

**CAREER PLANNING, SELF-EFFICACY, AND ADVERSITY QUOTIENT
EFFECTS ON FRESH GRADUATES' WORK READINESS IN MADIUN****Aprilia Wulansari¹⁾, Robby Sandhi Dessyarti²⁾.**¹ Management, Faculty of Economic and Business, PGRI University of MadiunEmail : wulansariaprilias23@gmail.com² Management, Faculty of Economic and Business, PGRI University of MadiunEmail : robbeyvan@unipma.ac.id**Abstrak**

Studi ini diarahkan untuk menganalisis peran *Career Planning*, *Self Efficacy*, serta *adversity quotient* dalam membentuk tingkat kesiapan kerja lulusan baru di Kota Madiun. Penelitian ini dilatarbelakangi oleh ketatnya kompetisi untuk memperoleh pekerjaan di kawasan perkotaan dan ketidaksesuaian antara kompetensi lulusan pendidikan tinggi dengan kebutuhan pasar tenaga kerja. Situasi ini menimbulkan tantangan bagi *fresh graduate* saat mereka menjalani transisi dari pendidikan menuju pekerjaan. Penelitian ini menerapkan pendekatan kuantitatif dengan metode survei. Sampel penelitian mencakup 160 responden yang dipilih menggunakan teknik *purposive sampling* dengan kriteria yaitu *fresh graduate* berusia 20–25 tahun, berasal dari jenjang Diploma dan Sarjana pada tahun 2024–2026, serta berdomisili di Kota Madiun. Pengumpulan data dilakukan menggunakan kuesioner yang disebarluaskan melalui Google Form. Selanjutnya, data dianalisis melalui regresi linear berganda dengan bantuan *Statistical Product and Service Solutions* (SPSS) versi 25. Temuan penelitian menunjukkan bahwa: (1) perencanaan karier berpengaruh positif secara signifikan terhadap kesiapan kerja lulusan baru di Kota Madiun; (2) efikasi diri berpengaruh positif secara signifikan terhadap kesiapan kerja lulusan baru di Kota Madiun; serta (3) *adversity quotient* menunjukkan pengaruh positif yang signifikan terhadap kesiapan kerja lulusan baru di Kota Madiun. Secara simultan, perencanaan karier, efikasi diri, serta *adversity quotient* dapat menerangkan variasi kesiapan kerja sebesar 70,2%.

Kata kunci: *Career Planning*, *Self-Efficacy*, *adversity quotient*, kesiapan kerja, *fresh graduate*.

Abstract

The present study examines how career planning, self-efficacy, and adversity quotient contribute to the work readiness of new graduates residing in Madiun City. This research was prompted by intense competition for jobs within urban labor markets together with a misalignment between graduates' competencies and labor-market expectations, particularly for recent graduates transitioning from higher education to employment. The study adopts a quantitative design based on a survey. The research involved a sample of 160 respondents selected through purposive sampling, with the eligibility criteria requiring recent graduates aged 20-25 years, holders of

Diploma and Bachelor's degrees who graduated between 2024-2026, and domiciled in Madiun City. Data collection relied on a questionnaire distributed through Google Forms and the responses were examined through multiple linear regression using Statistical Product and Service Solutions (SPSS) Version 25. The analysis indicates that: (1) career planning has a significant positive influence on the work readiness of recent graduates living in Madiun City; (2) self-efficacy significantly and positively influences the work readiness of recent graduates in Madiun City; and (3) adversity quotient also has a statistically significant positive influence on work readiness of recent graduates in Madiun City. Together, the three independent variables account for 70.2% of the variation in work readiness.

Keywords: Career Planning, Self-Efficacy, Adversity Quotient, Work Readiness

A. INTRODUCTION

Human Resource Management (HRDM) is a planned and systematic approach to managing individuals within an organization, including employee hiring and selection functions, employee training and development, performance appraisal, compensation, and employment relations (Dessler, 2020; Armstrong, 2023). Changes due to globalization and the industrial revolution 4.0 require university graduates to have relevant and adaptive competencies, so that competition in obtaining jobs is increasingly competitive and universities are required to prepare graduates who are not only intellectually superior but also have mental and professional readiness (World Economic Forum, 2025).

