



the relationship between career adaptability and future time perspective with work readiness among fresh graduates of higher education institutions in bangkalan regency

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abstract

This study aims to examine the relationship between career adaptability and future time perspective with the work readiness of fresh graduates. This study uses a quantitative approach with a correlational design and involves 193 fresh graduate respondents. The instruments used include scales of career adaptability, future time perspective, and work readiness that have been tested for validity and reliability. Data analysis was performed using nonparametric tests with Spearman's Rho method. The results showed that career adaptability and future time perspective were significantly positively related to work readiness. These findings indicate that students with high career adaptability and future time perspective tend to be more prepared to enter the workforce, both in terms of technical skills and mental readiness. This study emphasizes the importance of developing these two variables in preparing students for the dynamic world of work.

Keywords: Career adaptability, Future time perspective, Work readiness, Fresh graduate.

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INTRODUCTION

Competition in the job market for university graduates (fresh graduates) is becoming increasingly competitive due to globalization. The unpreparedness of individuals in facing the transition from the world of education to the world of work often becomes the main obstacle. Work readiness is a crucial aspect that encompasses the possession of skills, knowledge, and attitudes that enable graduates to contribute effectively in the workplace. The urgency of this research lies in the need to identify factors that can enhance work readiness so that graduates not only hold a degree but also possess relevant competencies.

One of the internal factors considered important is career adaptability. This variable is defined as the individual's psychosocial readiness to face career development tasks and unexpected changes. Without good adaptability, a fresh graduate will struggle to adjust to a dynamic work culture. Therefore, the rationale for using this variable is to see to what extent adaptability contributes to the work readiness of subjects in Bangkalan Regency.

Beside adaptability, future time perspective also becomes a key variable. This is related to individuals' perceptions of future time and how they integrate future goals into their current actions. Individuals with a clear future orientation tend to be more motivated to prepare themselves for professional challenges. The selection of this variable is based on the assumption that future planning is the driving force behind work readiness.

The literature review shows that work readiness is not merely a technical ability, but rather an integration of academic knowledge, generic skills, and personal attributes. According to the theory referenced in this thesis, work readiness is influenced by internal factors such as motivation and external factors such as family and educational environment. This research aims to analyze how these aspects are reflected in fresh graduates in the Bangkalan region.

The problem-solving plan in this research is carried out thru a correlational quantitative approach. By involving 193 respondents, this research aims to map the psychological conditions of recent graduates thru valid scale measurements. This step was taken to provide empirical evidence regarding the relationship between variables so that it can serve as a foundation for educational institutions in developing career development programs.

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The main objective of this research is to objectively determine whether there is a relationship between career adaptability and future time perspective with job readiness among fresh college graduates in Bangkalan Regency. Specifically, the research aims to examine the magnitude of the effective contribution of each independent variable to the dependent variable.

METHODOLOGY

The population in this study consists of fresh college graduates in Bangkalan Regency. Since there is no exact data on the total number of fresh graduates in Bangkalan Regency, the population in this study is categorized as an unknown population.

A sample is a part of the population used in the research (Azwar, 2017). To be representative, the sample must have the same characteristics as the population. A sample is a part of the quantity and characteristics possessed by that population (Sugiyono, 2022). The use of samples is carried out because the population size is very large, making it impossible for researchers to study everything in the population due to limitations in funding, manpower, and time. As long as the sample taken from the population is representative, the researcher can use that sample to draw conclusions.

The type of sampling technique used in this research is quota sampling. Quota sampling is a technique for determining a sample that meets certain criteria until the desired quota is fulfilled. In this technique, the number of samples determined is an estimate considered relatively adequate to obtain the necessary data to reflect the population. The sample proportion cannot be precisely calculated from the population because the exact number of population members is unknown.

The calculation of the sample size in this study was conducted using the GPower software. The parameters set for the calculation included an effect size of 0.1, an α error probability of 0.01, and a power (1- β error probability) of 0.95. Based on the total sample size calculation with GPower, a minimum sample size of 182 samples was obtained. The number of samples successfully obtained and used in this study was 193 samples.

RESULT AND DISCUSSION

The results of the hypothesis testing in this study indicate that all hypotheses were accepted, meaning that the research findings prove the existence of a relationship between career adaptability and job readiness, as well as future time perspective, which also has a relationship with job readiness. Specifically, career adaptability is positively related to the job readiness of fresh graduates, where the higher their level of career adaptability, the higher their readiness to enter the workforce. Career adaptability allows individuals to manage changes and challenges in their careers, so those with a high level of adaptability are able to plan their careers thoroughly, explore opportunities, and overcome post-graduation challenges. This makes them feel more prepared and confident in taking important steps, such as actively seeking information, expanding their professional network, and honing relevant skills. Conversely, graduates who lack these skills tend to feel confused and hindered, which negatively impacts their job readiness. These findings align with the views of Putri et al. (2024) and reinforce previous studies by Ayuni and Nio (2025) and Widiawati et al. (2025) regarding the importance of adaptability in facing the transition from the educational world to the dynamic world of work.

