IMPROVING STUDENT CAREER ADAPTABILITY THROUGH MICROBLOG

by Ahmad Rofi Suryahadikusumah

IMPROVING STUDENT CAREER ADAPTABILITY

THROUGH MICROBLOG

Ahmad Rofi Suryahadikusumah

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Banten, Indonesia
E-mail : ahmad.rofi@uinbanten.ac.id

Abstract

The research was motivated by the need for career adaptability development for UIN Sultan Maulana Hasanuddin Banten students in order to be able to anticipate problems such as worries about not getting a job and lack of understanding of the desired field of work. 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 on Instagram @unitkarir_uinsmhbanten, totaling 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. The results showed that Microblog was proven to significantly improve students' career adaptability, based on t_{stat} (35,039) > t_{table} (1.66365), and sig = 0.000 < 0.05. The average change in career adaptability (N-Gain) obtained is 0.62, or in percentage terms 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: *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 0.62, atau dalam persentase 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: *Career Adaptability*, Microblog.

Introduction

Higher education institutions are faced with the challenge of preparing students who are Generation Z to be ready to enter the world of work with various dynamics in it. Generation Z is final year students who complete their studies and prepare to enter a

career world. Dwidienawati & Gandasari predict that Generation Z will dominate 20% of the existing workplace[1].

The era of disruption allows changes to occur quickly, both in terms of work trends, work systems, and work culture. Generation Z needs to get education regarding adjustments to changes that may occur in the future, called career adaptability. Career adaptability is the readiness and ability of individuals to adapt and deal with changes in work and work situations[2].

Low career adaptability will cause conflict and frustration when Generation Z encounters career and work problems. One aspect of career adaptability is the ability to anticipate some of the problems that occur during the transition period[3]. Hartono & Gunawan describe several career-related issues that Generation Z often experiences, including worries about not getting a job and not understanding the desired field of work[4]. Another problem that occurs is that they do not know the benefits and abilities of what

they have learned in the majors they chose while studying and their job prospects.

The majority of Generation Z are still indecisive and indecisive about the choices they will take in the future [5]. Generation Z is also often confused with choices related to their careers [6]. Another critical issue is the impact of the Covid-19 pandemic on graduates who stay at home, causing the unemployment rate to overflow [7].

This phenomenon has been found at the State Islamic University of Sultan Maulana Hasanuddin Banten. The problems discussed previously often occur in general departments such as Islamic Education Management, Islamic Community Development, Hadith Science, Arabic Language, etc. In general departments, students are required to have broad knowledge and perform analysis and problem solving so that they can become consultants or expert staff in the future. However, students expect to work as employees in companies, get a fixed salary every month. Some alumni have careers outside of expertise, such as being honorary teachers or administrative staff at educational institutions.

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[1] D. Dwidienawati dan D. Gandasari, "Understanding Indonesia's Generation Z.," *International Journal of Engineering dan Technology* 7, no. 3 (2018).

[2] 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, no. 3 (2016).

[3] 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, no. 1 (2019).

[4] R. M Hartono dan W. Gunawan, "Hubungan Job Search Self-Efficacy dengan Career Adaptability," *Jurnal Ilmiah Psikologi MIND SET* 8, no. 02 (2017).

[5] U Yulianto, "Pengaruh konseling karir secara kelompok terhadap efikasi diri pengambilan keputusan studi lanjut pada siswa SMA" (Universitas Gadjah Mada, 2012).

[6] R Hidayati, "Layanan Informasi karir membantu peserta didik dalam meningkatkan pemahaman karir," *Jurnal Konseling GUSJIGANG* 1, no. 1 (2015).

[7] R. Juliyanti dan N. Aizah, "Motivasi Pilihan Karir bagi Remaja pada Masa Pandemi Covid-19," *Anterior Jurnal* 20, no. 2 (2020).

Nadya & Farozin argue that Generation Z needs to have the ability to adapt careers to anticipate problems such as worries about not getting a job and lack of understanding of the desired field of work[8]. Thus, the researcher assumes that career adaptability is a competency that must be developed by counseling and counseling services at universities for generation Z.

