihan Karir bagi Remaja pada Masa Pandemi Covid-19," *Anterior Jurnal*, 20.2 (2020).

[9] A. Nadya dan M. Farozin, "Career guidance conceptualization to improve career adaptability for generation z.," *ProGCouns: Journal of Professionals in Guidance and Counseling*, 2.1 (2021).

[10] M. L. Savickas dan E. J.. Porfeli, "Career Adapt-Abilities Scale: Construction,reliability, and measurement equivalence across 13 countries," *Journal of VocationalBehavior*, 80.3 (2012).

[11] P. J. Hartung dan M. C. Cadaret, "Career adaptability: Changing self and situation for satisfaction and success," in *Psychology of Career Adaptability, Employability and Resilience* (Springer, Cham, 2017).

refers to the ability to explore oneself and the environment to make the right career choices.

Career adaptability development efforts must focus on the ability to anticipate future situations, develop skills needed for the future, self-management, and have confidence in career choices [12]. The increase in career adaptability according to some previous research is influenced by social support[13], self- efficacy[14], and career insight[15]. Higher education institutions are part of the social support needed in developing career adaptability.

In line with this opinion, the results of research by Wibowo and Yuwono recommend that in increasing career adaptability, institutions should direct students to build career confidence, maintain certainty in career choices, reduce doubts in career planning, and have control over career choices[16].

The role of the career center at the UIN SMH Banten Institute is very important to shape students' mindsets about careers in the era of disruption and insight in anticipating career problems that students will face in the future. In carrying out this role, the career center provides a website as an information portal, but the use is deemed ineffective. The number of website visitors is low, and a lot of information is missing. In addition, the career center website often faces trouble. Providing career guidance services

through microblogs would increase student accessibility to service content compared to websites/blogs. Through microblogs, career information services would allow students to get information faster and interact directly in the comment's column or direct messages. Instagram is also a social media that students often access.

A microblog is a new form of blogging that allows users to publish short text updates online, less than 140-200 characters long, or a series of images [17]. Microblogs make it easier for students to find and utilize career information online and are expected to increase awareness of career opportunities and challenges. Recent developments show that implementing a microblog is mostly done through Instagram. Since Instagram has a carousel feature, users can easily create microblog content [18].

The emergence of microblogs is appreciated by those who want to get information quickly. Microblog content is created with short, concise, and easily accessible content. Today, microblogs can be filled with images, videos, infographics, and even audio. But in principle, it should be brief and straightforward. The advantages of microblogs are that messages are made in simple words, it is easier to reach and can get feedback and input more easily and quickly, and it can be a fast provider of information for the public [19].

Previous research shows microblog as a medium in educational services. Microblogging has been implemented to support the

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[12] E. Darmawani dan A. R. Suryahadikusumah, "Career Adaptability as A Career Competency for Generation Z," in *PROSIDING WEBINAR KONVENSYEN KAUNSELING KEBANGSAAN KALI KE-22, 62,* 2021 <https://www.researchgate.net/profile/Amnah-Abd-Razak/publication/353090055_NEWE-PROSIDING_KKK22_final_1_1/links/60e719740fbf460 db8f23c7c/NEWE-PROSIDING-KKK22-final-1-1.pdf#page=69>.

[13] Z. Wang dan Y. Fu, "Social support, social comparison, and career adaptability: a moderated mediation model. ," *Social Behavior and Personality*, 2015, 649–60.

[14] Hartung dan Cadaret.

[15] A. Grashinta, A. P. Istiqomah, dan E. P. Wiroko, "Pengaruh future time perspective terhadap kematangan karir pada mahasiswa," *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 4.1 (2018), 25–31.

[16] Darmawani dan Suryahadikusumah.

[17] M. Ebner et al., "Microblogs in Higher Education–A chance to facilitate informal and process-oriented learning?.," *Computers & Education*, 55.1 (2010), 92–100.

[18] N. A. Khairina, "MICROBLOG PADA INSTAGRAM SEBAGAI MEDIA INFORMASI PENGEMBANGAN DIRI (Analisis Isi pada Akun Instagram@satupersenofficial) (Doctoral dissertation)" (IAIN Ponorogo, 2021).

