

Optimising Career Adaptability for Post-Internship Students Islamic Religious College: The Role of Work Values and Social Support

**Alfi Rahmi^{1,2}, Afdal^{3*}, Mudjiran³, Netrawati³, Mega Iswari³ and Engku Mardiah
Engku Kamarudin⁴**

¹*Guidance and Counseling Doctoral Program Faculty of Education, Universitas Negeri Padang, Sumatera Barat 25173, Indonesia*

²*State Islamic University Sjech M. Djamil Djambek Bukittinggi, Jln Gurun Aur Kubang Putih Agam, Kota Bukittinggi, Sumatera Barat 26181, Indonesia*

³*Guidance and Counseling, Faculty of Education, Universitas Negeri Padang, Sumatera Barat 25173, Indonesia*

⁴*Faculty of Educational Studies, Universiti Putra Malaysia, 43400 Serdang, Selangor, Malaysia*

ABSTRACT

A discrepancy between individual values and social support received influences a low degree of career adaptability. This research 122 post-internship students enrolled at the State Islamic Religious College in Sumatra, Indonesia. Work Values Inventory, Multidimensional Scale of Perceived Social Support, and Career Adapt-Abilities Scale (CAAS) were employed as the research instruments using a quantitative design, and multiple regression analysis was adopted to analyse the data. The results showed a significant positive relationship between work values, social support, and career adaptability. Furthermore, the regression model predicted 64.1% of career adaptability, highlighting the synergistic effect of the variables. The results underscored the potential of career counselling interventions in empowering post-internship students by providing essential skills and knowledge for

successful career navigation. Implications for career counselling were also discussed, and future analysis was suggested.

ARTICLE INFO

Article history:

Received: 18 July 2023

Accepted: 01 February 2024

Published: 16 July 2024

DOI: <https://doi.org/10.47836/pjssh.32.S3.01>

E-mail addresses:

alfirahmi@uinbukittinggi.ac.id (Alfi Rahmi)

afdal.kons@fip.unp.ac.id (Afdal)

mudjiran.unp@gmail.com (Mudjiran)

netrawati@fip.unp.ac.id (Netrawati)

mega_biran@fip.unp.ac.id (Mega Iswari)

engkumardiah@upm.edu.my (Engku Mardiah Engku Kamarudin)

*Corresponding author

Keywords: Career adaptability, post-internship students, social support, work values

INTRODUCTION

The increase in technological advancements brings new challenges to the younger

generation in building successful careers. These include a lack of work opportunities, increased competition, and the constantly changing demands of the professional world (Thompson et al., 2021). In response to these challenges, higher education institutions facilitate students' entry into the workforce through internships, serving as practical learning activities to introduce and cultivate work aptitudes (Monteiro et al., 2020). This program endeavours to bridge the gap between the academic world and the realities of society, specifically the professional sphere (Nghia & Tai, 2019).

Internship programmes equip students with novel experiences, aid in developing a positive attitude towards careers, and foster a learning process that includes critical thinking skills (Nghia & Tai, 2019). Furthermore, it prepares students more effectively for professional work (Lutfia & Rahadi, 2020) and facilitates the enhancement of soft skills, including communication, adaptability, collaboration management, social competence, and precision in tasks (Ocampo et al., 2020; Ramaprasad et al., 2021). Internship enables the acquisition of work-related competencies including knowledge, skills, behaviours, personal traits, and attitudes in line with work requirements (Anjum, 2020; Wei et al., 2021; Zehr & Korte, 2020) and readiness (Kapareliotis et al., 2019).

The internship program is a part of an academic curriculum conducted in one semester. Tarbiyah students participate in the internship program in public and Islamic schools at both junior and senior

high school levels. During the internship, students are assessed and evaluated by their mentor teachers and supervisors from their educational institutions. This evaluation may include performance assessment and skill improvement.

The transition from education to the work market for final-year students participating in internship programmes is critical, requiring careful attention (Pinto & Pereira, 2019) and fostering career adaptability. This adaptability includes the preparedness and resources necessary to navigate developmental tasks, career transitions, and work-related challenges in the lifespan of individuals (Fasbender et al., 2019; Jannesari & Sullivan, 2019; Ng et al., 2020). Engaging in an internship program serves as a means for students to enhance their preparedness for professional work (Aldhahi et al., 2021).

Resource capacity career adaptation represents a form of self-regulation individuals employ to address work-related problems. Individuals' readiness to navigate obstacles during career transitions is called career adaptability (Ghosh et al., 2023; Ocampo et al., 2020). Research suggested that individuals who possessed adaptability exhibited concern for their future, exerted self-control over vocational endeavours, and displayed curiosity in exploring possibilities within themselves and future scenarios, with high perceived competency and employability (Monteiro et al., 2020).

Individuals develop the significance and direction of their careers through career narrations influenced by various

factors, including their past experiences, values, interests, and expectations (Ricar, 2014, 2017). Applying work values can enhance satisfaction and lead to outstanding achievements during technological globalization (Arora et al., 2020). Final-year students face several challenges, such as struggling to identify personal values and interests (Perry & Hughes, 2021), ineffective time management resulting in neglect of disciplinary values (Adams & Blair, 2019), and inadequate social support from family members who may not consider the choice of major at tertiary institutions (Kocak et al., 2021). Certain soft skills required in the work market are often lacking, and these are not sufficiently addressed by a curriculum that fails to meet the requirements of the professional world (Succi & Canovi, 2020).

During the transition from school to work, students require social support, influencing the development of self-confidence when entering the workforce. Social support affects their career adaptability in their early adulthood (young adults) in choosing their careers later (Creed et al., 2009). Social support from family, friends, and significant individuals plays a significant role in career adaptability (Lee et al., 2021; Oztemel & Yıldız-Akyol, 2021). Additionally, previous research highlighted the impact of social support from coworkers (Anas & Hamzah, 2022; Lee et al., 2021; Ng et al., 2022) and supervisors on career adaptability (Tahiry & Ekmekcioglu, 2023). Social support, specifically from family, significantly contributes to career adaptability among final-year students (Ghosh & Fouad, 2017; Xia et al., 2020).

