AKSIOLOGI : JURNAL PENDIDIKAN DAN ILMU SOSIAL

AXIOLOGY: Journal of Education and Social Sciences Volume: 6, Number 1, 2025 , *Pages* : 166-178

Career Adaptability and Students' Psychological Well-Being: Implications for Guidance and Counseling Services in Higher Education

Ana Fitriani [1*] , Husni Ramadhani [2] and Al Nisra [2]

[1] Islamic Education Guidance and Counseling Study Program, Muhammadiyah University of Makassar; anafitriani@unismuh.ac.id
[2] Islamic Education Guidance and Counseling Study Program, Muhammadiyah University of Makassar: husniramadhani79@gmail.com
[3] Islamic Education Guidance and Counseling Study Program, Muhammadiyah University of Makassar; alnisra021@gmail.com

Abstract: *This study aims to analyze the relationship between career adaptability and psychological well-being of final year students, as well as to formulate practical implications for the development of career guidance and counseling (BK) services in higher education. The approach used is a quantitative correlational with a cross-sectional survey design. The sample consisted of 175 7th–8th semester students of Muhammadiyah University of Makassar selected through purposive sampling. The instruments used were the Indonesian version of the Career Adapt-Abilities Scale (CAAS) (24 items, α = 0.83) and the short version of the Ryff's Psychological Well-Being Scale (RPWBS) (42 items, α = 0.88). Data analysis included descriptive statistics, Kolmogorov-Smirnov normality test, Pearson correlation, and simple linear regression using SPSS version 26. The results showed a significant positive relationship between career adaptability and psychological well-being (r = 0.612; p < 0.001), with a contribution of 37.4% (R^2 = 0.374). The dimensions of concern (r = 0.581) and control (r = 0.563) were the strongest predictors. This finding underscores the need for a structured career guidance program based on strengthening career adaptability as a mandatory service component in higher education, especially from the fifth semester onward.*

Keywords: *career adaptability; psychological well-being; career guidance; higher education*

DOI: https://doi.org/ 10.47134/aksiologi.v6i1.451
*Correspondence: Ana Fitriani
Email: anafitriani@unismuh.ac.id

Received: 10-24-2025
Accepted: 10-27-2025
Published: 10-30-2025

Abstract: *This study aims to analyze the relationship between career adaptability and psychological well-being among final-year university students, and to formulate practical implications for the development of career guidance and counseling services in higher education. A quantitative correlational design with a cross-sectional survey approach was employed. The sample consisted of 175 students in semesters 7–8 at Universitas Muhammadiyah Makassar, selected via purposive sampling. Instruments used were the Indonesian version of the Career Adapt-Abilities Scale (CAAS; 24 items, α = 0.83) and Ryff's Psychological Well-Being Scale (RPWBS) short form (42 items, α = 0.88). Data analysis included descriptive statistics, Kolmogorov-Smirnov normality testing, Pearson correlation, and simple linear regression using SPSS version 26. Results revealed a significant positive relationship between career adaptability and psychological well-being (r = 0.612; p < 0.001), with career adaptability accounting for 37.4% of the variance in psychological well-being (R^2 = 0.374). The concern (r = 0.581) and control (r = 0.563) dimensions were the strongest predictors. These findings affirm the need for structured career counseling programs centered on strengthening career adaptability as a mandatory service component in higher education, particularly from semester 5 onward.*

Keywords: *career adaptability; psychological well-being; career counseling; higher education*

Introduction

The transition from higher education to the workforce is one of the most critical developmental phases in an individual's career. During this phase, final-year students face multiple simultaneous pressures: completing their studies, determining their career path, competing in the job market, and meeting family and social expectations. These multiple pressures have the potential to disrupt students' psychological well-being if not balanced with adequate adaptive preparedness (Hirschi et al., 2018). Data from the Central Statistics Agency (2023) recorded an open unemployment rate among university graduates in Indonesia reaching 9.85% of the total workforce, making career anxiety a systemic reality that educational institutions must address seriously. This situation is further exacerbated by the changing work landscape accelerated by the industrial revolution 4.0, where flexibility, digital literacy, and adaptability are key prerequisites *for employability* (World Economic Forum, 2023).