When examined more deeply, dimensions of career adaptability such as career concern, career control, career curiosity, and career confidence have been proven to support job readiness. Graduates with good career concern tend to be more focused, while strong career control provides the confidence to take responsibility for their career choices. Meanwhile, the dimension of career curiosity encourages individuals to actively seek information, and career confidence offers assurance in overcoming various professional obstacles. On the other hand, the research results also show a positive relationship between future time perspective and work readiness, indicating that the clearer a graduate's future outlook, the higher their readiness. A good future orientation makes individuals more organized, have clear long-term goals, and provides strong motivation to face the challenges of the working world. This supports the research of Safitri and Syofyan (2023) as well as Agustina and Dwanoko (2021), which states that a clear future perspective encourages individuals to be more diligent in academic activities and self-development to enhance work readiness.



The role of future time perspective dimensions such as valence, connectedness, extension, and speed is also very significant. The valence dimension triggers a positive attitude toward the future, connectedness links current actions with long-term goals, extension allows for realistic future projections, and speed motivates efficient time management. Based on demographic data, it was found that age affects work readiness, where respondents aged 22 and 23 showed higher readiness compared to those aged 21 due to more internship experience. Regarding gender, although females are more dominant in quantity (53%), the research results show relatively balanced work readiness between males and females, although there may be differences in the focus of mental preparation between the two. The results of the descriptive test confirm that the majority of respondents fall into the high category for all three variables, reflecting mental, emotional, and career planning readiness that is well-developed among fresh graduates.

Although both independent variables play a significant role, the research findings indicate that career adaptability contributes more (9.11%) to work readiness compared to future time perspective (3.09%). Cumulatively, these two variables provide an effective contribution of 12.2%, meaning that 87.8% of work readiness is influenced by factors outside the scope of this study. According to the literature (Winkel & Hastuti, 2005; Yusuf, 2002; Ihsan, 2007), these other factors include life values, intelligence level, talent, interest, personality traits, knowledge, physical condition, technical competence, self-confidence, emotional maturity, field practice experience, and support from the educational and family environment. Intelligence affects the speed of problem-solving, while interest and talent provide motivation and competitive advantage. Personality traits such as perseverance and emotional maturity are also crucial in handling pressure, while work experience or internships provide a deep practical understanding of the professional world.

As a practical implication, these findings contribute to theory development and suggest that higher education institutions integrate the development of career adaptability and future time perspective into the higher education curriculum. Career development programs through internships, skill training, and counseling are essential to help students prepare mentally and emotionally to face the ever-changing demands of the job market. However, this study still has limitations due to its cross-sectional design, which cannot draw causal conclusions, the potential bias in self-report instruments, and the use of the non-parametric Spearman's Rho test, which does not examine variable relationships simultaneously. Therefore, it is recommended for future research to use more complex methods such as multiple regression analysis to provide a deeper understanding of the relationships between these variables.

CONCLUSION

The results of this study indicate that career adaptability and future time perspective have a significant impact on job readiness among fresh college graduates in Bangkalan Regency.

The first hypothesis in this study, which states that there is a relationship between career adaptability and future time perspective with work readiness, could not be tested because the data analysis technique no longer used multiple linear regression but changed to Spearman's Rho correlational analysis as a non-parametric statistical test.

The second hypothesis, which states that there is a positive relationship between career adaptability and job readiness, is proven by the significant test results. The higher the level of an individual's career adaptability, the better their job readiness. This indicates that career adaptability plays an important role in helping fresh graduates adjust to the dynamic and competitive challenges of the job market.

The third hypothesis, which examines the relationship between future time perspective and job readiness, also shows significant results. A positive and clear future time perspective provides high motivation for individuals to plan their future, which in turn enhances their work readiness. The further someone's perspective on the future, the more directed and focused their efforts in preparing for a successful career.

Overall, this research reveals that both career adaptability and future time perspective significantly contribute to enhancing job readiness among fresh graduates. These two variables support each other in shaping individuals who are more prepared and confident to enter the workforce.

The results of this study are expected to serve as a consideration for universities in designing more effective career development programs, which not only enhance technical skills but also strengthen career adaptability and future orientation for their graduates.

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