The work readiness of university graduates remains an important issue in employment development in Indonesia. Yorke (2006) explained that work readiness is a set of achievements in the form of skills, understanding, and personal characteristics that increase the chances of graduates getting jobs and developing in their careers. Dacre Pool & Sewell (2007) through the CareerEDGE Employability Model added that work readiness reflects a person's capacity to acquire and maintain employment sustainably. The Central Statistics Agency (BPS, 2024) recorded that the unemployed population in Indonesia reached 7,456,599 people, with 11.28% of them coming from Diploma IV to Strata 3 graduates. Although the national Open Unemployment Rate (TPT) for the period February 2024-November 2025 decreased to 4.75%, the TPT of university graduates in November 2025 was still recorded at 4.71% (BPS, 2025), while the TPT

of urban areas (5.65%) was recorded higher than that of rural areas (3.31%). Madiun City as one of the centers of economic growth in East Java also faces similar employment challenges, where BPS data for Madiun City (2025) shows an Open Unemployment Rate of 4.29% in August 2025.

Human Capital Theory (Becker, 1964) explains that education can be viewed as an investment that increases the productivity as well as economic value of individuals, but its optimal benefits are only achieved if the competencies possessed are relevant to current labor-market needs. This mismatch between graduates' competencies and labor-market requirements can reduce the chances of individuals getting a job even after they have pursued higher education. This condition confirms that the likelihood of graduates successfully entering employment depends not only on the level of education, but also on the preparedness to work in accordance with market demands.

A number of internal factors are suspected to affect the work readiness of fresh graduates, including career planning, self-efficacy, and adversity quotient (Violinda et al., 2023). Career planning represents a continuous process carried out by individuals in setting career goals and developing strategic steps to achieve them (Antoniou, 2010). Based on the Social Cognitive Career Theory (SCCT) developed by Lent et al. (1994), career development and behavior are shaped through the interplay of self-efficacy, anticipated outcomes, and career-related goals that individuals have. Self-efficacy itself is conceptualized by Bandura (1997) as a person's confidence in the capacity to complete tasks with expected results, while adversity quotient according to Stoltz (2000) is the ability of individuals to face, manage, and overcome difficulties that arise in life and work, as well as turning obstacles into opportunities for success.

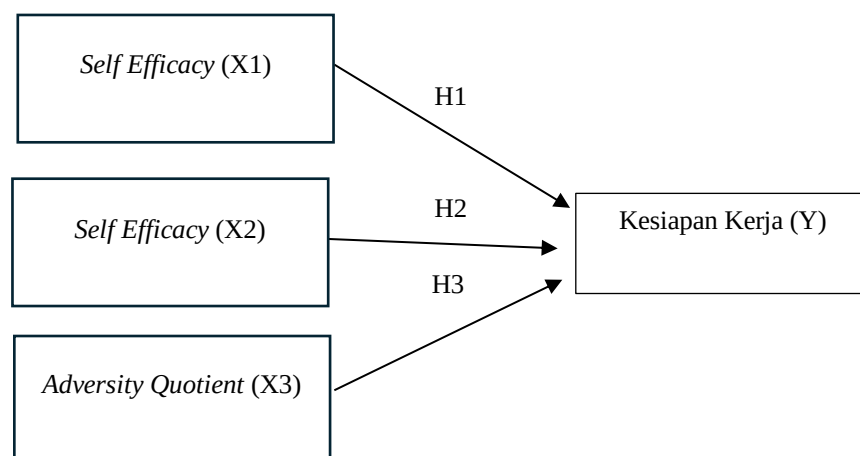
The results of previous research still show inconsistencies (research gap). Violinda et al. (2023), Harapan et al. (2024), Hastuti & Dessyarti (2025), and Martha Lova & Kiswoyo (2025) prove that career planning exerts a statistically significant positive influence on readiness for work. On the other hand, some other studies show inconsistent results on self-efficacy and adversity quotient, for example, findings that show self-efficacy produces a positive but statistically non-

significant effect, and adversity quotient that shows a positive but statistically inconclusive relationship with students' work readiness in some study settings (Setyoningrum et al., 2024). In contrast, research by Irmanda & Susantiningrum (2025), Nainggolan & Rahmi (2026), Susanti & Wiyono (2024), and Basuki et al. (2023) proves that adversity quotient contributes positively and significantly to work readiness.

