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The Relationship Between Hope and Hardiness on Career Adaptability in Students

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Abstract

The objective of the present study was to elucidate the relationship between hope and hardiness, and career adaptability in students at SMK Negeri 1 Selong. A quantitative approach was adopted, utilising a correlational method and a measuring instrument comprising three scales: the hope scale, the hardiness scale, and the career adaptability scale. The population of the study comprised 100 students from SMK Negeri 1 Selong. The study's sample size was determined using the simple random sampling technique, with 72 students selected for participation. The collected data underwent a rigorous analysis using multiple linear regression, facilitated by SPSS version 22. The partial test between the hope variable and career adaptability yielded a t -value of 4.642 with a significance level of <0.05 , thereby indicating a statistically significant correlation. A similar outcome was observed for the partial test between the hardiness variable and career adaptability, which obtained a t -value of 4.062 with a significance of <0.05 , thus confirming a correlation. The simultaneous test between the variables hope and hardiness on career adaptability yielded a t -score of 45.881 with a significance of <0.05 , thereby confirming a correlation. The findings of this study indicated a positive relationship between hope and hardiness and career adaptability, suggesting that individuals who possess strong feelings of hope and hardiness tend to exhibit greater adaptability in their professional careers. Conversely, individuals with lower levels of hope and hardiness demonstrate a diminished capacity to adapt to professional challenges.

Keywords: Hope, Hardiness, Career Adaptability

Introduction

The process of selecting a career path is a significant challenge that individuals invariably encounter, particularly during their high school years. According to the Big Indonesian Dictionary (KBBI), a career is defined as the progression or development in one's life, professional endeavours, and roles. Students in their teenage years possess a range of abilities in making decisions related to the selection of a career that aligns with their values, competencies, and interests. Consequently, specialised assistance is imperative for students in order to identify their ideal career path.¹ Vocational High School (SMK) is an educational institution that can assist students in preparing for their future careers. As articulated in Government Regulation (PP) Number 10 of 2017, the rationale behind the establishment of vocational high schools is to furnish students with the competencies and proficiency in specific domains, thereby rendering them adept at functioning as productive labour and equipped with the capacity for self-development through entrepreneurship²

State Vocational High School (SMKN) 1 Selong is a prominent educational institution in East Lombok, widely regarded as the preeminent vocational high school due to its comprehensive facilities. Consequently, students at SMKN 1 Selong are expected to engage in deliberate and thorough career preparation, underpinned by a robust understanding of their vocational programmes and the requisite expertise. This approach fosters adaptability and equips students with the necessary skills to navigate the complexities of career progression. The capacity to navigate career-related challenges, including adaption, development, transition and trauma, is termed career adaptability.³

Career adaptability is defined as a person's ability to manage their relationship with their changing work environment and their future career needs. Students are able to make decisions about what career they want to take, such as choosing a major they want to study, continuing their studies in college, or going straight to work after

¹ Febrianingrum, D. W., & Wibowo, D. H. (2021). Hardiness and career adaptability. *Malahayati Journal of Psychology*, 3(2), 103-110.

² Sumantri, D., Subijanto, Siswantari, & Sudiyono. (2019). Development of Four-Year Vocational High Schools in Priority Expertise Fields of the Nawacita Program. *Journal of Education and Culture*, 4(2), 153-156

³ Ramdhani, R. N., Budiamin, A., & Budiman, N. (2019). Early adulthood career adaptability. *Journal of Educational Research*, 18(3), 361-370

graduation.⁴ Research conducted by Qadri and Murkhana demonstrates that career adaptability can influence an individual's personality in a professional context.⁵ The selection of a career path is a complex decision that entails the consideration of numerous factors, many of which have the capacity to exert a significant influence on the outcome. According to Othaman, the factors that can influence career adaptability include hope, hardiness, optimism, perceived social support, and resilience.⁶ Rosulin's study posits that hardiness is a contributing factor to an individual's capacity for adaptability in the professional context. The research findings indicate a substantial correlation between hardiness and career adaptability.