[19] N. Rahmalia, "Microblogging: Definisi, Keunggulan, dan Beragam Platformnya," *https://glints.com*, 2021 <https://glints.com/id/lowongan/apa-itu-microblogging/#.YYvB3k5BzIU> [diakses 15 September 2021].

achievement of learning outcomes [20]. Microblogs also support the quality of educational services such as making students more active and involved in the learning process and developing their critical and creative thinking skills [21]. The advantage of microblog as a medium is that it makes the learning process closer to students' lives and makes it easier for them to access information anywhere and anytime.

The use of microblogs as a medium for guidance services is still rarely. Suryahadikusumah and Nadya's survey[22] has shown that counselors use social media to find the latest information. However, they have difficulty processing the information to suit their lifestyle and needs. Another survey by Sari & Suryahadikusumah[23] has also shown that counselors are used to directly forwarding information through the Whatsapp platform. Whereas counselors can create career information in the form of microblogs through Instagram. Microblogs have been proven to improve the ability to plan careers in vocational high school students [24].

Career guidance through microblogs aims to help students to have awareness, attention, readiness, and self-control in dealing with career dynamics in the era of disruption. The characteristics of someone with career adaptability includes having the ability and concern for the

future[25], trying to manage oneself well[26], exploring self-possession and future scenarios[27], and having the confidence to pursue desires [28]. Therefore, researchers are interested in developing microblogs to improve students' career adaptability.

Method

This study uses a quasi-experimental method to test microblogs through Instagram as a medium for career guidance services for students. Such service contains information and career insights to help students improve their career adaptability. The selection of quasi-experiments also aims to create a natural atmosphere in increasing career adaptability through microblogs. The sample group did not feel like they were being experimented on, so the validity of the results can be well maintained.

The steps carried out in this research are as follows:

1. Distributing instruments to the sample group regarding the career adaptability they already have, then mapping out topics that aims at developing career adaptability for the sample group.
2. Designing content formats based on the general concept of microblogging and social media trends.
3. Testing the result on a limited basis in guidance services and counseling media experts, as well as microblogging experts or social media practice experts.

[20] S. Saepulloh, F. Nurhayati, dan I. Darmawan, "PenerapanProject Based Learning Menggunakan Microblogging Edmodo untuk Meningkatkan Prestasi Belajar Siswa PadaPembelajaran Matematika," *Gunahumas*, 3.2 (2020).

[21] K. Dewi, K. Indahwati, dan L. Febrianti, "Microblog dan Mobile Learning: Inovasi Metode Pembelajaran dalam Meningkatkan Creativity Skill," *Jurnal Pendidikan Geografi Undiksha*, 9.3 (2021).

[22] A.R. Suryahadikusumah dan A. Nadya, "Digital Literacy and Innovation for Guidance and Counseling Program," 462.Isgc 2019 (2020), 190–95 <https://doi.org/10.2991/assehr.k.200814.041>.

[23] K. Sari dan A. R. Suryahadikusumah, "Identifikasi kendala guru BK kelompok millenials dalam menggunakan ICT di kota Palembang," *TERAPUTIK: Jurnal Bimbingan dan Konseling*, 4.1 (2020).

[24] E. Prastika, S. Suwarjo, dan R. R. Hertindha, "The Effect of Microblogging on the Career PlanningAbility of Vocational High School Students," in *International Seminar on Innovative and Creative Guidance and Counseling Service* (Yogyakarta: Atlantis Press, 2021).

[25] R. N. Ramdhani dan A. Kiswanto, "Urgensi Adaptabilitas dan Resiliensi Karier pada Masa Pandemi," *Indonesian Journal of Educational Counseling*, 4.2 (2020).

[26] M. Coetzee dan D. Schreuder, "Proactive career self-management: Exploring links among psychosocial career attributes and adaptability resources," *South African Journal of Psychology*, 48.2 (2018).

[27] Sowanya Ardi Prahara, Ros Patriani Dewi, dan Kamsih Astuti, "Work Engagement Ditinjau Dari Career Adpatability Pada Karyawan Milenial.," in *Revitalisasi Peran Psikologi dalam Keluarga, Organisasi, dan Komunitas: Tantangan dalam Menyambut Society 5.0.* (Semarang: Fakultas Psikologi Universitas Diponegoro, 2020).

[28] Y. Kusyadi, "Career Adaptability in Various Theories: Review Through Multicultural Perspectives," *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 4.1 (2020).

4. Implementing the revised microblog design. The activity of uploading a microblog was carried out for approximately three months.

