

Hope-Based Intervention for Career Adaptability Among Final-Year Students

Ade Putri Juliati¹

Program Studi Psikologi, Universitas Negeri Yogyakarta, Indonesia
adeputri.2024@student.uny.ac.id

Yulia Ayriza²

Program Studi Psikologi, Universitas Negeri Yogyakarta, Indonesia
yulia_ayriza@uny.ac.id

Komang Tri Meika³

Program Studi Psikologi, Universitas Negeri Yogyakarta, Indonesia
komangtri.2024@student.uny.ac.id

Angelina Ekadiana Wera Marle⁴

Program Studi Psikologi, Universitas Negeri Yogyakarta, Indonesia
angelinaekadiana.2024@student.uny.ac.id

Nur Aini Triska Kiranti⁵

Program Studi Psikologi, Universitas Negeri Yogyakarta, Indonesia
nur0026fipp.2024@student.uny.ac.id

Resdryan Sutriana⁶

Program Studi Psikologi, Universitas Negeri Yogyakarta, Indonesia
resdryansutriana.2024@student.uny.ac.id

Abstract

Final-year university students are in a transitional stage toward entering the workforce, characterized by academic demands and career uncertainty, which necessitates a high level of career adaptability. This study aimed to examine the effectiveness of a hope-based intervention in enhancing career adaptability among final-year students. A quasi-experimental design with a non-equivalent control group pretest–posttest design was employed. The study population consisted of final-year university students, with a sample of 12 participants selected through purposive sampling based on predetermined criteria. Participants were assigned to either an experimental group ($n = 6$) or a control group ($n = 6$). The experimental group received a hope-based intervention, while the control group did not receive any treatment. Data were collected using the Career Adapt-Abilities Scale (CAAS) and analyzed using paired-samples t -tests and independent-samples t -tests. The results indicated that the mean career adaptability score of the experimental group increased from 101.00 to 113.00, whereas the mean score of the control group decreased from 94.00 to 92.00. Statistical analyses revealed a significant improvement in career adaptability within the experimental group ($t = -3.098, p = .027$) and a significant difference between the experimental and control

groups following the intervention ($t = 4.916, p = .001$). These findings suggest that the Brief Hope Intervention is effective in enhancing the career adaptability of final-year university students. The study concludes that hope-based interventions can serve as a valuable approach for fostering career adaptability and strengthening career development services in higher education settings.

Keywords: career adaptability, hope, intervention, final-year students.

Abstrak

Mahasiswa tingkat akhir berada pada fase transisi menuju dunia kerja yang ditandai oleh tuntutan akademik dan ketidakpastian karier, sehingga memerlukan kemampuan adaptabilitas karier yang optimal. Penelitian ini bertujuan untuk menguji efektivitas intervensi *hope* dalam meningkatkan *career adaptability* pada mahasiswa tingkat akhir. Penelitian menggunakan desain quasi-experimental dengan *non-equivalent control group pretest-posttest design*. Populasi penelitian adalah mahasiswa tingkat akhir, dengan sampel sebanyak 12 mahasiswa yang dipilih menggunakan teknik *purposive sampling* berdasarkan kriteria tertentu. Partisipan dibagi ke dalam kelompok eksperimen ($n = 6$) dan kelompok kontrol ($n = 6$). Kelompok eksperimen diberikan intervensi *hope*, sedangkan kelompok kontrol tidak memperoleh perlakuan. Data dikumpulkan menggunakan *Career Adapt-Abilities Scale* (CAAS) dan dianalisis dengan *paired sample t-test* serta *independent sample t-test*. Hasil menunjukkan bahwa rata-rata skor *career adaptability* pada kelompok eksperimen meningkat dari 101,00 menjadi 113,00, sedangkan kelompok kontrol menurun dari 94,00 menjadi 92,00. Uji statistik menunjukkan peningkatan yang signifikan pada kelompok eksperimen ($t = -3,098; p = 0,027$) dan perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol setelah intervensi ($t = 4,916; p = 0,001$). Temuan ini menunjukkan bahwa *Brief Hope Intervention* efektif dalam meningkatkan *career adaptability* mahasiswa tingkat akhir. Temuan ini menyimpulkan bahwa intervensi *hope* efektif dalam mengembangkan adaptabilitas karier mahasiswa tingkat akhir dan berkontribusi pada penguatan pendekatan intervensi psikologis berbasis *hope* dalam layanan pengembangan karier di perguruan tinggi.