Within the framework of *Career Construction Theory* (Savickas, 2013), career adaptability *is* defined as the psychosocial resources individuals use to cope with anticipated career development tasks, unexpected job transitions, and personal trauma that impacts their work role. This construct consists of four dimensions known as the 4Cs: *concern* (concern for one's future career and readiness to plan); *control* (feeling capable of controlling one's own career direction); *curiosity* (actively exploring oneself and career opportunities); and *confidence* (confidence in overcoming career obstacles). These four dimensions interact synergistically and can be developed through intervention (Savickas & Porfeli, 2012). Various cross-cultural studies have shown that career adaptability is positively correlated with career satisfaction (Zecca et al., 2015), work readiness (Tolentino et al., 2014), resilience to career stress (Maggiori et al., 2013), and generally with psychological well-being (Negru-Subtirica & Pop, 2016).

Psychological *well-being* in Ryff's (1989) eudaimonic perspective goes beyond the mere absence of mental disorders. Psychological well-being is an optimal state of psychological functioning encompassing six dimensions, including (1) self *-acceptance* , a positive attitude toward oneself and one's past; (2) positive relations with others *;* (3) autonomy , the ability to direct oneself independently; (4) environmental mastery , the competence to manage life and the environment effectively; (5) purpose *in life* , the belief that life is meaningful and purposeful; and (6) personal growth , openness to experience and self-development. In the context of final-year students, optimal psychological well-being is closely related to academic achievement, the quality of interpersonal relationships, and the capacity to make mature career decisions (Hartung & Taber, 2008). A study by Zecca et al. (2015) found that students with high psychological well-being showed a more proactive career orientation and lower levels of career anxiety than students with low psychological well-being.

Although the relationship between career adaptability and psychological well-being has been studied across various Western and East Asian cultural contexts (Hirschi et al., 2018; Chan & Yuen, 2019), studies focusing on Indonesian students, particularly in Muhammadiyah-Aisyiyah Higher Education (PTMA) environments steeped in Islamic values, remain very limited. This is despite the unique socio-cultural characteristics, value systems, and institutional contexts of PTMAs potentially creating patterns of relationships that differ from these universal findings (Fitriani, 2022). Furthermore, another significant research gap is the lack of studies that explicitly translate empirical findings into concrete recommendations for guidance and counseling services in Indonesian universities. Most existing studies focus on correlational findings without addressing practical implications for career counseling program design (Wibowo, 2019). This research addresses both gaps simultaneously.

This research is based on Savickas's (2013) Career Construction Theory (CCT), which views career as a narrative constructed by individuals through adaptation to their social and vocational environments. In CCT, career adaptability is not merely a personality trait, but rather a psychosocial response that can be developed through structured learning experiences. CCT integrates the trait-factor (Holland), *life-span-life-space* (Super), and narrative-constructivist perspectives into a coherent framework. The intersection between CCT and Ryff's psychological well-being theory lies in the constructs of *purpose in life and personal growth* . These two dimensions of well-being are most directly influenced by the development of career adaptability, particularly the *concern* and *curiosity dimensions* . Therefore, it can be theoretically hypothesized that students with high career adaptability will exhibit higher psychological well-being.

Based on the description above, this study formulates three main questions, namely: how is the description of the level of career adaptability and psychological well-being of final year students at Muhammadiyah University of Makassar; is there a significant relationship between career adaptability and psychological well-being of students; and how much contribution does career adaptability make to psychological well-being of students and which dimension is the most dominant. Meanwhile, the hypothesis proposed in this study is that there is a significant positive relationship between career adaptability and psychological well-being of final year students, and career adaptability is a significant predictor of psychological well-being of final year students.

Method

This study used a quantitative approach with a predictive correlational design and *a cross-sectional survey data collection method* . The correlational design was chosen because

the purpose of the study was to measure the strength and direction of the relationship between variables without intervening or manipulating the subjects (Creswell, 2014). The cross-sectional nature was chosen due to time and resource constraints, while also considering that the relationship between career adaptability and psychological well-being is relatively stable over a short period of time in a group of final-year students (Savickas & Porfeli, 2012). This study is within the post-positivist paradigm that emphasizes the objectivity of measurement, the generalizability of findings, and data-based hypothesis testing.