5. The field test was carried out by giving the instrument of adaptability back to the sample group after following the field microblog for approximately three months.

The research population is students of UIN Sultan Maulana Hasanuddin Banten, who are followers on Instagram handle @unitkarir_uinsmhbanten, which are followed by 549 people. The sample used is 15% of the total population, 82 people, and selected randomly.

Research data on career adaptability was obtained using the career adaptability scale, which refers to the construct of Mark L. Savickas, which consists of four domains, namely career concern, career control, career curiosity, and career confidence. Each domain consists of six statement items. The scale used is a Likert scale. The construct instrument used is presented in table 1 below.

Table 1. The construct instrument of career adaptability

	Aspect	Description	No. Item
n	**Concer**	Individual awareness of the plan for the future, and of the need to develop skills	1,5,9,16, 17,24
l	**Contro**	Individuals use of self-discipline in order to shape themselves and their environment to face challenges	2,6,10,15,18, 23
ty	**Curiosi**	Tendency to explore oneself in diverse and contextual situations	3,7,11,14,19, 22
ent	**Confid**	Self-efficacy in pursuing career aspirations and in managing career choices	4,8,12,13,20, 21

The instrument validity test was conducted on 40 students of Islamic guidance and counseling, UIN Sultan Maulana Hasanuddin Banten. Based on the results of the analysis test using the product moment formula, all the statement items are declared valid because they have an $r > r_{table}$ 0.312.

Test the reliability of the instrument used the odd & even halves technique and was then analyzed using the Spearman Brown formula. The research instrument is categorized as having high reliability, based on the value $r_i = 0.97$.

The hypothesis proposed in this study is as follows.

1. H_0: $\mu 1 = \mu 2$ (there is no difference in career adaptability before and after receiving guidance content through microblogs)

2. H_a: $\mu 1 \neq \mu 2$ (there is a difference in career adaptability before and after receiving guidance content through microblogs)

In this research, hypothesis testing is done by doing a t-test. The t-test compares whether the average career adaptability before and after following microblog content has a significant difference. In this study, the t-test used was the paired sample t-test.

Result and Discussion

Profile of Career Adaptability

Before students accessed the microblog content, they are generally in the medium category of career adaptability, with an average score of 72.50. Table 2 below shows the results of the descriptive analysis during the pre-test.

Table 2. Descriptive Analysis of Pre-test Data

			Statistic	Std. Error
PRE	Mean		74.46	1.272
	95% Confidence Interval for Mean	Lower Bound	71.93	
		Upper Bound	76.99	
	5% Trimmed Mean		74.28	
	Median		72.50	
	Variance		132.647	
	Std. Deviation		11.517	
	Minimum		55	

Maximum	96	
Range	41	
Interquartile Range	18	
Skewness	.302	.266
Kurtosis	-.923	.526

The sample group profile by category at the time of the pre-test showed that 5% of respondents were in the low category, 17% in the high category, and 78% were in the medium category. Profiles by category can be seen in Figure 1 below.
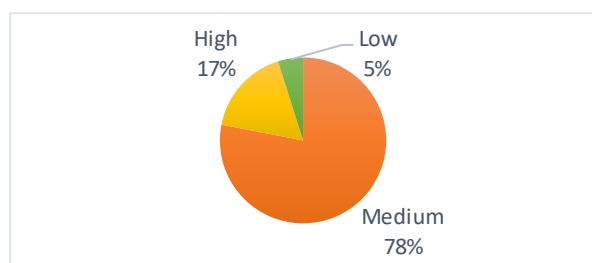

Figure 1. Level of Career Adaptability Before Microblog

Meanwhile, after following the microblog content, the respondents had an average score of 100.57. The respondents were in the category of high career adaptability. The complete post-test findings data can be seen in Table 3 below.