Work values help specify career goals, while social support provides the necessary support to achieve successful career adaptability through the changes and challenges in an individual's career journey. This research examines the impact of work values and social support on career adaptability among post-internship students at an Islamic Religious College in Indonesia. The results of this research will contribute to the theoretical understanding of career adaptation, work values, and social support, as well as the scientific development of career counselling and have any practical implications that can help institutions prepare successful young people in the world of work.

The relationships between the variables of work values (X1) and social support (X2) on career adaptability (Y) were explored based on the specified criteria. A total of three hypotheses were formulated to guide the investigation, namely:

H1: There is a significant effect between work values and career adaptability for post-internship students at Indonesian Islamic Religious College.

H2: There is a significant effect between social support and career adaptability for post-internship students at Indonesian Islamic Religious College.

H3: Work values and social support significantly predicted career adaptability for Indonesian Islamic Religious College post-internship students.

Figure 1 explains that a person's career adaptability can be predicted through their work values and social support level. Individuals with values such as Creativity, Management, Achievement, Surroundings, Supervisory, Way of life, Security, Associates, Aesthetics, Prestige, Independence, Variety, and Economic Return tend to have a strong foundation for developing their independence and flexibility in learning. In addition, social support from relatives, friends, and other familiar persons provides emotional support that can increase self-confidence and resilience when faced with career changes. Overall, integrating work values and social support forms a framework that supports

individuals in facing career challenges and building a foundation for sustainable career adaptability.

LITERATURE REVIEW

The internship program is an instructional approach that teaches students problem-solving techniques, task comprehension, task performance, and the ability to handle challenging situations (Galván et al., 2022). It is a learning experience that expands students' awareness, fostering the regulation and attentive consideration of thought processes when confronted with difficult tasks and leading to fulfilling accomplishments (Zehr & Korte, 2020).

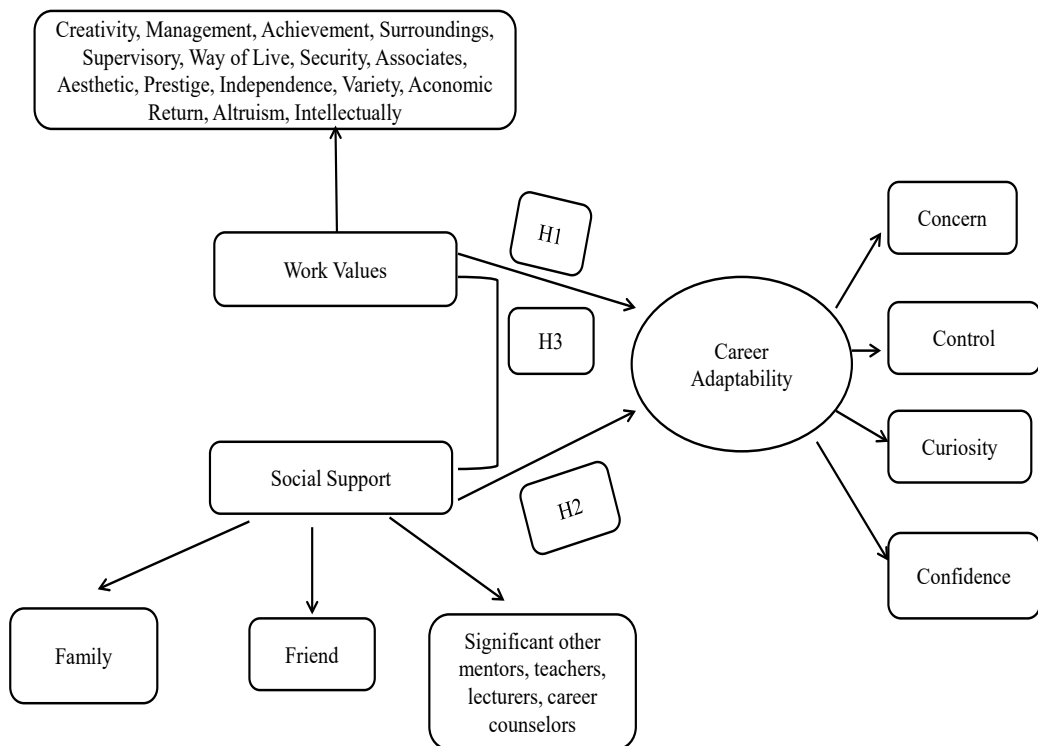


Figure 1. Work values and social support toward career adaptability

The program serves to acquire career adaptability skills in managing assignments, and completing these assignments contributes to their capabilities. Mastery of the skills lays the foundation for proficient work, enabling individuals to attain achievements. According to Savickas and Porfeli (2012), the variable has been defined as the resources of an individual for coping with current and anticipated tasks, transitions, and traumas in an occupational role. Proficiency in workplace skills, including work performance, understanding, and positive personal attitudes, enhances the employability and success of college graduates (McGunagle & Zizka, 2020).

An individual's ability to adapt to the world of work involves the interaction between self-efficacy, outcome expectations, goals, choices, outcomes, and contextual factors. These factors are considered important in career selection based on the theory of social cognitive career theory (SCCT) (Sharf, 2013; Sheu & Phrasavath, 2018). All factors influence each other in leading individuals toward career choices compatible with their interests, abilities, and values. The work values are significant in determining individual career ownership (Rounds & Jin, 2013; Flohr & Bowes, 2024). The work values reflect the fulfilment of life needs and goals to achieve life satisfaction from the work they do (Super & Šverko, 1995). The relationship between cognitive and contextual factors will help individuals plan and adapt their careers according to changes in labour market needs and personal goals.

Multiple factors influenced the career adaptability of individuals, and meta-analysis research conducted by (Vashisht et al., 2023) showed that the variable varied according to personality traits and work values (Chen et al., 2020). Work values represent primary objectives in securing employment and directly affecting career choices, as stated by Super (Walker-Donnelly et al., 2019), and are crucial in the process of finding suitable employment and creating a conducive work environment (Koroglu & Gezen, 2014; Mdhlalose, 2024). Lacking work values can lead to unrealistic career goals (Jackson & Tomlinson, 2019), and the variable includes evaluative elements dictating what individuals perceive as morally right and good (Monroe, 2019). The interaction between values and work is vital since values can act as mechanisms for goal adjustment and work motivation (Thrasher & Bramble, 2019).