The study population was all active students in semesters 6 and 8 at Muhammadiyah University of Makassar in the 2024/2025 academic year, totaling 412 people spread across 12 study programs. The sample size was determined using the Slovin formula with a margin of error of 5% (e = 0.05) as follows: $n = N / (1 + N \cdot e^2) = 412 / (1 + 412 \times 0.0025) \approx 203$. After the screening process and application of inclusion-exclusion criteria, the number of valid samples used in the analysis was 175 respondents. The inclusion criteria included: (a) actively registered as a student in semester 6 or 8; (b) not on academic leave; (c) willing to participate voluntarily and sign a digital informed consent; and (d) completing the questionnaire completely. The exclusion criteria included: (a) students who are currently or have previously undergone clinical counseling services for severe mental disorders (on the basis of privacy and response distortion); and (b) questionnaires filled with more than 10% *missing values* . The sampling technique used was *purposive sampling* , namely sampling based on certain considerations and criteria relevant to the research objectives (Sugiyono, 2020).

This study involved two main variables. First, career adaptability as the independent variable (X), operationally defined as the total score obtained by respondents on *the Career Adapt-Abilities Scale* (CAAS), which reflects an individual's capacity to use psychological resources in the form of *concern, control, curiosity,* and *confidence* to face career tasks and transitions. A high score reflects better career adaptability. Second, psychological well-being as the dependent variable (Y), defined as the total score on *Ryff's Psychological Well-Being Scale* (RPWBS) which reflects an individual's optimal state of psychological functioning that includes self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. A high score reflects more optimal psychological well-being.

The first instrument is the Indonesian version of *the Career Adapt-Abilities Scale* (CAAS). This scale was developed by Savickas & Porfeli (2012) as part of an international project across 13 countries and has been adapted into Indonesian by Gunawan et al. (2019). The CAAS consists of 24 items divided into four subscales, each with six items: (1) *Concern* (e.g., 'Thinking about what my future will be like'), measuring the extent to which an individual cares about and prepares for his or her future career; (2) *Control* (e.g., 'Taking responsibility for my own actions'), measuring the sense of responsibility for career choices; (3) *Curiosity* (e.g., 'Exploring my surroundings'), measuring self-exploration and

opportunities; and (4) *Confidence* (e.g., 'Working hard to achieve my goals'), measuring self-confidence in overcoming obstacles. All items use a 5-point Likert scale (1 = Very weak, 5 = Very strong). The total score ranges from 24–120, with categorizations: low (<60), moderate (60–96), and high (≥97). The reliability of the CAAS in this study: α concern = 0.81, α control = 0.83, α curiosity = 0.79, α confidence = 0.85, α total = 0.91.

The second instrument is the 42-item short version *of Ryff's Psychological Well-Being Scale* (RPWBS). This scale was developed by Ryff (1989) and has been validated in the Indonesian context by Putri & Masykur (2021). The RPWBS measures six dimensions of psychological well-being, each with seven items: (1) Self-Acceptance (a positive attitude toward oneself); (2) Positive Relationships with Others (the ability to build meaningful relationships); (3) Autonomy (independence in determining one's life direction); (4) Environmental Mastery (the ability to manage life and the environment); (5) Purpose in Life (meaningfulness and direction in life); and (6) Personal Growth (openness to experience and development of potential). The items use a 6-point Likert scale (1 = Strongly disagree, 6 = Strongly agree), with 21 items being favorable and 21 items being unfavorable (reverse scored). The total score ranged from 42 to 252, with categorizations: low (<105), moderate (105–167), and high (≥168). Reliability in this study: total α = 0.88; reliability per dimension ranged from 0.74 to 0.83.

Data collection was conducted in four stages. The first stage was administrative preparation: obtaining research permits from the dean's office and study program coordinator, preparing digital informed consent, and developing a Google Form containing the CAAS and RPWBS questionnaires along with clear instructions. The second stage was socialization: the researcher coordinated with the class chair and academic supervisor to distribute the questionnaire link through the class's WhatsApp group. The third stage was data collection: respondents completed the questionnaire independently (*self-administered*) over a four-week period, namely March 1–28, 2025. Each respondent required approximately 15–20 minutes to complete the entire questionnaire. The fourth stage was data screening: incoming data was verified for completeness, and respondents who did not meet the inclusion criteria or had extreme response patterns (all answers were identical) were excluded from the analysis.