Based on the research gap and the phenomenon that has been described, this study seeks to find out and assess the effects of career planning, self-efficacy and adversity quotient on the work readiness of recent graduates in Madiun City, both individually and simultaneously. The study is also expected to contribute conceptually to the refinement of Social Cognitive Career Theory in the context of work readiness, as well as a practical benefit for universities seeking to design a more focused student competency development program.

Conceptual Framework and Research Hypotheses

The outcome variable examined in this study is the work readiness of fresh graduates (Y), while the predictors comprise career planning (X1), self efficacy (X2), and adversity quotient (X3). These three independent variables are hypothesized to positively influence work readiness, as illustrated in the following frame of mind.



Based on theoretical studies and earlier empirical findings, this study formulates the following hypotheses:

H1: The hypothesis proposes that career planning influences work readiness of fresh graduates in Madiun City.

H2: It is suspected that self-efficacy contributes to the work readiness of fresh graduates residing in Madiun City.

H3: It is suspected that adversity quotient affects work readiness among fresh graduates residing in Madiun City

B. METHOD

This study applies a quantitative design using a survey method (Sugiyono, 2023) and is carried out within Madiun City, especially among fresh graduates residing in Mangunharjo District, Taman District, as well as Kartoharjo District, over four months (from April to July 2026).

The population of this study is all fresh graduates who have completed higher education with a maximum graduation period of two years and are domiciled in Madiun City. The sample was set as many as 160 respondents who were chosen through the purposive sampling technique under the following eligibility criteria: (1) age 20-25 years; (2) Diploma and Bachelor graduates with a graduation year of 2024-2026; and (3) domiciled in Madiun City. The number of samples was obtained by multiplying the number of research indicators (16 indicators from 4 variables) with a range of 5 to 10, so that $n = 16 \times 10 = 160$ respondents, referring to the guidelines for determining samples by Hair et al. (2022).

The research variables consisted of three predictor variables and one outcome variable. Career planning (X1) is measured through indicators of self-evaluation, exploration of career opportunities, decision-making and goal formulation, planning, and achievement-oriented action. Self efficacy (X2) is measured through indicators of task difficulty (magnitude), strength level, and generality. Adversity quotient (X3) is measured through the indicators of control, origin and ownership, reach, and endurance. Work readiness (Y) is measured through indicators of technical

competence, non-technical competence, work attitude, and personal maturity. All variables were assessed using a 1-5 Likert scale, from strongly disagree (1) to strongly agree (5).

Data were obtained through an online questionnaire via Google Form and then analyzed using the SPSS (Statistical Package for the Social Sciences) version 25 program. The data analysis techniques comprised descriptive analysis, a validity test using the Corrected Item-Total Correlation technique and a reliability test with Cronbach's Alpha coefficient (with reliability established if $\alpha > 0.60$), classical assumption testing using the One-Sample Kolmogorov-Smirnov test for normality, multicollinearity assessment based on Tolerance and Variance Inflation Factor (VIF) values, together with a Glejser test for heteroscedasticity, multiple linear regression analysis and partial hypothesis testing through the t-test, followed by analysis of the coefficient of determination (R^2) (Duwi Priyatno, 2023). The multiple regression specification is expressed as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Remarks: Y = work readiness of new graduates; A = constant; b_1 , b_2 , b_3 = the regression coefficient of each variable; X_1 = career planning; X_2 = self-efficacy; X_3 = adversity quotient; e = error.

C. RESULTS AND DISCUSSION

Respondent Characteristics

The respondents included in this study are 160 fresh graduates who live in Madiun City. Based on gender, 67 male respondents (41.9%) and 91 female (58.1%) respondents, so the majority of respondents were female. Based on age, respondents aged 20-22 years amounted to 63 people (39.4%) and 23-25 years old amounted to 97 people (60.6%). Based on the year of graduation, 41 respondents graduated in 2024 (25.6%), in 2025 as many as 62 people (38.8%), and in 2026 as many as 57 people (35.6%). Based on the level of education, 33 respondents graduated from Diploma III (20.6%), 29 people (18.1%), and 98 people from Bachelor (S1) (61.3%), so that the

majority of respondents were Bachelor graduates who were in the process of moving from higher education into employment.