According to Super (2020), values represent psychological, relational, and material goals aspired by individuals. Work values provide satisfaction and fulfil the needs of a specific type of work or activity (Moniarou-Papaconstantinou & Triantafyllou, 2015). The inventory of work values of Super is 15 elements, including creativity, management, achievement, environment, supervisory relationships, lifestyle, security, association, aesthetics, prestige, independence, variety, economic gains, altruism, and intellectual stimulation (Hartung, 2020; Park et al., 2019).

Social support is a source available from others to individuals that can affect

individual psychological well-being (Ozer, 2024; Mopkins et al., 2024). Based on the theory of "Conservation of Social Resources" (COR), individuals try to maintain and preserve their social resources in the face of stress and pressure in everyday life (Ali et al., 2024; Holmgreen et al., 2017; Rahman & Hossain, 2024). This theory assumes that individuals have limited social resources and try to maintain and acquire them. One of the important aspects of COR theory is the role of social support in protecting and strengthening individual resources (Farkash et al., 2022). Social support is one of the resources that can help individuals overcome stress, maintain psychological well-being, and contribute to positive adaptation in stressful situations.

Work-social support significantly influenced the relationship between career adaptability and turnover intentions. Employees with high career adaptability are more inclined to express intentions of leaving their current positions when work-social support is lacking (Lee et al., 2021). Heath affirmed that career adaptability enabled individuals to perceive the potential of unforeseen changes and recover from unexpected outcomes (Heath, 2020).

In the absence of support, individuals with high career adaptability may seek opportunities outside the present company to further their professional progress. Therefore, the impact of career adaptability relies on work values and the availability of social support.

METHODOLOGY

Research Design

A quantitative research design integrating multiple regression analysis examined the interplay between work values, social support, and career adaptability among post-internship students at Islamic Religious College in Sumatra. This analytical approach allowed for a comprehensive exploration of the interconnectedness and dynamics among these variables within the specific group of students.

Sample

This research cohort comprised post-internship students at the State Islamic Religious College in Sumatra, Indonesia. Students at Islamic colleges in Sumatra have received religious education that may influence their views on values, morality, and ethics at work. It may affect how they interpret the value of work and adapt to their careers. The sampling procedure employed a simple random selection approach using a list of respective program coordinators. Data gathering was carried out through an online platform, specifically Google Forms. A total of 122 Tarbiyah students, who had completed their post-internship at Sjech M. Djamil Djambek Bukittinggi State Islamic University College, which is located in Bukittinggi City West Sumatra Province, Kerinci State Islamic Institute, which is in Kerinci Regency Jambi Province, and Curup State Islamic Institute, which is in Rejang Lebong Regency, Bengkulu Province, actively participated.

Instruments

Career Adaptability. Measurement of Career Adaptability used the Career Adapt-Abilities Scale (CAAS) instrument from Savickas (Savickas, 2011) with four indicators: Career Concern, Control, Curiosity, and Confidence. There were 24 statement items with maximum and minimum scores of 120 and 24, respectively. The description of career adaptability in post-internship students can be identified by grouping maximum scores of 120 and 24, which indicate high and low career adaptability. The data were then divided into two categories, namely adaptive and maladaptive, as shown in the following detailed table:

Sources of career adaptation were grouped into four career dimensions: concern, control, curiosity, and confidence (Savickas, 2011; Savickas & Porfeli, 2012). The CAAS instrument was compiled by Savickas and Porfeli (2012) and tested in 13 countries: Belgium, Brazil, China, England, Iceland, Italy, Korea, Netherlands, Portugal, South Africa, Switzerland, Taiwan, and America. The Cronbach's alpha CAAS reliability coefficient was 0.89 and was stated to be good. This instrument was adopted and validated by experts (judgement experts), including an English lecturer, a Guidance and Counselling lecturer, and an Indonesian lecturer. This instrument was validated to determine the feasibility level in terms of language, content, and constructs for each statement item. For example, after passing the feasibility test, one of the items on the instruments is "Thinking about what

my future will look like." The respondents can choose their strength scale with a range of 1 (low) and 5 (very strong).

Work Values. The Work Value Scale was developed by Super with a total of 45 items on a scale of 1 (Unimportant) to 5 (Very Important). The 15 work values were creativity, management, achievement, environment, supervisory relationship, way of life, security, association, aesthetics, prestige, independence, variety, economic gain, altruism, and intellectual stimulation (Greenhaus & Callanan, 2013). Work Values Inventory was adopted after experts conducted a validation construct test, and the indicator contains 3 statement items. For example, one of the statements on the instrument, "must keep solving the problems," describes the intellectual value of problem-solving.

Social Support. The instrument used was the Multidimensional Scale of Perceived Social Support instrument (Zimet et al., 1988). It was designed to measure the perception of three sources: (1) family, (2) friends, and (3) significant others. This instrument contained 12 statements with a scale starting from 1 (strongly disagree) and 7 (strongly agree). For example, "There are some special people in need around me." Based on this item, the level of social support and the most dominant sources of providing social support can be classified. MSPSS was used in Indonesia, which has a diverse population. Hence, the reliability test showed Cronbach's alpha coefficient of 0.91,

0.87, and 0.85 on significant individuals, family, and friends subscale, respectively (Oktarina et al., 2021). This instrument contained three sources of social support: family with 3 statement items, friends with 3 statement items, and significant other.

Data Analysis

Descriptive and inferential analyses were involved, and socio-demographic variables were described using appropriate methods. Multiple regression was used to determine the impact of work values and social support on career adaptability. Data were collected using the online survey method in the form of a questionnaire. Furthermore, the analyses were conducted using SPSS 23.0 (SPSS Inc., Chicago, USA, IL) with a significant *p*-value of 0.05.

RESULTS

Descriptive Analysis

Based on the descriptive analysis, findings are presented in Table 1. Of the post-internship students, 62 exhibit high career adaptability abilities, while 59 show lower levels.