Data analysis was conducted using SPSS version 26 through four systematic stages. First, descriptive analysis to describe the respondent profile (gender, semester, study program, employment status) and calculate descriptive statistics for each variable and dimension including mean (M), standard deviation (SD), minimum value, maximum value, and variance. Variable level categorization was determined based on the distribution norms of each instrument score. Second, classical assumption tests: normality test using Kolmogorov-Smirnov (KS), with data declared normal if the significance value is $p > 0.05$; and linearity test with the criterion $p > 0.05$ on deviation from linearity. Third, hypothesis testing: Pearson Product Moment correlation was used to test the first

hypothesis (H_1) by measuring the strength (r value) and direction of the relationship between career adaptability and psychological well-being. Interpretation of correlation strength refers to Cohen's (1988) criteria: r = 0.10–0.29 (weak), r = 0.30–0.49 (moderate), r ≥ 0.50 (strong). Fourth, a simple linear regression analysis was conducted to test the second hypothesis (H2), measure the contribution of career adaptability to variations in psychological well-being (coefficient of determination R^2), and identify the best predictive model. All statistical decisions were made using a significance level of $\alpha = 0.05$.

Results and Discussion

1. Respondent Characteristics

Of the 203 questionnaire links sent, 189 respondents responded (a response rate of 93.1%). After data screening, 14 respondents were excluded for not meeting the inclusion criteria (3 respondents) or having invalid response patterns (11 respondents). The total sample size for analysis was 175 respondents. The complete demographic profile of the respondents is presented in Table 2.

Table 1. Demographic Profile of Respondents (N = 175)

Characteristics	Category	n	%
Gender	Woman	110	62.9%
	Man	65	37.1%
Semester	Semester 7	77	44.0%
	Semester 8	98	56.0%
Study program	Social-Humanities	105	60.0%
	Exact/Science	70	40.0%
Employment Status	Not yet working	142	81.1%
	Already working (part time)	33	18.9%
Average GPA	3.41 (SD = 0.31)	—	—

The majority of respondents were female (62.9%), in their eighth semester (56.0%), and from social-humanities study programs (60.0%). The majority were unemployed (81.1%), reflecting the general situation of final-year students who are still focused on completing their studies. The average GPA of 3.41 indicates a population with relatively good academic performance, but this does not necessarily translate to career maturity.

2. Overview of Career Adaptability Levels and Psychological Well-Being

Descriptive statistics for both variables and all their dimensions are presented in Table 2. Overall, students' career adaptability scores (CAAS) were in the moderate category (M = 79.43; SD = 11.27), with an actual range of 42–116. This means that most students have suboptimal career adaptability resources. The distribution per category shows: 21.7% of respondents were in the low category, 67.4% were in the moderate

category, and only 10.9% were in the high category. This condition indicates that the majority of final-year students still need intervention to improve their career adaptability.

Among the four dimensions of the CAAS, confidence obtained the highest mean score (M = 21.38; SD = 3.12), indicating that students are relatively confident in executing career tasks. In contrast, the concern dimension obtained the lowest score (M = 18.72; SD = 3.45), indicating that awareness and long-term career planning are the areas that need the most improvement. This finding is practically relevant: concern is the first dimension that must be developed in a career guidance program, because without awareness of the importance of planning for the future, the other three dimensions are difficult to develop (Savickas & Porfeli, 2012).

For the psychological well-being variable (RPWBS), the average score was in the moderate to high category (M = 127.56; SD = 16.84), with an actual range of 76–192. The distribution of categories: 12.0% low, 65.7% medium, and 22.3% high. The purpose of life dimension recorded the highest average score (M = 22.89), indicating that Unismuh students generally have a strong belief that their lives are meaningful, most likely strengthened by the Islamic value orientation that underpins education at PTMA. The personal growth dimension recorded the lowest score (M = 18.48), indicating that openness to new experiences and willingness to develop still need to be optimized.