Hardiness is defined as a set of personality characteristics employed to emphasise an individual's capacity to effectively navigate and overcome challenges in a novel environment. It has been demonstrated to enhance motivation levels and bolster self-confidence, facilitating effective interaction in professional settings and propelling individuals to transform challenging circumstances into valuable learning opportunities.⁷ In the contemporary world of work, characterised by a perpetual state of flux and constant pressure, the personality trait of hardiness is of paramount importance for individuals seeking to thrive in such an environment.

Hadi demonstrates that an elevated level of psychological resilience, otherwise known as "hardiness", is indicative of enhanced career adaptability in students. This finding lends further support to the notion that individuals who possess higher levels of resilience tend to exhibit greater flexibility and resilience in the face of career-related challenges.⁸ This assertion is further substantiated by Ferreira, who demonstrated that individuals who possess stronger psychological resilience are

⁴ Mardiyati, B. D., & Yuniawati, R. (2015). *Differences in career adaptability based on school type (high school and vocational school)* (Doctoral dissertation, Ahmad Dahlan University)

⁵ Qadri, A. J., & Murkhana. (2018). The Influence of Personality on Career Commitment Mediated by Career Adaptability among Students of Syiah Kuala University. *Journal of Student Scientific Research in Management Economics*, 3(2), 36-38

⁶ Othman, R., Kamal, N. M., Alias, N. E., Ismail, S., & Sahiq, A. N. M. (2018). Rasgos psicológicos positivos y adaptabilidad profesional entre los millennials. *Revista Internacional de Investigación Académica en Negocios y Ciencias Sociales*, 8(9), 1420-1433

⁷ Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982). Resiliencia y salud: un estudio prospectivo. *Journal of personality and social psychology*, 42(1), 168

⁸ Hadi, A. (2024). La relación entre la resiliencia y la adaptabilidad profesional de los estudiantes de formación profesional. *Guidance and Counseling Research Journal*, 9(1).

better able to adapt to their careers, effectively managing uncertainty in the professional environment.⁹

Within this paradigm, hope is conceptualised as the positive aspirations that individuals possess, which are instrumental in the pursuit of future goals.¹⁰ In essence, the concept of hope functions as a catalyst for the development of a positive self-perception and outlook on life, thereby facilitating the pursuit and attainment of personal objectives.¹¹ According to Snyder in Husnawati, Tentama & Situmorang, hope is formed from three aspects. Firstly, the first goal is the target set or desired by the individual. Secondly, pathway thinking relates to plans or strategies in overcoming obstacles to achieve goals. Thirdly, agency thinking is the extent to which individuals are resilient in facing various obstacles in their efforts to achieve goals.¹²

As posited by Shimshock & Lee, those who possess minimal hope are more prone to depression, whereas those who hold substantial hope are inclined to believe in their ability to adapt and surmount obstacles. Hope is identified as a pivotal factor in students' achievement of their objectives and their commitment to ongoing learning, which is instrumental in their preparation for future prospects.¹³ It is evident that elevated expectations engender a more optimistic perspective on the forthcoming future.¹⁴

Marcionetti demonstrates that individuals who exhibit elevated levels of expectation and optimism tend to demonstrate superior career adaptability. This phenomenon is attributable to their positive outlook on the future, which in turn

⁹ Velly Ndlovu & Nadia Ferreira, (2019). *Student's Psychological Hardiness in Relation to Career Adaptability*. *Journal of Psychological in Africa*. Vol 29 (6).

¹⁰ Hellman, C. M & Gwinn, C. (2017). *Camp hope as an intervention for children exposed to domestic violence: A program evaluation of hope, and strength of character*. *Child and Adolescent Social Work Journal*, 34, 269-276.

¹¹ Sharma, N. (2019). *Hope and happiness as predictors of psychological well-being*. *International Journal of Indian Psychology*, 7(4), 248-257.

¹² Husnawati, H., Tentama, F., & Situmorang, N. Z. (2019). *Testing the validity and reliability of the hope construct (Doctoral dissertation, Ahmad Dahlan University)*

¹³ Shimshock, C. J., & Le, B. M. (2022). Having the will, finding the ways, and wishes for the future: A model of relational hope and well-being. *Social and Personality Psychology Compass*, 16(8), e12697.