Kata kunci: *career adaptability*, *hope*, intervensi, mahasiswa tingkat akhir

Introduction

Final-year students are individuals who are in the final phase of their academic journey in higher education. At this stage, they are required to integrate the knowledge and skills acquired during their studies and apply them to the completion of a final project. The final project serves as a primary requirement for graduation and demonstrates students' abilities to think critically, solve problems, and manage tasks independently (Rana et al., 2024). The completion of a final project also reflects students' readiness to face professional challenges in their respective fields of study (Lee & Chin, 2017). Final-year students are expected not only to master academic concepts but also to apply analytical, creative, and practical skills to produce work that is relevant to labor market demands (Tafahomi, 2024).

The completion of a final project provides students with opportunities to develop various essential skills, such as research skills, data analysis, time management, and professional communication, which are key competencies required in the modern workforce (Etaio et al., 2018; Vieno et al., 2022). Beyond academic demands, the final year of study also represents a transitional period toward the professional world (Pianda et al., 2024). Many students take advantage of this phase by participating in internships, industry training programs, or other supporting activities that can enhance their work readiness (Nugroho et al., 2024). These activities provide practical experience while broadening students' understanding of industry requirements and workplace dynamics (Pulido & Rodríguez, 2025). Therefore, being a final-year student is not merely about fulfilling academic obligations but also constitutes an important momentum in the development of professional identity and career readiness (Jones et al., 2016). This condition indicates that final-year students require psychological support and adaptive skills to effectively cope with career-related changes and uncertainties (Gomargana & Wibowo, 2025).

In the Indonesian context, particularly in Yogyakarta as one of the largest educational cities in the country, the challenges faced by final-year students have become increasingly complex. Yogyakarta is home to thousands of students from various regions, many of whom live away from their families, making the transition to the workforce often accompanied by emotional pressure, career uncertainty, and limited direct family support (Isbah et al., 2023). In addition, intense job competition, the mismatch between fields of study and employment opportunities, and the limited availability of psychologically based career intervention programs at many universities further underscore the urgency of enhancing students' career readiness (Baluku et al., 2021; Sulistiobudi & Kadiyono, 2023). These conditions indicate that final-year students in Yogyakarta require more systematic and structured psychological strengthening strategies to help them adaptively cope with changes and demands in the world of work (Mutiarra & Astuti, 2022).

Yogyakarta has a distinctive higher education environment because it attracts students from diverse regional, cultural, and socioeconomic backgrounds. Many final-year students live away from their families and are required to manage academic demands, financial responsibilities, social adjustment, and future career planning at the same time. This condition may intensify career-related uncertainty, especially when students approach graduation and begin to compare their competencies with labor market expectations. The transition from university to work in this context is not only an academic issue, but also a psychosocial process that involves identity development, self-direction, and readiness to make career decisions. Therefore, final-year students in Yogyakarta represent a relevant group for examining career adaptability and the potential role of hope-based psychological intervention.

Career adaptability is an essential competence for final-year students who are transitioning from the academic environment to the world of work. Career adaptability refers to psychosocial resources that enable individuals to cope with career development tasks, transitions, and work-related challenges (Savickas & Porfeli, 2012). Despite its importance, many final-year students experience difficulties in adapting to career-related transitions. Low levels of career adaptability have been associated with career indecision, increased career anxiety, reduced confidence in making career choices, and lower perceived employability (Boo et al., 2021; Baluku et al., 2021). Students with limited career adaptability often struggle to anticipate future career challenges, explore occupational opportunities, and maintain confidence when facing labor market uncertainty (Savickas & Porfeli, 2012). These challenges may become more salient among final-year students in Yogyakarta, who are simultaneously managing academic demands, career planning, and adjustment to competitive employment

conditions. Such circumstances highlight the need for interventions that can strengthen students' psychological resources and enhance their career adaptability. Numerous studies indicate that career adaptability is influenced by various factors, including learning experiences through service-learning, which allow students to connect theoretical knowledge with real-world practice (Bouckennooghe & Kanar, 2024).

Demographic and institutional characteristics also play a role, as male students and those enrolled in private universities tend to demonstrate higher levels of career adaptability (Santos & De Oliveira, 2020). Psychosocial factors such as self-esteem, proactive personality, and social support further contribute positively to career adaptability, particularly in unstable labor market conditions (Fawehinmi & Yahya, 2018). From an emotional and cultural perspective, factors such as future time perspective and career anxiety are also important, with future time orientation shown to mediate the relationship between career adaptability and career anxiety (Boo et al., 2021). Employability skills relevant to the era of the Fourth Industrial Revolution, such as complex problem-solving and critical thinking skills, have also been found to be closely associated with students' levels of career adaptability (Khalid & Ahmad, 2021). Other findings highlight the crucial role of career guidance and peer support in enhancing career adaptability through the strengthening of career decision-making self-efficacy (Agoes Salim et al., 2023; Alfianto et al., 2019).