Table 2. Descriptive Statistics of Research Variables and Dimensions (N = 175)

Variables / Dimensions	Min	Max	M	Elementary School	Category
Career Adaptability (CAAS Total)	42	116	79.43	11.27	Currently
– Concern	10	28	18.72	3.45	Currently
– Control	11	29	19.85	3.21	Currently
– Curiosity	11	28	19.48	3.08	Currently
– Confidence	13	30	21.38	3.12	Medium-High
Psychological Well-being (RPWBS Total)	76	192	127.56	16.84	Currently
– Self - Acceptance	11	35	21.73	3.57	Currently
– Positive Hub	12	35	22.14	3.23	Currently
– Autonomy	10	33	20.87	3.91	Currently
– Environmenta l Mastery	11	34	21.45	3.68	Currently
- Purpose of life	12	35	22.89	3.14	Medium-High
– Personal Growth	8	33	18.48	3.71	Currently

3. Classical Assumption Test

Before the hypothesis testing was conducted, two basic assumptions were verified. First, the Kolmogorov-Smirnov normality test showed that the distribution of career adaptability scores (D = 0.062; p = 0.091) and psychological well-being (D = 0.058; p = 0.124) were both not significantly different from a normal distribution (p > 0.05). Second, the linearity test yielded an F deviation from linearity value of 3.17 with p = 0.076 > 0.05, confirming that the relationship between the two variables is linear. With these two assumptions met, the use of Pearson correlation and simple linear regression is methodologically justified (Tabachnick & Fidell, 2013).

4. Hypothesis Test Results

The results of the Pearson correlation test between career adaptability and psychological well-being are presented in Table 3. The correlation between CAAS Total and RPWBS Total yielded r = 0.612 (p < 0.001), indicating a strong and statistically significant positive relationship. Thus, H_1 is accepted: the higher a student's career adaptability, the higher their psychological well-being. This result is consistent across all CAAS dimensions, with the strongest correlation strengths in the concern (r = 0.581) and control (r = 0.563) dimensions, followed by confidence (r = 0.521) and curiosity (r = 0.498).

Table 3. Results of Pearson Correlation Test between CAAS Dimensions and Total RPWBS (N = 175)

Predictor Variables	r	r^2	p-value	Strength of Correlation
CAAS Total → RPWBS Total	0.612	0.374	< 0.001	Strong
Concern → RPWBS	0.581	0.337	< 0.001	Strong
Control → RPWBS	0.563	0.317	< 0.001	Strong
Confidence → RPWBS	0.521	0.271	< 0.001	Strong
Curiosity → RPWBS	0.498	0.248	< 0.001	Currently

The results of the simple linear regression analysis showed that the regression model with CAAS as a predictor and RPWBS as a criterion was statistically significant (F = 103.87; p < 0.001). The coefficient of determination R^2 = 0.374 indicated that career adaptability explained 37.4% of the variation in students' psychological well-being; the remaining 62.6% was influenced by other variables outside the model. The unstandardized regression coefficient (B = 1.064) meant that every one-point increase in the CAAS score was predicted to increase the RPWBS score by 1.064 points, with the regression equation: $\hat{Y} = 43.27 + 1.064X$. Thus, H_2 was accepted. A summary of the regression output is presented in Table 4.

Table 4. Summary of Simple Linear Regression Analysis Results (N = 175)

Source of Variation	B	β	t	p	R^2	F
Constant	43.27	—	5,314	< 0.001	—	—
CAAS Total	1,064	0.612	9,840	< 0.001	0.374	103.87

Discussion

The first finding that needs to be discussed is the profile of students' career adaptability, which is predominantly in the moderate category (67.4%). This condition indicates that although students are generally not in a critical condition, their adaptability potential has not been optimally realized. One contributing factor is the lack of systematic career guidance programs in Indonesian universities (Wibowo, 2019). Unlike educational institutions in developed countries that have integrated *career development curricula* from the first year of study, most universities in Indonesia (including PTMA) still rely on an incidental approach through job fairs or sporadic career seminars. This creates a situation where students arrive in their final semester with career adaptability that is not yet mature enough to face the increasingly competitive job market.

The significant positive relationship between career adaptability and psychological well-being ($r = 0.612$; $p < 0.001$) confirms the theoretical predictions of *Career Construction Theory* (Savickas, 2013). When students are concerned about their future career (*concern*), feel capable of determining their life direction (*control*), actively explore opportunities (*curiosity*), and believe in their abilities (*confidence*), they construct a coherent and meaningful career narrative that in turn contributes to psychological well-being by strengthening the dimensions of life purpose and personal growth (Ryff, 1989). This finding is in line with the study of Maggiori et al. (2013) in Switzerland which reported $r = 0.54$ between career adaptability and *subjective well-being* in a sample of young adults, and the study of Negru-Subtirica & Pop (2016) in Romania which found a longitudinal contribution of career adaptability to well-being of 29–34% ($R^2 = 0.29–0.34$). The magnitude of the contribution in this study ($R^2 = 0.374$) is slightly higher, possibly reflecting the sensitivity of the sample of final year students who are at the most critical point of their career transition.