¹⁴ Thakre, N. (2013). Satisfaction with life and hope in youth. *Indian Journal of Positive Psychology*, 4 (2), 347-349.

impacts their propensity to confront challenges in their professional careers.¹⁵ This assertion is further bolstered by Pheila's seminal work, which elucidates the theory of expectations and the concept of career adaptation within the context of children's career development. The study emphasises that the cultivation of expectations from an early age fosters enhanced resilience and flexibility in navigating the uncertainty surrounding future careers.¹⁶

As posited in the preceding description, it is evident that hope and hardiness are considered to be of significant importance for students' career adaptability. In light of this, the researcher is interested in conducting research on the relationship between hope and hardiness and career adaptability in students at SMK Negeri 1 Selong.

Research Methods

This study employed a quantitative methodology, adopting a correlational approach. Quantitative research involves the extensive utilisation of numerical data for the collection, interpretation, and presentation of results.¹⁷ Creswell defines correlational quantitative research as research that uses statistical methods to measure the influence between two or more variables.¹⁸ As Azwar asserts, the objective of correlational research is to ascertain the extent of variation in one variable in relation to variation in one or more other variables.¹⁹

The population under study comprised 100 students from SMKN 1 Selong, who were selected at random using the simple random sampling technique. This ensured that each member of the population was equally represented in the study. The final sample size was 72 students. Sugiyono asserts that random sampling from the population is conducted without considering the population strata.²⁰ The data

¹⁵ Sara s, Macionetti, Laura N, (2017), Career Adaptability, Hope, Optimism, and Life Satisfaction in Italian and Swiss Adolescents. *Journal Career of Development*. 44 (1).

¹⁶ Jacqueline J, Peila S, (2018), Forestering Hope and Career Adaptability in children's Career Development. *Journal Early Child Development and Care*, 188 (4).

¹⁷ Arikunto, S. (2010). Research procedures: a practical approach. Jakarta : Rineka Cipta

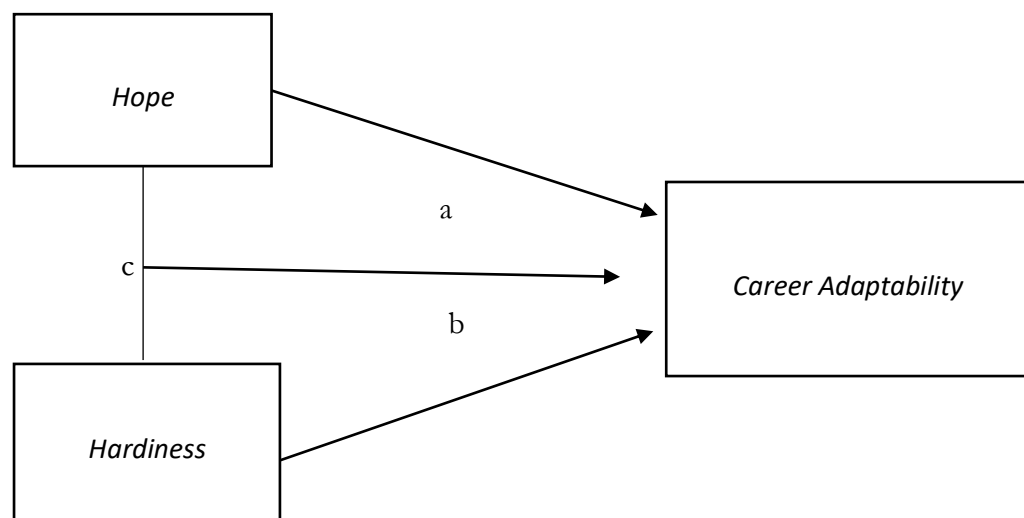
¹⁸ Creswell, J. W. (2014). RESEARCH DESIGN, Qualitative, Quantitative, and Mixed Methods Approaches Yogyakarta: Pustaka Pelajar

¹⁹ Azwar, S. (2010). Research Methods Yogyakarta: Pustaka Pelajar.