Table 3. Descriptive Analysis of Post - test Data

		Statistic	Std. Error
	Mean	100.57	1.464
95% Confidence Interval for Mean	Lower Bound	97.66	
	Upper Bound	103.49	
	5% Trimmed Mean	101.14	
	Median	101.00	
POST	Variance	175.655	
	Std. Deviation	13.253	
	Minimum	67	
	Maximum	120	
	Range	53	
	Interquartile Range	20	
	Skewness	-.472	.266
	Kurtosis	-.483	.526

Based on the data in Figure 2 below, it is known that 81% of the sample is in the high category of career adaptability, and 9% of the sample is in the medium category. There were changes and improvements in the post-test data compared with the pre-test conditions.
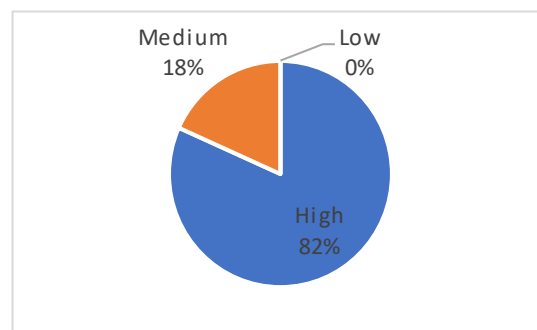

Figure 2. Level of Career Adaptability After Microblog

Effectiveness Test Results

Table 4 below shows the results of data analysis using the paired sample t-test.

Table 4. Paired sample t-test Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	POST - PRE	26.110	6.748	.745	24.627	27.592	35.039	81	.000

Based on the data in table 4 above, it is known that the t_{stat} value obtained is 35,039. The t_{table} at 5% significance is 1.66365. If we compare the t_{stat} with the t_{table}, it can be seen t_{stat} (35.039) > t-table (1.66365). sig value. also obtained = 0.000 < 0.05. Thus, hypothesis H0 is rejected, and H1 is accepted. Based on this test, it can be concluded that microblogs can improve student career adaptability effectively and significantly.

The increase in career adaptability can also be seen through the N-Gain test. The results of the N-Gain calculation show that the average change in career adaptability (N-Gain) obtained is

0.62. Meanwhile, if converted into the form of a percentage is 62%. The increase in career adaptability in the sample group was moderate, because the N-Gain value obtained was 0.62. Meanwhile, the level of effectiveness of microblogs in improving career adaptability is known to be quite effective, with the reference percentage obtained being 62%.

Discussion

In improving career adaptability through microblogging, researchers focus on content stimulating curiosity as preparation for entering the workforce. This is based on the research results by Ramdhani et al., which states that aspects of low career adaptability in students are aspects of career curiosity and career control[29]. Therefore, services that facilitate information and future exploration are needed, in order to improve self-regulation responsibilities, involvement in career support activities, and behaviors that can anticipate future career problems.

Characteristics of increasing adaptability in students are marked by a proactive attitude to find out and prepare themselves in the face of the changing career world today. This is in line with the concept put forward by Delle and Searle that when an individual is adaptive, he will have a planful attitude (full of planning)[30]. They will seek to develop values, skills, and abilities relevant to their career choice

Based on research findings, students will become more active in exploring career information that is of interest to them. This is evidence that microblogs can increase student learning activities and critical thinking in accordance with previous research.

An increase in career adaptability occurred rapidly in the aspect of career control, followed by

the aspect of career curiosity and concern for a career. Figure 3 is a graph of the improvement in each of these aspects.
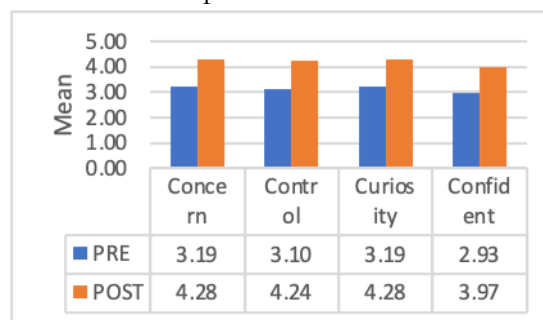

Figure 3. Improvement of Each Aspect of Career Adaptability

Career control affects students' ability to anticipate career problems. As a form of adaptability, career control allows a person to take control of their future responsibly and conscientiously in making career-related decisions[31].

Self-control is an important personality trait to develop when individuals need to adapt to career life[32]. Bacanli and Sarsikoglu's research shows that individual awareness is the strongest predictor of developing career adaptability[33]. The awareness referred to in this study is an organized, determined, and planned way of acting, having responsibility, acting with self-discipline and mindfulness, and striving for success. This is in line with the concept of career control studied.

When someone has an awareness of their career choices, this will impact individual beliefs in planning, organizing, and being proactive in their self-exploration and career choices. As revealed in Teixeira et al., a positive relationship between awareness and career adaptability lies in

[29] R. N. Ramdhani, A. Budiamin, dan N. Budiman, "Adaptabilitas Karir Dewasa Awal," *Jurnal Penelitian Pendidikan*, 18.3 (2019), 361–70.