Table 1
Descriptive analysis of career adaptability and social support categorization career adaptability

Score	f	Category
$X > \text{Theoretic Mean}$	62	High
$X \leq \text{Theoretic Mean}$	59	Low

The provided data, as stated in Table 2, indicate that the primary source of social

support is derived from the family, showing an average score and standard deviation (SD) of 22.9 and 4.9, respectively. This family support includes the involvement of parents and siblings. Additionally, lecturers and counsellors contribute to social support with an average score of 21.1 and an SD of 5.54. Friends provide social support with an average score of 18.9 and an SD of 5.6.

Table 2
Multidimensional scale of perceived social support

	Social Support	max	min	M	SD
1	Significant Individuals	28	5	21.10	5.54
2	Family	28	4	22.90	4.90
3	Friends	28	4	18.90	5.60

The results presented in Table 3 show that post-internship students at State Islamic Religious College receive social support within the high and moderate ranges.

Table 3
Social support category

Category	Interval	f	%
High	65–84	57	46.72
Moderate	46–64.9	56	45.90
Low	26–45	9	7.37
Total		122	100

Work Values

Figure 2 shows a visual representation of the significance attributed to different values by students, each of which holds considerable importance. The highest endorsement was

the environmental value, as indicated by 93 individuals who expressed the need for a comfortable work environment to attain work satisfaction. Meanwhile, the variation value, which included the opportunity to engage in diverse tasks, garnered relatively lower attention, with 40 students considering

the variable highly important. Certain values were deemed less significant by respondents, with management, independence, variety, and creativity being mentioned by 6, 3, 2, and 1 individual for achievement and prestige.

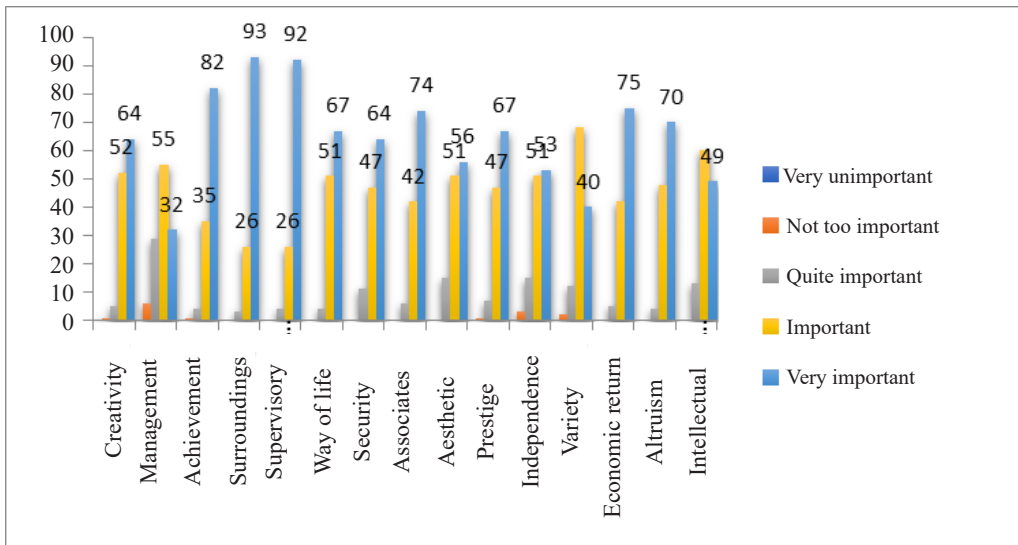


Figure 2. Descriptive frequency of post-internship student work values

Inferential Statistical Analysis Findings

H1: There is a significant effect between work values and career adaptability for post-internship students at Indonesian Islamic Religious College

The results in Table 4 show that the constant is 18.449, meaning when there are no work values, career adaptability is 18.449. The coefficient regression of 0.457 stated that career adaptability increases by 0.457 for every addition. For equality, the simple linear regression between work values and career adaptability is as follows:

Career Adaptability = 18.449 + 0.457 Work values

$$Y = 18.449 + 0.457 X_1$$

For testing constants, the t table value was compared with the t count for the level significance 5% test. One party with dk = nk-1 obtained a t table of 1.977 and a t count of 15.220. Furthermore, when the t count is higher than the t table, namely 15.220 > 1.977, the hypothesis of positive influence and significant impact of work values on career adaptability for post-intern students is accepted.

Table 4
The regression coefficient of work values on career adaptability

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.449	5.701		3.236	.002
	Work Values	.457	.030	.792	15.220	.000

a. Dependent Variable: Career Adaptability

H2: There is a significant effect between social support and career adaptability for post-internship students at Indonesian Islamic Religious College

The results in Table 5 show that the constant is 77.595, meaning there is no social support, and career adaptability is 77.595. A coefficient regression of

0.431 stated that every time social support was added, career adaptability increased by 0.431. For equality, a simple linear regression between work values and career adaptability is as follows:

Career Adaptability = 77.595 + 0.457 Social Support

$$Y = 77.595 + 0.457 X_1$$

Table 5
The regression coefficient of social support on career adaptability

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	77.595	4.409		77.595	
	Social Support	.431	.069	.471	17.600	.000

a. Dependent Variable: Career Adaptability

For testing constants, the t table value should be compared with the t count for the 5% level significance test one party with $dk = nk - 1$ to obtain a t table of 1.977 and a t count of 6.279. t table, namely $6.279 > 1.977$ and t count of 6.279. The hypothesis

is accepted that there is a positive influence and significance from social support to career adaptability on post-intern students when the t count is higher than the t table, namely $6.279 > 1.977$.

The results in Table 5 show that the constant is 77.595, meaning when there is no social support, career adaptability is 77.595. A coefficient regression of 0.431 stated that for every social support added, career adaptability increased by 0.431. For equality, a simple linear regression between work values and career adaptability is as follows:

$$\text{Career Adaptability} = 77.595 + 0.457 \text{ Social Support}$$

$$Y = 77.595 + 0.457 X_1$$

For testing constants, the *t* table value should be compared with the *t* count for the 5% level significance test one party with $dk = nk - 1$ to obtain a *t* table of 1.977 and a *t* count of 6.279. The hypothesis is accepted that there is a positive influence and significance from social support to

career adaptability on post-intern students when the *t* count is higher than the *t* table, namely $6.279 > 1.977$.