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[9]. In line with this opinion, the results of research by Wibowo & Yuwono recommend that in increasing career adaptability, institutions should direct students to build career confidence, build certainty in career choices, reduce doubts in career planning, and have control over career choices[10].

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.

Career guidance services through microblogs will increase student accessibility to service content compared to websites/blogs.

A microblog is a new form of blogging that allows users to publish short text updates online, less than 140-200 characters long, or can be in the form of a series of images[11]. 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[12].

The emergence of microblogs is appreciated by the needs of people who want the information to be obtained quickly. Microblog content is created with a short, concise, and easily accessible concept to readers. 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, namely content that is made in simple words, is easier to reach and can get feedback and input more easily and quickly, microblogging can be a fast information provider for the public[13].

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[8] A. Nadya dan M. Farozin, "Career guidance conceptualization to improve career adaptability for generation z.," *ProGCouns: Journal of Professionals in Guidance and Counseling* 2, no. 1 (2021).

[9] 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.

[10] Ibid.

[11] M. Ebner et al., "Microblogs in Higher Education–A chance to facilitate informal and process-oriented learning?.," *Computers & Education* 55, no. 1 (2010): 92–100.

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

[13] N. Rahmalia, "Microblogging: Definisi, Keunggulan, dan Beragam Platformnya," *https://glints.com*, last

Microblogs in career guidance focus on helping students have awareness, service, and attention to career dynamics in the era of disruption. Ramdhani & Kiswanto explain the characteristics of someone with career adaptability: having the ability and concern for the future, trying to manage oneself well, exploring self-possession and future scenarios, and convincing confidence to pursue desires[14]. 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, which contains information and career insights to help students improve their career adaptability. The steps of work carried out in this research are as follows.

1. Distribute instruments to the sample group regarding the career adaptability they already have, then map out topics that follow the needs for developing career adaptability for the sample group.

2. Design content formats based on the general concept of microblog and trends in social media content of interest.

3. The results are then tested on a limited basis on guidance and counseling media experts, as well as microblog experts or social media practice experts

4. Implementation of 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 @unitkarir_uinsmhbanten, which opened 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.

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modified 2021, diakses September 15, 2021, https://glints.com/id/lowongan/apa-itu-microblogging/#.YYvB3k5BzIU.

[14] R. N. Ramdhani dan A. Kiswanto, "Urgensi Adaptabilitas dan Resiliensi Karier pada Masa Pandemi," *Indonesian Journal of Educational Counseling* 4, no. 2 (2020).

Table 1. The construct instrument of career adaptability

Aspect	Description	No. Item
Concern	Individual awareness to plan for the future, as well as develop skills	1,5,9,16, 17,24
Control	Individuals use self-discipline in order to shape themselves and their environment to face challenges	2,6,10,15,18,23
Curiosity	Tendency to explore self and diverse and contextual situations	3,7,11,14,19,22
Confident	Self-efficacy in pursuing career aspirations and in managing career choices	4,8,12,13,20,21

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.

Findings and Discussion

Profile of Career Adaptability

Before students access microblog content, generally, they are 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. Description 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.
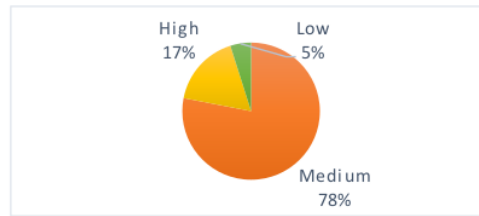
Figure 1. Pre-Test Group Profile

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. Description of Post-test data

			Statistic	Std. Error
POST	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	
	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.
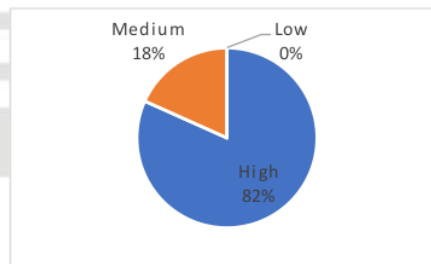

Figure 2. Post-Test Group Profile

Effectiveness Test Results

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

Table 4. Results of Paired sample t-test

		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[15]. Therefore, services that facilitate information and future exploration are needed, 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 changing career world today. In line with the concept put forward by Delle & Searle that when an individual is adaptive, he will have a planful attitude (full of planning)[16]. They will seek to develop values, skills and abilities relevant to their career choice

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.