Table 1. Characteristics of Research Respondents

Characteristics	Categories	Number (People)	Percentage (%)
Gender	Male	67	41,9
	Women	91	58,1
Age	20 - 22 years old	63	39,4
	23 - 25 years old	97	60,6
Year of Graduation	2024	41	25,6
	2025	62	38,8
	2026	57	35,6
Education Level	D3	33	20,6
	D4	29	18,1
	S1	98	61,3

Source: *Primary data processed, 2026*

Validity and Reliability Tests

Validity was assessed by comparing the calculated *r* value to the *r*-table value at a significance level of 5% and the degree of freedom (*df*), with $df = n - 2 = 158$, yielding an *r*-table value of 0.165. The results indicated that every statement item for the career planning variable (10 items, *r* calculation ranged from 0.734-0.800), self efficacy (6 items, with *r* values spanning 0.767-0.906), adversity quotient (8 items, with *r* values of 0.720-0.957), and work readiness (8 items, with *r* values between 0.745 and 0.930) had a calculated *r* value exceeding the *r*-table value; therefore, all items were considered valid.

Reliability was evaluated using the Cronbach's Alpha statistic, with reliability established when the resulting alpha coefficient exceeds 0.60 (Duwi Priyatno, 2023).

Table 2. Reliability Test Results

Variable	Alpha Cronbach	Standards	Remarks
Career Planning (X1)	0,920	0,60	Reliable
Self-Efficacy (X2)	0,909	0,60	Reliable
Difficulty (X3)	0,957	0,60	Reliable
Work Readiness (Y)	0,945	0,60	Reliable

Source: SPSS Output 25, 2026

All constructs recorded Cronbach's Alpha values above 0.60; therefore, the research measurement instrument was considered reliable and appropriate for use as a research data collection tool.

Classic Assumption Test

The One Sample Kolmogorov-Smirnov Test for normality yielded an Asymp value. Sig. (2-tailed) of 0.200. Since this value was above 0.05, the residuals were considered normally distributed. The multicollinearity check indicated a Tolerance value for the career planning variable of 0.317, self efficacy of 0.395, and adversity quotient of 0.379 (> 0.10 overall), with a consecutive VIF value of 3.160; 2,532; and 2,642 (all < 10), so the regression model was declared free of symptoms of multicollinearity. The Glejser test for heteroscedasticity showed that the significance value of the three independent variables was greater than 0.05 (career planning 0.922; self efficacy 0.115; adversity quotient 0.577); accordingly, the model was considered free of heteroscedasticity.

Multiple Linear Regression Analysis and Hypothesis Testing

Table 3. Results of Multiple Linear Regression Analysis and t-Test

Variable	B	Level Error	Beta	t count	Sig.
(Constant)	3,333	1,603	-	2,079	0,039
Career Planning (X1)	0,223	0,069	0,250	3,249	0,001
Self-Efficacy (X2)	0,543	0,089	0,419	6,082	0,000
Difficulty (X3)	0,246	0,068	0,254	3,604	0,000

Source: SPSS Output 25, 2026. Dependent Variables: Work Readiness

Multiple linear regression produced the following equation: $Y = 3.333 + 0.223X_1 + 0.543X_2 + 0.246X_3 + e$. A constant value of 3.333 signifies that when all three independent variables equal zero, the work readiness of fresh graduates remains at the intercept level. The career planning coefficient of 0.223 shows that any increase in career planning will increase work readiness by 0.223 units, assuming the remaining variables are held constant. The self-efficacy coefficient of 0.543 emerged as the largest across the three predictors, suggesting that self-efficacy made the most dominant contribution to work readiness. The adversity quotient regression coefficient of 0.246 shows a positive influence on work readiness.

The reference t-table value for the 5% significance level and the degrees of freedom ($df = 156$) is 1.975. The t-test results indicated that career planning obtained a calculated t of $3.249 >$ the critical t value of 1.975 with a p-value of $0.001 < 0.05$; therefore, H1 was supported: career planning exerts a positive, statistically significant effect on work readiness among new graduates in Madiun City. Self efficacy obtained t count $6.082 >$ the critical t value of 1.975, with a p-value of $0.000 < 0.05$; thus, H2 was supported, indicating that self efficacy had a statistically significant positive effect on work readiness. For adversity quotient, the calculated t was $3.604 >$ the critical t value of 1.975, with a p-value of $0.000 < 0.05$; therefore, H3 was supported: adversity quotient shows a positive, statistically significant effect on work readiness among fresh graduates in Madiun City.