H3: Work values and social support are significantly predicted career adaptability for post-internship students at Indonesian Islamic Religious College

Based on the results in Table 6, the amount of *F* calculated through the ANOVA test equals 125,224, with a significance level of 0.000. The probability value is less than 0.05. Hence, this regression model can predict career adaptability, the simultaneous effect of work values, and social support.

The analysis of determination in Table 5 shows that the coefficient varies between work values and social support for career adaptability by 64.1%.

Table 6
Multiple regression for the contribution of work values and social support on career adaptability

ANOVA ^b						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12873.408	2	6436.704	125.224	.000 ^a
	Residual	7041.992	137	51.401		

The analysis of the coefficient of determination in Table 7 shows that the coefficient of determination varies between work values and social support for career adaptability by 64.1%, which means a high contribution of work values and social support in developing career adaptability.

DISCUSSIONS

This present research provides compelling evidence of the positive influence of work values on career adaptability. The obtained *t*-value of 15.220, surpassing the critical *t*-value of 1.977, signifies a statistically significant relationship between the constructs. Some evidence of mastery of work values is provided in the career

Table 7
Coefficient of determination of work values and social

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.804 ^a	.646	.641	7.169	.646	125.224	2	137	.0001

a. Predictors: (Constant), Work Values, Social Support

b. Dependent Variable: Career Adaptability

transitions of emerging adults, a subjective criterion for judging the attainment of the intersection between an individual and the environment (Hlad'o et al., 2021). The results suggest that career adaptability is needed to find work, meet work values (Savickas, 2013; Van-Vianen, 2018), and accomplish life satisfaction. Creativity, autonomy, prestige, relationships with supervisors and colleagues, income, and welfare benefits are important when individuals make career choices. These factors shape the work values of individuals, which influence their ability to adapt to career-related changes.

The results suggest that work values play a motivating role in individuals' development of career adaptability skills. It was consistent with previous research that found a positive relationship between dominant work values such as teamwork, problem-solving, communication, and a strong work ethic (Baranik et al., 2022; Schwieger & Ladwig, 2018). Individuals who align their work values with their career choices are more likely to have higher levels of career adaptability driven by intrinsic motivations and personal fulfilment. This

research also shows the significant influence of social support on career adaptability, as evidenced by the obtained t-value exceeding the critical value. Descriptive data further emphasise the important role of family support, with a high average score, in facilitating informed career choices (Wang & Qu, 2022). The result aligned with Anne Roe's career theory, which emphasised the impact of parental influence on the career trajectory of individuals (Gutowski et al., 2021). Positive support and guidance from parents contribute to forming work values and enhancing career adaptability.

Numerous research consistently showed positive associations between social support and career adaptability. For example, research showed that higher levels of social support, including emotional, informational, and instrumental support, were linked to greater career adaptability (Creed et al., 2016). The support helps individuals effectively navigate career challenges and make well-informed choices. Positive support and guidance from parents also aid in career decision-making and shape work values, enhancing career adaptability.

The results highlight the importance of social support, particularly from the family environment, in facilitating successful career development.

The interplay between work values, social support, and career adaptability was also analysed. The importance of work values was highlighted in guiding career choices and adapting to changes, as well as the crucial role of social support in shaping career paths and enhancing adaptability. Furthermore, counselling emerges as a valuable resource for post-internship students, providing necessary guidance, resilience, and potential for success. In addressing work values and social support in career counselling, students can align their values with career paths and develop robust support networks. It ultimately enhances their adaptability and fosters success in professional pursuits.

Implications of Career Counselling

This research emphasises integrating work values and social support into career counselling interventions. Counsellors can guide students toward fulfilling career paths that align with their values and promote adaptability. Based on the results, several implications can enhance career counselling interventions and support career development. Firstly, counsellors should emphasise the importance of raising awareness of work values. Assisting students in identifying and understanding their core values helps them make career choices, leading to increased career adaptability and satisfaction. Secondly, the role of social

support in shaping career adaptability should be emphasised. Positive relationships with peers, mentors, and family members provide emotional and instrumental support during career transitions, contributing to career adaptability.

To maximise the effectiveness of interventions, counsellors should personalize their approaches for each student. Incorporating work values into the counselling process to make informed and meaningful career choices enhances career adaptability. Considering the positive association between social support and career adaptability, counsellors should equip students with strategies to manage stress, overcome challenges, and seek support when needed. Strengthening coping skills enhances the ability to adapt and thrive in their careers. Providing opportunities for career exploration is another crucial implication. Offering internships, workshops, and networking events exposes students to diverse career paths, enabling informed decisions and expanding career adaptability by broadening their understanding of options.

Empowering students in their career decision-making process is vital. Counsellors should promote autonomy and support students in taking ownership of their career choices. Adaptability is an ongoing process that fosters self-efficacy and confidence as students navigate their career journeys. Promoting comprehensive career planning that considers work values and social support allows students to proactively shape career trajectories and enhance career adaptability.

Integrating work values and social support into career counselling interventions is crucial. By promoting awareness of work values, emphasizing social support, personalising interventions, enhancing coping skills, providing career exploration opportunities, empowering decision-making, and fostering long-term planning, counsellors can effectively support students in developing career adaptability and making informed and fulfilling choices. These implications contribute to a comprehensive and holistic approach to career counselling that addresses the multifaceted nature of development.

Limitations and Suggestions for Future Research

To better understand the impact of work values and social support on career adaptability, it is important to address the limitations of this research. Therefore, more effective counselling interventions and support systems can be developed for individuals' career development.

One limitation is the small sample size, consisting of 122 post-internship students from State Islamic Religious Colleges in Sumatra, and this limits the generalizability of the results. Future research should include larger and more diverse samples from different educational institutions and cultural backgrounds to enhance the external validity of the results. The cross-sectional design prevents establishing causal relationships between work values, social support, and career adaptability. Conducting longitudinal research is beneficial for examining

changes in these variables over time and understanding the temporal associations. It provides a clearer understanding of the causal connections between the variables.