the concern and *control* dimensions as the strongest predictors of psychological well-being provides important theoretical nuances. In the hierarchical structure of CCT, concern is the foundation of all adaptability resources; without a forward-looking temporal orientation, the other three dimensions lose their functional context (Savickas & Porfeli, 2012). Meanwhile, control, which reflects the internal locus of control in a career context, is closely related to the autonomy and environmental mastery dimensions in Ryff's model—the two dimensions that empirically most consistently predict psychological well-being in young adults (Hartung & Taber, 2008). These findings imply that guidance and counseling intervention programs that prioritize strengthening

students' career planning and internal agency will have the greatest impact on their psychological well-being.

In the specific context of PTMA, the R^2 value of 0.374 simultaneously suggests that 62.6% of the variation in psychological well-being is explained by factors beyond career adaptability. Potential factors not measured in this study include spirituality and religiosity (which, in the context of Muhammadiyah University students, are thought to have a significant contribution), social support from family and peers, family economic conditions, academic self-efficacy, and personality characteristics (Fitriani, 2022; Zecca et al., 2015). Further research incorporating these variables will provide a more comprehensive understanding of the determinants of psychological well-being in PTMA students.

The findings of this study have concrete implications for the development of career guidance services in higher education, which can be organized into three levels of intervention. First, the curriculum level. BKPI study programs and campus guidance and counseling service units need to develop a *Career Development Module* integrated into the compulsory courses of semesters 5–6. This module ideally includes four components that correspond to the CAAS dimensions: (a) long-term career planning and exploration of career values (*concern*); (b) training in independent and responsible career decision-making (control); (c) *career exploration workshops* and *informational interviews* with alumni (*curiosity*); and (d) *career self-efficacy coaching* based on *a strengths-based approach* (*confidence*). The integration of Islamic values (such as the concepts of tawakkal, ikhtiar, and amanah in work) can be a comparative advantage of guidance and counseling services in PTMA, distinguishing them from similar programs on public campuses.

Second, individual and group service levels: implementing routine career adaptability *screening* using the CAAS at the beginning of the 7th semester can identify students in the low and medium categories as service priorities. Students with low CAAS scores (<60) should receive individual counseling focused on exploring psychological barriers to career planning (e.g., *fear of failure, career indecision* , or external dependency). Students with medium scores can be grouped in group career counseling sessions that facilitate *peer learning* and professional network building. This *three-* tier service model adapted from the ASCA framework allows for more efficient and targeted allocation of campus counselor resources.

Third, the institutional and policy level: The finding of $R^2 = 0.374$ should encourage university leaders to make career counseling services a strategic institutional priority, not just a supplementary unit. This includes strengthening the capacity of campus counselors through CCT-based *career counseling training* , providing adequate psychological assessment space and facilities, developing partnerships with industry for career mentoring programs, and adequate budgeting for student career development programs. In the context of PTMA, the synergy between career counseling programs and Islamic

student development can strengthen the impact of services through a holistic approach that simultaneously addresses spiritual, psychological, and vocational dimensions.

Conclusion

This study concluded three main findings. First, the career adaptability of final-year students at Muhammadiyah University of Makassar was predominantly in the moderate category (67.4%), with the *concern dimension* being the area most in need of strengthening. Psychological well-being was also in the moderate category (65.7%), with the purpose in life dimension being the strongest area and personal growth as the area most in need of development.

Second, there is a significant and strong positive relationship between career adaptability and students' psychological well-being ($r = 0.612$; $p < 0.001$). Career adaptability contributes 37.4% to the variation in psychological well-being ($R^2 = 0.374$), with the *concern* and *control dimensions* as the strongest predictors. This relationship is theoretically consistent with *Career Construction Theory* and supports the conceptualization of career adaptability as a psychosocial resource that strengthens an individual's psychological condition in facing career transitions.

Third, these findings imply the need for a reorientation of the career guidance and counseling service paradigm in higher education (from reactive-incidental to preventive-promotive-systemic) through the implementation of an integrated career adaptability development program at three levels: curriculum, counseling services (individual and group), and institutional policies.