²⁰ Sugiyono. (2017). Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta, CV.

collection method employed in this study is a measurement tool or instrument, comprising the career adaptability scale (24 items; reliability value of 0.759), the hardiness scale (15 items; reliability value of 0.770), and the hope scale (12 items; reliability value of 0.768). In the context of quantitative research, a reliability value greater than 0.6 is indicative of a highly reliable instrument, which is defined as one that is consistent in its measurement of a concept or variable. This reliability value serves as a metric for the consistency and dependability of the instrument in generating consistent results under consistent conditions.²¹

The Cronbach's Alpha coefficient is a frequently employed metric to evaluate the reliability of instruments. According to Ghozali (2018), instruments with Cronbach's Alpha values exceeding 0.6 are deemed reliable, as they demonstrate sufficient internal consistency for further research applications.²² In accordance with the aforementioned guidelines, the research instrument has been demonstrated to possess satisfactory reliability. To this end, the data analysis technique employs multiple linear regression using SPSS version 22, thereby ensuring the attainment of precise and accountable results. The subsequent image illustrates the research design.



Results and Discussion

The present study has been designed to evaluate the relationship between hope and hardiness on career adaptability. Multiple linear regression has been utilised to analyse the data, as illustrated in Tables 1 and 2.

²¹Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Pearson Education.

²²Ghozali, I. (2018). *Application of multivariate analysis with the IBM SPSS 25 program* (9th ed.). Publisher: Diponegoro University Press.

Table 1 Partial Test Results (T Test)

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Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	8.030	7.650		1.050	.298			
	Hardiness	.705	.174	.396	4.062	.000	.661	.439	.320
	Hope	.989	.213	.452	4.642	.000	.684	.488	.366

a. Dependent Variable: AdaptasiKarir

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4551.492	2	2275.746	45.881	.000 ^b
	Residual	3422.453	69	49.601		
	Total	7973.944	71			

a. Dependent Variable: AdaptasiKarir

b. Predictors: (Constant), Hope, Hardiness

As demonstrated in the above table, the results of the testing of the hope variable on career adaptability yielded a t-value of 4.642 with a significance of <0.05, thus indicating a correlation. Similarly, the testing of the hardiness variable on career adaptability yielded a t-value of 4.062 with a significance of <0.05, thereby also indicating a correlation. Finally, the variables hope and hardiness were tested on career adaptability, resulting in a t-score of 45.881 with a significance of <0.05, thus confirming a correlation.

Table 2 Test Results Of The Coefficient Of Determination (R)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.558	7.04278

a. Predictors: (Constant), Hope, Hardiness

b. Dependent Variable: AdaptasiKarir

As demonstrated in Table 2, the findings of the summary model indicate that $R = 0.75$, signifying that 75% of the variance in career adaptability is attributed to hope and hardiness, with the remaining 25% being influenced by variables not included in the study. The data analysis results demonstrate the validity and reliability of the three measuring instruments. The study's findings indicate a positive relationship between hope and hardiness and career adaptability. In other words, an individual's elevated

levels of hope and hardiness are positively associated with their capacity to adapt to work, while diminished levels of these qualities are negatively associated with that capacity.

The findings of this study are consistent with those of several other research studies, as evidenced by Nurzakiah's research, which demonstrates a highly significant positive relationship between hardiness and career adaptability.²³ Furthermore, the findings of Pasangkin and Huwae indicate a positive and significant correlation between hardiness and career adaptability.²⁴ A further study undertaken by Sharma discovered that hope is positively correlated with psychological well-being. This is due to the fact that hope is linked to positive views and beliefs in achieving goals, as well as motivation and optimism about the future.²⁵ In addition, Seprina Wahyuni's research demonstrated a substantial positive correlation between hope and self-awareness, as well as perceptions of further education, among high school students in Tualang District.²⁶ An additional study by Wiwik Sulistiyani found that optimism has a positive correlation with career adaptability.²⁷

In order to be adequately prepared for entry into the world of work, career adaptability is of paramount importance. Success in adjusting to a career is significantly influenced by hope and hardiness. Indeed, hardiness is a particularly salient characteristic in the ability to adjust to a career, given its capacity to adapt to the changes experienced throughout life, irrespective of one's career aspirations²⁸