Another limitation is the reliance on self-report measures, which may introduce response biases and social desirability effects. Future research should consider incorporating additional objective measures or gathering input from multiple sources to mitigate these biases. The comprehensive assessment approach yields a more accurate understanding of the relationship between work values, social support, and career adaptability.

Focusing solely on State Islamic Religious Colleges in Sumatra, Indonesia, limits the generalizability of the results to other educational contexts and cultural backgrounds. Future research should include a wider range of educational institutions and cultural contexts to comprehensively examine the influence of work values and social support on career adaptability.

Addressing the limitations by using larger and more diverse samples, incorporating longitudinal designs, using multifaceted assessment methods, and embracing inclusive research settings advance the comprehension of how work values and social support influence career adaptability. It enables the development of effective career counselling interventions and support systems that cater to the diverse needs of individuals. Future analyses should replicate the research with larger and more diverse samples, employ longitudinal designs, adopt a multifaceted assessment approach, and explore mediating factors

to deepen understanding of the complex interplay between work values, social support, and career adaptability.

CONCLUSION

In conclusion, this research was conducted to provide insights into the impact of work values and social support on career adaptability among post-internship students at State Islamic Religious College in Sumatra, Indonesia. The results indicated a positive relationship between work values and career adaptability, highlighting the importance of aligning personal values with career choices. Similarly, social support was positively associated with career adaptability, emphasizing the role of strong support networks. The regression model's ability to predict 64.1% of the variable underscored the combined influence of work values and social support. The results highlighted the significance of considering both factors in career counselling to empower students to make informed and adaptable choices. Despite limitations, the implications were valuable for career counselling practitioners, educators, and parents. This research contributed to understanding career adaptability and provided insights for improving career counselling practices and supporting students in their career development journey.

ACKNOWLEDGEMENTS

The authors thank the Lembaga Penelitian dan Pengabdian Masyarakat Universitas Negeri Padang, Indonesia for funding this work with contract number 2355/UN35.15/LT/2023

REFERENCES

- Adams, R. V., & Blair, E. (2019). Impact of time management behaviors on undergraduate engineering students' performance. *Sage Open*, 9(1), 2158244018824506. <https://doi.org/10.1177/2158244018824506>
- Aldhahi, M., Almutairi, R., Alluhaidan, W., Alshammari, A., Almarzuqi, R., Altaieb, H., Alsayegh, N., & Almuaither, T. (2021). Internship preparedness among students in healthcare-related fields in the COVID-19 era: Exploring the attitude and knowledge in Saudi Arabia. *Journal of Public Health Research*, 10(3), jphr-2021. <https://doi.org/10.4081/jphr.2021.1989>
- Ali, A., Wang, H., Gong, M., & Mehmood, K. (2024). Conservation of resources theory perspective of social media ostracism influence on lurking intentions. *Behaviour & Information Technology*, 43(1), 212–229. <https://doi.org/10.1080/0144929X.2022.2159873>
- Anas, I., & Hamzah, S. R. A. (2022). Predicting career adaptability of fresh graduates through personal factors. *European Journal of Training and Development*, 46(3/4), 302-316.
- Anjum, S. (2020). Impact of internship programs on professional and personal development of business students: A case study from Pakistan. *Future Business Journal*, 6(1), 2. <https://doi.org/10.1186/s43093-019-0007-3>
- Arora, S., Dubey, V., & Vyas, S. (2020). Study of work values of Gen Z students. *International Journal of Technology and Globalisation*, 8(3-4), 240-265. <https://doi.org/10.1504/IJTG.2020.112179>
- Baranik, L. E., Wright, N., & Smith, R. W. (2022). Desired and obtained work values across 37 countries: A psychology of working theory perspective. *International Journal of Manpower*, 43(6), 1338-1351.
- Chen, H., Fang, T., Liu, F., Pang, L., Wen, Y., Chen, S., & Gu, X. (2020). Career adaptability research: A literature review with scientific knowledge

- mapping in web of science. *International Journal of Environmental Research and Public Health*, 17(16), 5986. <https://doi.org/10.3390/ijerph17165986>
- Creed, P. A., Fallon, T., & Hood, M. (2009). The relationship between career adaptability, person and situation variables, and career concerns in young adults. *Journal of Vocational Behavior*, 74, 219–229. <https://doi.org/10.1016/j.jvb.2008.12.004>
- Creed, P. A., Hood, M., Praskova, A., & Makransky, G. (2016). The career distress scale: Using Rasch measurement theory to evaluate a brief measure of career distress. *Journal of Career Assessment*, 24(4), 732-746. <https://doi.org/10.1177/1069072715616126>
- Farkash, H. E., Lahad, M., Hobfoll, S. E., Leykin, D., & Aharonson-Daniel, L. (2022). Conservation of resources, psychological distress, and resilience during the COVID-19 pandemic. *International Journal of Public Health*, 67, 1604567. <https://doi.org/10.3389/ijph.2022.1604567>
- Fasbender, U., Wöhrmann, A. M., Wang, M., & Klehe, U. C. (2019). Is the future still open? The mediating role of occupational future time perspective in the effects of career adaptability and aging experience on late career planning. *Journal of Vocational Behavior*, 111, 24-38. <https://doi.org/10.1016/j.jvb.2018.10.006>
- Flohr, M., & Bowes, K. (2024). Introduction: Value at work. In *Valuing labour in Greco-Roman antiquity* (pp. 1–20). Brill.
- Galván, J. A., Casman, E., & Fisher, E. (2022). What skills predict an intern's ability to innovate new products? A quantitative study of innovation capability of Mexican college interns. *International Journal on Interactive Design and Manufacturing (IJIDeM)*, 16(4), 1301-1320. <https://doi.org/10.1007/s12008-022-01005-w>
- Ghosh, A., & Fouad, N. A. (2017). Career adaptability and social support among graduating college seniors. *The Career Development Quarterly*, 65(3), 278-283. <https://doi.org/10.1002/cdq.12098>
- Ghosh, K., McDonnell, A., & Irum, A. (2023). A conceptual framework of the perceived marketability of independent professionals. *Human Resource Management Journal*. Advance online publication. <https://doi.org/10.1111/1748-8583.12520>
- Greenhaus, J., & Callanan, G. (2013). Work values inventory. In *Encyclopedia of career development* (pp. 303). Sage. <https://doi.org/10.4135/9781412952675.n303>
- Gutowski, E., Blustein, D. L., Kenny, M. E., & Erby, W. (2021). The decline of decent work in the twenty-first century: Implications for career development. In P. J. Robertson, T. Hooley & P. McCash (Eds.) *The Oxford handbook of career development* (pp. 23-34). Oxford University Press.
- Heath, E. (2020, May 26). Adaptability may be your most essential skill in the covid-19 world. *The Washington Post*. https://www.washingtonpost.com/lifestyle/wellness/adaptability-coronavirus-skills/2020/05/26/8bd17522-9c4b-11ea-ad09-8da7ec214672_story.html
- Hlad'o, P., Juhaňák, L., Hloušková, L., & Lazarová, B. (2022). Exploring the roles of career adaptability, self-esteem, and work values in life satisfaction among emerging adults during their career transition. *Emerging Adulthood*, 10(1), 135-148. <https://doi.org/10.1177/21676968211012586>
- Holmgreen, L., Tirone, V., Gerhart, J., & Hobfoll, S. (2017). Conservation of resources theory. In C. L. Cooper & J. C. Quick (Eds.) *Resource caravans and passageways in health contexts* (pp. 443–457). Wiley <https://doi.org/10.1002/9781118993811.ch27>