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[15] R. N. Ramdhani, A. Budiamin, dan N. Budiman, "Adaptabilitas Karir Dewasa Awal," *Jurnal Penelitian Pendidikan* 18, no. 3 (2019): 361–370.

[16] E. Delle dan B. Searle, "Career adaptability: The role of developmental leadership and career optimism.," *Journal of Career Development* XX, no. X (2020).
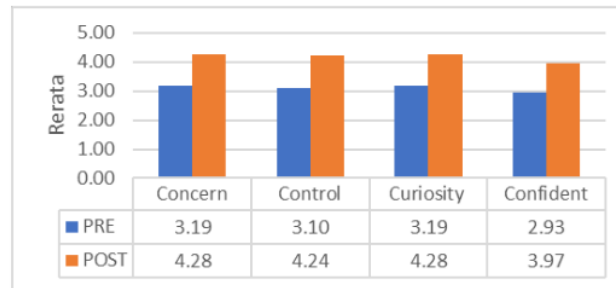
Figure 3. Comparison of Career Adaptability in each aspect

Career control is an aspect that 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 [17].

Self-control is an important personality trait developed so that individuals can adapt to career life. Bacanli & Sarsikoglu's research shows that individual awareness is the strongest predictor of developing career adaptability[18]. 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, it 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 the "desire to succeed" so that awareness can turn individuals into adaptable[19].

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 microblog content posted on Instagram @unitkarir_uinsmhbanten.

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

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[17] 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, no. 3 (2012): 395–408.

[18] F. BACANLI dan A. F. SARSIKOĞLU, "Personality Traits As Predictors of Career Adaptability of Young Adults," *Cukurova University Faculty of Education Journal* 50, no. 1 (2021): 217–246.

[19] M .P. Teixeira et al., "Career adapt-abilities scale—Brazilian form: psychometric properties and relationships topersonality," *Journal of Vocational Behavior* 80, no. 3 (2012): 680–685.

Table 5. Microblog content format

Components	Composition	Element	Supporting element
Hook	1 Slide	Problem Statement Quote Headline News	• 1 Graphic / Photo/ Illustration/ Vector • Logo career center
Main Content	1-2 Slide	Key information	• Vector • Diagram • Link • Mapping • Career center logo/ Instagram / career center web
Call to Action	1 Slide	• Invite to understanding a self • Links to open • Invitation to take part in career center activities	• Logo career center • 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 [20] states that interventions that focus on career adaptation and future orientation should facilitate individuals to respond to the demands of the current job market.

The formulation of microblog content as an intervention to 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.

The hallmark of microblog content to improve career adaptability is 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 microblog content can be an invitation to do exercises, 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.

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[20] D. Ramadani, M. Fachrurrazi, dan D. R. Hidayat, "Adaptabilitas Karir dalam Perspektif Teori Perkembangan Karir Mark L. Savickas," *Jurnal Ilmiah Bimbingan Konseling Undiksha* 11, no. 1 (2020).

Figure 4. Example of Call to Action

The study results 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, which states that career center Instagram accounts can increase student engagement with career center information[21].

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

Meanwhile, it is also known that 74% of respondents feel that microblog content provides career information, while 26% of respondents feel that microblog 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 in wise problem solving and appropriate decision making. Therefore, it is necessary to develop a content format that can facilitate student experience in solving problems and the career dynamics they will face.

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 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.

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[21] 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, 1–13.

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IMPROVING STUDENT CAREER ADAPTABILITY THROUGH MICROBLOG

FINAL GRADE

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GENERAL COMMENTS

Instructor