²³ Nurzakiah, N., Safrilsyah, S., & Nova, V. (2023). The Relationship Between Hardiness and Career Adaptability Among 12th Grade Students at SMK Negeri Banda Raya Banda Aceh. *Ar-Raniry Journal of Psychology*, 1(1), 1-15

²⁴ Pasangkin, F., & Huwae, A. (2022). Hardiness and Career Adaptability in Final-Year Students. *Guidance and Counseling Journal*, 12(1), 65-67

²⁵ Sharma, N. (2019). *Hope and happiness as predictors of psychological well-being*. *International Journal of Indian Psychology*, 7(4), 248-257.

²⁶ Wahyuni, S. (2022). *The Relationship Between Hope and Self-Awareness with Perception Towards Further Education Among Public High School Students in Tualang District, Siak Regency* (Doctoral Dissertation, Sultan Syarif Kasim Riau State Islamic University).

²⁷ Wiwik, S & Andi, M. (2021), The Relationship Between Optimism and Career Adaptability of Students During the Covid-19 Pandemic. *Talenta Psychology Journal*, 7 (1)

²⁸ Rosulin, R., & Paramita, P. P. (2016). The relationship between hardiness and career adaptability in 11th-grade high school students. *Journal of Educational Psychology and Development*, 5 (1)

Career adaptability is defined as an individual's capacity to prepare for entry into the world of work at a later stage in life. This concept encompasses various elements, including competence, attitude, and behaviour.²⁹ Career adaptability is a psychosocial construct comprising four specific abilities that contribute to the regulatory process, termed the four career adaptation abilities. These abilities include career attention, which encompasses attitudes and competencies related to planning, encouraging behaviour to handle awareness and preparation, and helping individuals to respond to the demands of the work environment.³⁰

In this conceptual framework, hope is defined as goals that are conducive to elucidating the cognitive process pertaining to hope.³¹ Hope is defined as the process of directing individuals towards the achievement of their goals, and it can be derived from two components. Firstly, there is the component of determination within oneself that goals can be achieved, which reflects the belief that all is possible when one has the right direction. Secondly, there is the identification of one's beliefs about a successful plan that can be achieved in reaching one's goals. Individuals with high hardiness have a set of resistant attitudes that will work hard because they enjoy the work they do (Bissonnette, 1998). Furthermore, individuals with high hardiness are characterised by a positive outlook on the future, perceiving life's challenges as opportunities for personal growth and development (Bissonnette, 1998).³²

It is imperative to acknowledge that each individual possesses a unique set of responsibilities in relation to their life goals. It is equally crucial to recognise that individuals possess distinct strengths that enable them to exercise control, plan, prepare, determine, and define expectations regarding career support. In addition to their abilities, it is imperative for individuals to adopt a proactive approach in seeking information about their desired career. Furthermore, individuals must refine their soft skills to ensure that their abilities enable them to compete with others in their respective fields.

²⁹ Nugraheni, E. P., Wibowo, M. E., & Murtadho, A. (2017). The relationship between emotional intelligence and academic achievement: a mediation analysis of career adaptability on academic achievement. *Guidance and Counseling Journal*, 6(2), 127-134

³⁰ *Op Cit*, Santili (2017)

³¹ Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V. H., & Wiklund, C. (2002). Hope and academic success in coe. *Journal of Educational Psychology*, 94(4), 820–826.

³² Bissonnette, M. (1998). Optimism, hardiness, and resiliency: A review of the literature. *Prepared for the child and family partnership project*, 26(7), 21-36.

Conclusion

In light of the findings from the data analysis and the preceding discourse, it can be posited that a substantial relationship exists between hope and hardiness, and career adaptability in students of Vocational High School 1 Selong. The magnitude of the three variables has been determined, and it has been established that a significant relationship exists between hope and hardiness, and career adaptability. This finding supports the initial hypothesis. It is recommended that future research employ additional methodologies and provide a more comprehensive exploration of hope, hardiness, and career adaptability, while also incorporating factors deemed pertinent to career adaptability.

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