- Jackson, D., & Tomlinson, M. (2019). Career values and proactive career behaviour among contemporary higher education students. *Journal of Education and Work, 32*(5), 449-464. <https://doi.org/10.1080/13639080.2019.1679730>
- Jannesari, M., & Sullivan, S. E. (2019). Career adaptability and the success of self-initiated expatriates in China. *Career Development International, 24*(4), 331-349. <https://doi.org/10.1108/CDI-02-2019-0038>
- Kapareliotis, I., Voutsina, K., & Patsiotis, A. (2019). Internship and employability prospects: Assessing student's work readiness. *Higher Education, Skills and Work-Based Learning, 9*(4), 538-549. <https://doi.org/10.1108/HESWBL-08-2018-0086>
- Koçak, O., Ak, N., Erdem, S. S., Sinan, M., Younis, M. Z., & Erdoğan, A. (2021). The role of family influence and academic satisfaction on career decision-making self-efficacy and happiness. *International Journal of Environmental Research and Public Health, 18*(11), 5919. <https://doi.org/10.3390/ijerph18115919>
- Koroglu, O., & Gezen, T. (2014). An Investigation to determine the work values of tourism student. *Social and Behavioral, 131*, 253-257. <https://doi.org/10.1016/j.sbspro.2014.04.113>
- Lee, P. C., Xu, S. T., & Yang, W. (2021). Is career adaptability a double-edged sword? The impact of work social support and career adaptability on turnover intentions during the COVID-19 pandemic. *International Journal of Hospitality Management, 94*, 102875. <https://doi.org/10.1016/j.ijhm.2021.102875>
- Lutfia, D. D., & Rahadi, D. R. (2020). Analisis internship bagi peningkatan kompetensi mahasiswa [Internship Analysis For Improving Student Competence]. *Jurnal Ilmiah Manajemen Kesatuan, 8*(3), 199-204. <https://doi.org/10.37641/jimkes.v8i3.340>
- McGunagle, D., & Zizka, L. (2020). Employability skills for 21st-century STEM students: The employers' perspective. *Higher Education, Skills and Work-Based Learning, 10*(3), 591-606. <https://doi.org/10.1108/HESWBL-10-2019-0148>
- Mdhlalose, D. (2024). An examination of employee rewards and work environment on employee creativity and innovation. *SEISENSE Journal of Management, 7*(1), 21-34. <https://doi.org/10.33215/rewfe541>
- Moniarou-Papaconstantinou, V., & Triantafyllou, K. (2015). Job satisfaction and work values: Investigating sources of job satisfaction with respect to information professionals. *Library & Information Science Research, 37*(2), 164-170. <https://doi.org/10.1016/j.lisr.2015.02.006>
- Monroe, H. A. (2019). Nurses' professional values: Influences of experience and ethics education. *Journal of Clinical Nursing, 28*(9-10), 2009-2019. <https://doi.org/10.1111/jocn.14806>
- Monteiro, S., Ferreira, J. A., & Almeida, L. S. (2020). Self-perceived competency and self-perceived employability in higher education: The mediating role of career adaptability. *Journal of Further and Higher Education, 44*(3), 408-422. <https://doi.org/10.1080/0309877X.2018.1542669>
- Mopkins, D., Lee, M., & Malecha, A. (2024). Personal, social, and workplace environmental factors related to psychological well-being of staff in university settings. *Workplace Health & Safety, 72*(3), 21650799231214250. <https://doi.org/10.1177/21650799231214249>
- Ng, S. I., Lim, Q. H., Cheah, J. H., Ho, J. A., & Tee, K. K. (2020). A moderated-mediation model of career adaptability and life satisfaction among working adults in Malaysia. *Current Psychology, 41*, 3078-3092. <https://doi.org/10.1007/s12144-020-00837-7>
- Nghia, T. L. H., & Tai, H. N. (2019). Preservice teachers' experiences with internship-related challenges in regional schools and their career