[30] E. Delle dan B. Searle, "Career adaptability: The role of developmental leadership and career optimism.," *Journal of Career Development*, XX.X (2020).

[31] J. Koen, U. C. Klehe, dan A. E Van Vianen, "Training career adaptability to facilitate a successful school-to-work transition," *Journal of Vocational Behavior*, 81.3 (2012), 395–408.

[32] P. Celik dan M. Storme, "Trait emotional intelligence predicts academic satisfaction through career adaptability.," *Journal of Career Assessment*, 26.4 (2018).

[33] F. BACANLI dan A. F. SARSIKOĞLU, "Personality Traits As Predictors of Career Adaptability of Young Adults," *Cukurova University Faculty of Education Journal*, 50.1 (2021), 217–46.

the "desire to succeed" so that awareness can turn individuals into adaptability[34].

Wang and Fu have explained that to face the transition to the workforce, students not only prepare the skills, but also the insights needed for their careers from an early age[35]. Insights about career choices will have an impact on career confidence. The insights needed are of the tasks and challenges in the work that will be faced in career choices.

When linked back to the position of microblogs in research, the career insights presented in microblog content are a strong factor in driving the improvement of Career Adaptability. This is in line with the results of Grashinta's research that the future-time perspective can affect career maturity in students. Thus, students need to be equipped with career insights such as various types of career choices that are currently developing, how to achieve career choices, as well as competencies needed for the field of work in the future[36].

The increase in career adaptability felt by students is expected to have a broad impact on students' self-confidence, optimism, and readiness in anticipating the obstacles that will be faced. This is supported by a solid and consistent desire to prepare for the world of work, based on microblogging content posted on Instagram @unitkarir_uinsmhbanten.

The availability of various features on Instagram shows the great potential of this microblog-based content to be used as a new design trend for Instagram users, especially content creators. They can use their creative ideas in compiling communicative and interesting content on Instagram, so that the content is not just photos. Some of the features

used for microblogging through Instagram are as follows.

1. *Carousel*

    This feature can provide flexibility to upload both photo and video content up to a maximum of 10 posts, it can also combine photos and videos in one post. Tap the "multiple images" button, then mark the photo or video. This feature can provide flexibility to upload both photo and video content up to a maximum of 10 posts, it can also combine photos and videos in one post. Tap the "multiple images" button, then mark the photo or video to be posted

2. *Instagram stories archive* dan *highlights*

    Instagram stories are now equipped with an archive feature to include them in a personal archive and can be referred to them at any time. Story highlights can group stories that have been uploaded into a new space on the profile which will appear horizontally on the Instagram profile.

3. Instagram *Reels*

    Instagram Reels was first introduced by Instagram on August 5, 2020 and has begun to appear in user applications around the world gradually. Reels allows Instagram users to create short videos topped with music and can be shared with friends, followers and discovered while using the app. Using Reels allows users to record videos of up to 15 seconds and add popular music, share filters and add effects to it.

The microblog in this study was developed using the Instagram platform, using the Carousel feature. The *Carousel* feature allows the uploading of up to 10 messages in each post. In this study, the content uploaded on each microblog upload ranged from 4 to 6. The microblog upload format and its relation to career adaptability can be seen in   Table   5   below.

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[34] M .P. Teixeira et al., "Career adapt-abilities scale—Brazilian form: psychometric properties and relationships topersonality," *Journal of Vocational Behavior*, 80.3 (2012), 680–85; Y. Guan et al., "Understanding the trait basis of career adaptability: A two-wave mediation analysis among Chinese university students.," *Journal of Vocational Behavior*, 101 (2017).

[35] Wang dan Fu.

[36] Grashinta, Istiqomah, dan Wiroko.

Table 5. Mircoblog Content Design

Components	Composition	Element	Supporting element
Hook	1 Slide	Problem Statement Quote Headline News	1. Graphic / Photo/ Illustration/ Vector 2. Logo career center
Main Content	1-2 Slide	Key information	1. Vector 2. Diagram 3. Link 4. Mapping 5. Career center logo/ Instagram / career center web
Call to Action	1 Slide	1. Invite to understanding the self 2. Links to open 3. Invitation to take part in career center event	1. Logo career center 2. Link

Every microblog content uploaded is oriented towards an invitation to understand oneself and the demands of today's world of work. This is by the concept of intervention that focuses on career adaptability. Ginervra states that interventions that focus on career adaptation and future orientation should facilitate individuals to respond to the demands of the current job market[37].