Various studies show that hope plays an important role in improving career adaptability through cognitive and motivational processes that encourage individuals to set goals, formulate strategies, and persevere in the face of obstacles. Snyder (2002) defines hope as the capacity to generate pathways to achieve goals (pathways thinking) and the motivation to use those pathways (agency thinking). Hope functions as a psychological resource that strengthens an individual's ability to persevere, evaluate obstacles, and develop alternative strategies in the career adjustment process. The relevance of BHI in the career context is explained through the close relationship between hope and career adaptability. Hope acts as a cognitive-motivational factor that helps individuals design strategies for achieving goals, maintaining motivation, and overcoming obstacles in the career development process (Hirschi, 2014). Recent research also shows that hope mediates increased career adaptability in students and young workers (Bilgiz-Öztürk & Karabacak-Çelik, 2023; Zeng et al., 2022). In addition, research by Buyukgoze-Kavas (2016) confirms that hope, along with optimism and resilience, is a significant predictor of career adaptability.

In the context of career intervention, the Hope-Action model provides relevant theoretical support for understanding how hope may facilitate individuals' adaptation to career changes and uncertainties. Yoon et al. (2019) found that group-based hope-action interventions could increase both hope and career adaptability among students. This finding suggests that strengthening hope may help individuals clarify career goals, identify alternative pathways, and maintain motivational agency when facing career-related challenges. These processes are conceptually aligned with the core dimensions of career adaptability, particularly career concern, career control, career curiosity, and career confidence. Therefore, the use of A Brief Hope Intervention in the present study is considered relevant because it targets goal setting, pathways thinking, and agency thinking as psychological resources that may support final-year students in preparing for the transition from university to work.

Although hope-based intervention research shows positive results, most of these studies focus on improving general well-being and hope, rather than specifically on improving career adaptability. Several career intervention studies, such as programmes based on Hope Action Theory, have shown improvements in hope, optimism, and career adaptability among university students (Amundson et al., 2020; Yoon et al., 2019), as well as the effectiveness of

a 13-week online career programme in Korea in improving career adaptability (Kim, 2022). However, these interventions generally have long durations, complex structures, and are not specifically designed for final-year students who are in a critical transition phase towards the world of work. In addition, most of the research was conducted outside the Indonesian context, mainly in countries such as Korea, Turkey, India, and the United States.

Previous studies have primarily examined the relationship between hope and career adaptability through correlational designs. These studies indicate that hope is associated with students' career adaptability and may function as an important predictor of career adaptability (Buyukgoze-Kavas, 2016). However, intervention-based studies that directly examine how brief hope-based programs can enhance career adaptability among final-year students have received less empirical attention, particularly in the context of students' transition from university to work. In the Indonesian higher education context, especially in Yogyakarta, final-year students face career transition challenges shaped by academic pressure, migration from various regions, limited family proximity, and competitive labor market demands. Therefore, examining a brief hope-based intervention in this context may provide practical insight into how psychological resources can support students' career adaptability during the transition from university to work.

Based on this research, an experimental study is needed to specifically test the effectiveness of hope interventions in improving career adaptability among final-year students. This research is important not only to expand theoretical understanding of the role of hope in career adaptation, but also to provide applicable and contextual intervention programmes for higher education institutions in Indonesia. Thus, this study is expected to provide significant empirical contributions while offering practical solutions for developing the career readiness of students who are in the transition phase to the world of work. Based on the background, this study is important for empirical research on the effectiveness of hope interventions in the context of higher education in Indonesia. This study aims to test the effectiveness of hope interventions in improving career adaptability among final-year students in Yogyakarta.

Method

Research Design

This study employed a quasi-experimental design using a non-equivalent control group pretest–posttest design. This design involves two groups without random assignment, in which both groups are measured before and after the intervention to assess its effectiveness Creswell (2015). The experimental group received a hope-based intervention, while the control group was assigned as a waitlist control group. Participants in this group did not receive the intervention during the main data collection period, but they were offered the same hope-based intervention after the posttest phase was completed. This procedure was applied to ensure that all participants had access to the potential benefits of the intervention while maintaining the methodological requirement for comparison between groups. Prior to participation, all students received information regarding the study objectives, procedures, voluntary participation, confidentiality, and their right to withdraw at any stage without penalty. Written informed consent was obtained from all participants. The study procedures were reviewed and approved by the relevant institutional ethics committee before data collection was conducted.