- intention: implications for teacher education programs. *Journal of Early Childhood Teacher Education*, 40(2), 159–176. <https://doi.org/10.1080/10901027.2018.1536902>
- Ocampo, A. C. G., Reyes, M. L., Chen, Y., Restubog, S. L. D., Chih, Y. Y., Chua-Garcia, L., & Guan, P. (2020). The role of internship participation and conscientiousness in developing career adaptability: A five-wave growth mixture model analysis. *Journal of Vocational Behavior*, 120, 103426. <https://doi.org/10.1016/j.jvb.2020.103426>
- Oktarina, T. D., Cahyadi, S., & Susanto, H. (2021). Adaptasi Revised-multidimensional scale of perceived social support pada Guru di Kota Bandung. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(2), 289–296. <https://doi.org/10.33394/jk.v7i2.3259>
- Ozer, S. (2024). Social support, self-efficacy, self-esteem, and well-being during COVID-19 lockdown: A two-wave study of Danish students. *Scandinavian Journal of Psychology*, 65(1), 42–52. <https://doi.org/10.1111/sjop.12952>
- Oztemel, K., & Yıldız-Akyol, E. (2021). The predictive role of happiness, social support, and future time orientation in career adaptability. *Journal of Career Development*, 48(3), 199–212. <https://doi.org/10.1177/089484531984043>
- Park, C. J., Rottinghaus, P. J., Wang, Z., Zhang, T., Falk, N. A., & Ko, S. J. (2019). Measurement invariance of the career futures inventory–revised across general and client samples. *Journal of Career Assessment*, 27(4), 711–725. <https://doi.org/10.1177/1069072718816514>
- Perry, E., & Hughes, S. (2021). Statutory placement experiences of final year students on a BSc (Hons) social work program in England. *Social Work Education*, 40(8), 1051–1063. <https://doi.org/10.1080/02615479.2020.1775190>
- Pinto, L. H., & Pereira, P. C. (2019). ‘I wish to do an internship (abroad)’: Investigating the perceived employability of domestic and international business internships. *Higher Education*, 78, 443–461. <https://doi.org/10.1007/s10734-018-0351-1>
- Rahman, M. M., & Hossain, M. A. (2024). Workplace stressors and their consequences on frontliners’ performance: A conservation of resources perspective. *FIIIB Business Review*, 23197145231217380. <https://doi.org/10.1177/23197145231217381>
- Ramaprasad, B., Rao, S., Rao, N., Prabhu, D., & Kumar, M. (2021). Linking hospitality and tourism students’ internship satisfaction to career decision self-efficacy: A moderated-mediation analysis involving career development constructs. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30, 100348. <https://doi.org/10.1016/j.jhlste.2021.100348>
- Ricar, S. S. (2014). *Applying career development theory to counseling* (6th ed.). Brooks
- Ricar, S. S. (2017). *Applying career development theory to counseling* (5th ed.). Cengage Learning.
- Rounds, J., & Jin, J. (2013). Nature, importance, and assessment of needs and values. In S. D. Brown & R. W. Lent (Eds.) *Career development and counseling: Putting theory and research to work* (pp. 417–448). Wiley.
- Savickas, M. L. (2011). *Career adapt-abilities scale*. Vocopher.
- 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>
- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.) *Career development and counseling: Putting theory and research to work* (pp.147-183). Wiley.

- Schwieger, D., & Ladwig, C. (2018). Reaching and retaining the next generation: Adapting to the expectations of Gen Z in the classroom. *Information Systems Education Journal*, 16(3), 45-54.
- Sheu, H. B., & Phrasavath, L. (2018). Social cognitive career theory. In N. Arthur & M. McMahon (Eds.) *Contemporary theories of career development* (pp. 47–60). <https://doi.org/10.4324/9781315276175-6>
- Succi, C., & Canovi, M. (2020). Soft skills to enhance graduate employability: Comparing students and employers' perceptions. *Studies in higher education*, 45(9), 1834-1847. <https://doi.org/10.1080/03075079.2019.1585420>
- Super, D. (2020). *Life-span, life-space career theory and counseling*. Career Development and Counseling: Putting Theory and Research to Work.
- Super, D. E., & Šverko, B. E. (1995). *Life roles, values, and careers: International findings of the Work Importance Study*. Jossey-Bass.
- Tahiry, M. A., & Ekmekcioglu, E. B. (2023). Supervisor support, career satisfaction, and career adaptability of healthcare sector employees. *Vilakshan-XIMB Journal of Management*, 20(2), 292-301. <https://doi.org/10.1108/XJM-09-2021-0247>
- Thompson, M. N., Perez-Chavez, J., & Fetter, A. (2021). Internship experiences among college students attending an HBCU: A longitudinal grounded theory exploration. *Journal of Career Assessment*, 29(4), 589-607. <https://doi.org/10.1177/1069072721992758>
- Thrasher, G. R., & Bramble, R. J. (2019). Lifespan perspectives on work values and job attitudes. In B. B. Baltes, C. W. Rudolph & H. Zacher (Eds.) *Work across the lifespan* (pp.495-513). Academic Press. <https://doi.org/10.1016/B978-0-12-812756-8.00021-9>
- Van-Vianen, A. E. (2018). Person–environment fit: A review of its basic tenets. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 75-101. <https://doi.org/10.1146/annurev-orgpsych-032117-104702>
- Vashisht, S., Kaushal, P., & Vashisht, R. (2023). Emotional intelligence, personality variables and career adaptability: A systematic review and meta-analysis. *Vision*, 27(3), 316–328. <https://doi.org/10.1177/0972262921989877>
- Walker-Donnelly, K., Scott, D. A., & Cawthon, T. W. (2019). Introduction: Overview and application of career development theories. *New Directions for Student Services*, 2019(166), 9-17. <https://doi.org/10.1002/ss.20303>
- Wang, F., & Qu, J. G. (2022). A study of relationship between social support, work values and job search behavior. *Frontiers in Psychology*, 13, 1021299. <https://doi.org/10.3389/fpsyg.2022.1021299>
- Wei, L., Zhou, S., Hu, S., Zhou, Z., & Chen, J. (2021). Influences of nursing students' career planning, internship experience, and other factors on professional identity. *Nurse Education Today*, 99, 104781. <https://doi.org/10.1016/j.nedt.2021.104781>
- Xia, T., Gu, H., Huang, Y., Zhu, Q., & Cheng, Y. (2020). The relationship between career social support and employability of college students: A moderated mediation model. *Frontiers in psychology*, 11, 28. <https://doi.org/10.3389/fpsyg.2020.00028>
- Zehr, S. M., & Korte, R. (2020). Student internship experiences: Learning about the workplace. *Education + Training*, 62(3), 311–324. <https://doi.org/10.1108/ET-11-2018-0236>
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2