The formulation of microblogging content as an intervention to improve career adaptability provides the latest facts about the world of work. The facts presented are sourced from book quotes, survey reports, or opinions from experts. The facts presented are sourced from book quotes, survey reports, or opinions from experts.

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[37] M. C. Ginevra et al., "The role of career adaptability and courage on life satisfaction in adolescence," *Journal of adolescence*, 62 (2018); D. Ramadani, M. Fachrurrazi, dan D. R. Hidayat, "Adaptabilitas Karir dalam Perspektif Teori Perkembangan Karir Mark L. Savickas," *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 11.1 (2020).

The ability of microblogs to improve career adaptability is based on the presence of a call to action on the final slide of the content. A call to action is an image, statement, or invitation to followers to take action.

The context of action in microblogging content can be an invitation to do exercises, to visit the link provided by the @unitkarir_uinsmhbanten account, and even participate in activities organized by the career center. An example of implementing a call to action can be seen in Figure 4 below.

Figure 4. Example of "Call To Action" Format on Microblog Content @unitkarir_uinsmhbanten

The results of this study have implications for the development of career guidance service activities in universities, especially those that focus on developing career adaptability. Based on a search through Instagram insight, the reach of content obtained during the research was 26.6% more accounts as of October 20, 2021. This finding aligns with Napitulu & Gofar opinion, that career center Instagram accounts can increase student engagement with career center information[38].

Another impact of the developed microblog is the usefulness value for the service content followers. Based on a survey using the Instagram story feature, 90.7% of respondents

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[38] S. M. Napitupulu dan N. Gofar, "Optimalisasi Media Sosial" Instagram" Mendukung Kemajuan Pusat Karir di Universitas Sriwijaya," in *Indonesian Carrier Center Network (ICCN) Summit*, 2019, hal. 1–13.

stated that the uploaded microblog content has helped them plan their careers.

Meanwhile, it is also known that 74% of respondents feel that microblog content provides career information, while 26% of respondents feel that microblogging content tends to inspire.

Thus, the @unitkarir_uinsmhbanten microblog needs to be optimized so that career information services can reach more students. In addition, consistency is needed in the microblog content timeline. The limitation of this study is that there are still limited interventions to increase career adaptability.

The adaptation process will ideally be internalized by using an appropriate problem solving approach and decision making process. Therefore, it is necessary to develop a content format that can facilitate student experience in problem solving and in facing career changes.

Career insight is the basic capital in the strengthening career adaptability. The more people know and understand the opportunities and consequences of a career choice, the easier it is for them to adapt. Developing these adaptive abilities and having insights into personal characteristics and the complexity of the work environment is needed for everyone who want to adapt to the changing world of work.

Career insights can be obtained through personal experiences, or other valid sources of information. The journey of content uploaded on microblogs begins with content that helps students to assess their profile. This is then followed by insight into the basic skills needed to enter today's world of work.

Short microblog content makes it easier for students to gain career insight than long articles to read. In addition, there is a call to action that stimulates students to get to know themselves better. This simulates the use of skills suggested in the microblog content.

Some of the follow-up research that must be carried out such as:

1. The use of social media needs to be optimized as a career guidance medium to reach a wider target of services.
2. Consistent microblog content both in terms of content and timelines will increase student interaction and engagement with career guidance services.
3. The use of microblogs can be integrated with career guidance activities, as is the case with content regarding self-assessment.
4. Microblog content can be directed to solving career problems reviewed by professionals/experts in the field of recruitment.

Conclusion

Microblog has been proven to improve student career adaptability significantly. This is based on the comparison between t_{stat} and t_{table} (t_{stat} =35,039 > t_{table} =1.66365), and the value of sig = 0.000 < 0.05. The N-Gain test shows that the average change in career adaptability (N-Gain) obtained is 0.62. Meanwhile, if converted into the form of a percentage it is 62%. The aspect of career adaptability that increased the most after students joined the microblog was career control, followed by aspects of career curiosity and career concern. Future research can be directed to explore the factors that make social media affect the improvement of career adaptability, including the correlation between the career information provided and the career control aspect.

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