Participants

The participants consisted of 12 final-year undergraduate students in Yogyakarta, Indonesia, selected using purposive sampling. This sampling technique involves the deliberate selection of participants based on specific criteria relevant to the research objectives Creswell

(2018) All participants were actively completing their undergraduate thesis and were divided into an experimental group and a control group.

Instrument

The instrument used in this study was the career adaptability dimension of the Career Adapt-Abilities Scale (CAAS) developed by Savickas and Porfeli (2012). The CAAS consists of 24 items that measure four dimensions of career adaptability: career concern, career control, career curiosity, and career confidence. Each dimension consists of six items. The Indonesian version of the CAAS was developed based on the CAAS International Form 2.0 and uses a five-point Likert-type response format ranging from 1 = not strong to 5 = strongest. Higher scores indicate higher levels of career adaptability. Previous psychometric evidence showed that the CAAS-International Form had good internal consistency, with reliability coefficients of 0.83 for career concern, 0.74 for career control, 0.79 for career curiosity, 0.85 for career confidence, and 0.92 for the total scale. The Indonesian version also demonstrated good reliability, with $\alpha = 0.91$ for the total scale and α values of 0.84 for career concern, 0.85 for career control, 0.83 for career curiosity, and 0.84 for career confidence. Meanwhile, to measure the level of hope, this study used a researcher-adapted version of the Adult Hope Scale based on Snyder et al. (1991). This hope scale covers two main dimensions, namely pathways thinking, and agency thinking (Snyder, 2002). The original Adult Hope Scale contains 12 items, consisting of four agency items, four pathways items, and four filler items. Participants respond to each item using an eight-point Likert-type scale ranging from definitely false to definitely true. Higher scores indicate higher levels of hope. The original validation study reported acceptable internal consistency, with Cronbach's alpha ranging from 0.74 to 0.84 for the total Hope Scale, 0.71 to 0.76 for the agency subscale, and 0.63 to 0.80 for the pathways subscale.

In the present study, both instruments were administered before and after the intervention to measure changes in participants' career adaptability and hope. Internal consistency reliability was evaluated based on previous psychometric evidence of the instruments. The Indonesian version of the Career Adapt-Abilities Scale has demonstrated good internal consistency in previous studies, while Snyder's Hope Scale has also shown acceptable reliability in prior validation research. Due to the limited sample size in the present quasi-experimental study, internal consistency coefficients were not re-estimated because Cronbach's Alpha may produce unstable estimates in very small samples. Therefore, the present study relied on established psychometric evidence from previous validation studies to support the use of both instruments.

Procedures and Implementation of Intervention

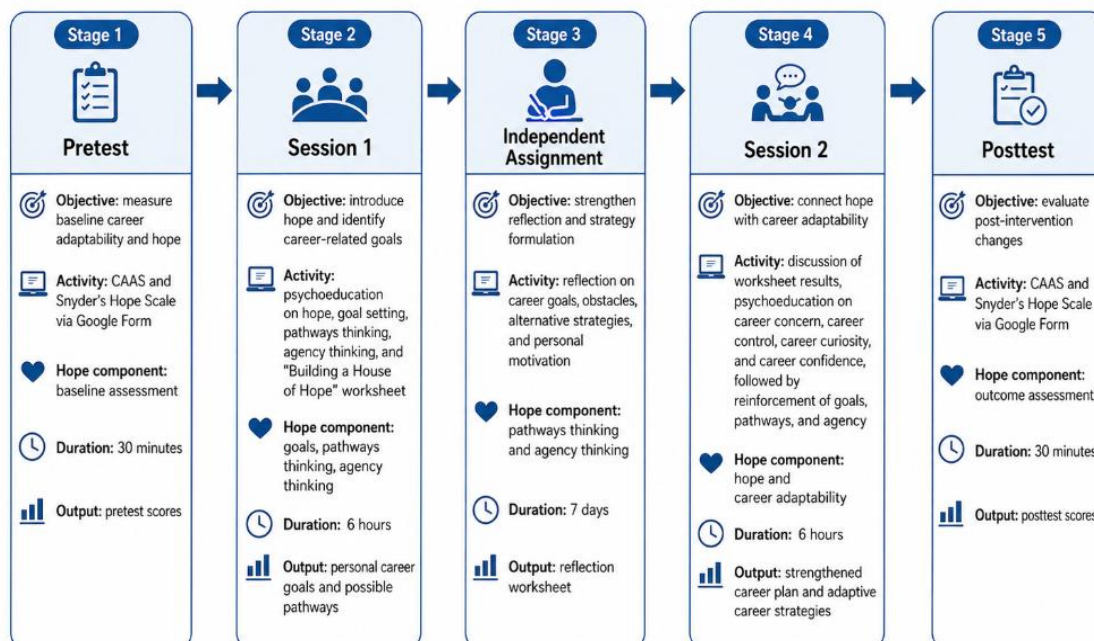
The research procedure consisted of several stages, including participant recruitment, informed consent, pretest administration, intervention implementation, independent assignment, posttest administration, and data analysis. Before the intervention was conducted, all participants received information regarding the objectives of the study, research procedures, confidentiality of data, voluntary participation, and their right to withdraw from the study at any time. After providing informed consent, participants completed a pretest through Google Form using the Career Adapt-Abilities Scale (CAAS) and Snyder's Hope Scale to obtain baseline data on career adaptability and hope.