Table 4. Coefficient of Determination (R^2)

Models	R	R Square	Customized R Square	Estimation Errors
1	0,814	0,707	0,702	3,317

Source: SPSS Output 25, 2026. Predictors: (constant), Career Planning, Self-Efficacy, Adversity Quotient

An Adjusted R Square coefficient of 0.702 indicates that 70.2% of the variance in work readiness of fresh graduates in Madiun City is accounted for by career planning together with self-efficacy and adversity quotient, while the remaining 29.8% reflects other factors beyond the current research model, such as career adaptability, employability skills, career maturity, emotional intelligence, digital literacy, and social support.

Discussion

The Influence of Career Planning on Work Readiness. The results from the study demonstrate that career planning shows a statistically significant positive influence on work readiness among fresh graduates in Madiun City. These findings show that fresh graduates who have good career planning are able to recognize jobs that are in accordance with their abilities and competencies, so that they have a clearer career direction and have prepared concrete steps such as job application documents. This result is consistent with Antoniu (2010) who explains that career planning is a systematic process including self-assessment, opportunity identification, goal setting, and preparation of achievement steps, as well as strengthening the findings reported by Violinda et al. (2023), Harapan et al. (2024), and Hastuti & Dessyarti (2025), which report a statistically significant positive association between career planning and work readiness.

The Effect of Self Efficacy on work Readiness. Self efficacy has been shown to exert a positive and significant effect on work readiness, making it the variable with the strongest contribution in this study. Recent graduates in Madiun City show a relatively high level of self-confidence in facing competition and the demands of the world of work, although some still need to strengthen their belief that their competencies can increase their chances of getting a job. These results support Bandura's (1997) theory that individuals with high self-efficacy tend to be more optimistic, persistent, and able to adapt to unfamiliar situations. These findings align with the results reported by Hastuti & Dessyarti (2025) and Hayu Kartika & Matriadi (2026).

The Effect of Adversity Quotient on Work Readiness. Adversity quotient has been proven to have a statistically significant positive contribution to work readiness among fresh graduates in Madiun City. These findings suggest that respondents display a reasonably strong coping capacity in the face of difficulties and pressures throughout the process of entering the workforce, although some still show concern about the limitations of available jobs. These results are in line with the view of Stoltz (2000) that individuals with a high adversity quotient are able to turn obstacles into opportunities for success, as well as reinforce the findings of Irmanda & Susantiningrum (2025)

and Nainggolan & Rahmi (2026) which prove the positive and significant influence of adversity quotient on the work readiness of fresh graduates.

D. CONCLUSION

Drawing on the results of data analysis and discussion, it can be concluded that career planning positively influences fresh graduates' work readiness in Madiun City, and this relationship is statistically significant, which indicates that more structured career planning corresponds to higher work readiness. Self efficacy also has a positive and statistically significant effect on overall work readiness, with the largest contribution of the three variables examined, indicating that the self-confidence of fresh graduates emerges as the most influential psychological factor shaping readiness for entering the world of work. Adversity quotient also has a positive and significant effect on work readiness, indicating that greater individual capacity to face and overcome difficulties corresponds with higher work readiness. Taken together, the three independent variables accounted for 70.2% of the variation in the work readiness of fresh graduates in Madiun City, whereas the remainder was attributable to factors beyond the present research model. The results also support the Social Cognitive Career Theory (Lent et al., 1994) which explains that work readiness is shaped by interactions among personal, cognitive, and environmental factors. Nevertheless, several limitations should be noted, including the limited geographic coverage of Madiun City, the use of three independent variables which means it does not capture additional factors such as career adaptability and work skills, and the use of self-report techniques that have the potential to cause respondent answer bias.

E. ADVICE

Universities should continue to improve the quality of career development services through career-center initiatives, career seminars, CV preparation training, job interview simulations, and internship programs, as well as equipping students with soft skills and mental resilience training so that career planning, self-efficacy, and adversity quotient of students can develop optimally. For fresh graduates, a more proactive approach is recommended in developing a clear career plan,

strengthening competencies through training and certification, developing confidence, and making every obstacle a learning experience in preparing for entering the world of work. For future researchers, it is recommended to add other variables that have the potential to influence work readiness, including career adaptability, job skills, career maturity, emotional intelligence, digital literacy, and social support, while also broadening the scope of research areas and objects so that the research results can be generalized more widely.

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