The limitations of this study include, among others (1) the *cross-sectional design* that cannot establish causality; (2) the use of *self-reports* that are susceptible to social bias; and (3) the sample being limited to one institution, so the generalizability of the findings requires caution. Future research is recommended to use a longitudinal or quasi-experimental design to test the effectiveness of the CAAS-based career guidance program, as well as to explore the moderating role of spirituality, social support, and personality characteristics in the relationship between career adaptability and psychological well-being in students in PTMA environments.

Bibliography

Azwar, S. (2020). Reliability and Validity (4th ed.). Student Library.

Central Statistics Agency. (2023). Indonesian Employment Situation February 2023. BPS RI.

Chan, S.H.J., & Yuen, M. (2019). Personal factors and environmental factors influencing career adaptability of university students in Hong Kong. International Journal for Educational and Vocational Guidance, 19(2), 191–209. https://doi.org/10.1007/s10775-018-9368-y

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Lawrence Erlbaum Associates.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.

Fitriani, A. (2022). Islamic values and career adaptability: A conceptual study in the context of Indonesian Islamic university students. Journal of Applied Guidance and Counseling, 6(1), 45–57. https://doi.org/10.26675/jbkt.v6i1 .

Gunawan, W., Mangunsong, F., & Hakim, MA (2019). Adaptation and validation of the Indonesian version of the Career Adapt-Abilities Scale (CAAS). Journal of Psychology, 46(2), 97–108. https://doi.org/10.22146/jpsi .

Hartung, P.J., & Taber, B.J. (2008). Career construction and subjective well-being. Journal of Career Assessment, 16(1), 75–85. https://doi.org/10.1177/1069072707305772

Hirschi, A., Herrmann, A., Nagy, N., & Spurk, D. (2018). All in the name of work? Nonwork orientations as predictors of salary, career satisfaction, and turnover intentions. Journal of Vocational Behavior, 110, 56–68. https://doi.org/10.1016/j.jvb.2018.11.008

Maggiori, C., Johnston, C.S., Krings, F., Massoudi, K., & Rossier, J. (2013). The role of career adaptability and work conditions on general and vocational well-being. Journal of Vocational Behavior, 83(3), 437–449. https://doi.org/10.1016/j.jvb.2013.07.001

Negru-Subtirica, O., & Pop, E. I. (2016). Longitudinal links between career adaptability and academic achievement in adolescence. Journal of Vocational Behavior, 93, 163–170. https://doi.org/10.1016/j.jvb.2016.02.006

Nunnally, J. C. (1978). Psychometric Theory (2nd ed.). McGraw-Hill.

Putri, AR, & Masykur, AM (2021). Adaptation and validation of the short version of Ryff's Psychological Well-Being Scale (RPWBS) in Indonesian students. Jurnal Empati, 10(4), 281–291.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. Journal of Personality and Social Psychology, 57(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069

Savickas, M. L. (2013). Career construction theory and practice. In RW Lent & SD Brown (Eds.), Career Development and Counseling: Putting Theory and Research to Work (2nd ed., pp. 147–183). Wiley.

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80(3), 661–673. https://doi.org/10.1016/j.jvb.2012.01.011

Sugiyono. (2020). Quantitative, Qualitative, and R&D Research Methods (2nd ed.). Alfabeta.

Tabachnick, B. G., & Fidell, L. S. (2013). Using Multivariate Statistics (6th ed.). Pearson.

Tolentino, L.R., Garcia, PRJM, Lu, V.N., Restubog, S.L.D., Bordia, P., & Plewa, C. (2014). Career adaptation: The relation of adaptability to goal orientation, proactive personality, and career optimism. Journal of Vocational Behavior, 84(1), 39–48. https://doi.org/10.1016/j.jvb.2013.11.004

Wibowo, ME (2019). Guidance and Counseling Services Management in Higher Education. UNNES Press.

World Economic Forum. (2023). The Future of Jobs Report 2023. WEF.

Zecca, G., Gyorkos, C., Becker, J., Massoudi, K., de Bruin, G. P., & Rossier, J. (2015). Predicting subjective well-being with the Big Five personality traits, trait emotional intelligence, and self-efficacy. European Review of Applied Psychology, 65(2), 59–68. https://doi.org/10.1016/j.erap.2014.09.003