The experimental group received A Brief Hope Intervention (BHI), which was adapted from the intervention developed by Izzaty et al. (2023) and grounded in Snyder's hope theory. The intervention was also informed by previous brief hope intervention procedures (Chan et

al., 2019). The intervention was conducted in two sessions over a period of 14 days, with a total duration of approximately 12 hours. The control group did not receive the intervention during the main data collection period and was treated as a waitlist control group. After the posttest phase was completed, the control group was offered access to the same intervention materials to ensure ethical fairness. The first session focused on introducing the concept of hope, including goals, pathways thinking, and agency thinking. Participants were guided to identify their career-related goals and complete the “Building a House of Hope” worksheet according to the intervention module. This activity was designed to help participants clarify their goals, identify possible pathways, and strengthen motivational agency in facing career-related challenges. After the first session, participants were given an independent assignment for one week. The assignment required them to reflect on their hopes, possible obstacles, strategies for achieving their goals, and personal resources that could support their career planning.

In the second session, the researchers provided a conceptual explanation of career adaptability, which encompasses four main dimensions: career concern, career control, career curiosity, and career confidence. This explanation was provided to link the process of building hope with readiness to face career demands. Next, participants discussed the results of their worksheets, including their progress and obstacles encountered during the independent task, and researchers provided support and reinforcement regarding goals, pathways, and agency (Septina et al., 2023). To minimize maturation effects, the intervention was conducted within a relatively short period of 14 days. Both the experimental and control groups completed the pretest and posttest within the same time interval. This procedure was intended to reduce the possibility that score changes were caused by natural developmental changes or external academic events rather than the intervention itself.

After the entire intervention series was completed, both the experimental and control groups filled out the CAAS and Hope Scale again as a post-test to evaluate changes in career adaptability and hope levels after the intervention. The intervention procedure is summarized in Picture 1.



Picture 1. Blueprint of the Hope-Based Intervention

Picture 1 summarizes the intervention flow from pretest to posttest. The intervention consisted of two main sessions and one independent assignment. Session 1 focused on hope psychoeducation, goal setting, pathways thinking, agency thinking, and completion of the “Building a House of Hope” worksheet. The independent assignment strengthened participants’ reflection on career goals and possible obstacles. Session 2 connected hope with career adaptability by reinforcing goals, pathways, agency, and adaptive career strategies. The posttest was conducted to evaluate changes after the intervention.

Data analysis

Data were analyzed using IBM SPSS for Windows version 22. Descriptive statistics were conducted to describe data characteristics, including score categorization based on theoretical mean and standard deviation (Azwar, 2021). Prior to hypothesis testing, tests of normality and homogeneity of variance were performed to ensure that parametric assumptions were met $p > 0.05$. Group differences between the experimental and control groups were examined using an independent samples t-test to evaluate the effectiveness of the intervention on career adaptability and hope (Setiawati et al., 2016). Score categorization was also used to examine changes from pretest to posttest in the experimental group.

Results and Discussion

Descriptive Statistical Analysis

Descriptive statistical analysis was performed to summarize the data characteristics, including the minimum, maximum, mean, and standard deviation. The results are presented in the following table.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

<i>Descriptive statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Group Pretest	6	92	117	101	11.082
Experimental Group Post-test	6	101	120	113	7.305
Control Group Pretest	6	82	108	94	9.791
Control Group Post-test	6	84	101	92	7.607
Valid N	6				

Based on the descriptive statistics, the experimental group showed an increase in the mean score from the pretest ($M = 101$; $SD = 11.082$) to the post-test ($M = 113$; $SD = 7.305$) following the intervention. The decrease in standard deviation also suggests that participants’ scores became more homogeneous after the intervention. In contrast, the control group experienced a slight decrease in the mean score from the pretest ($M = 94$; $SD = 9.791$) to the post-test ($M = 92$; $SD = 7.607$), indicating no improvement in the absence of treatment. Overall, these findings provide preliminary evidence that the intervention may contribute to enhancing career adaptability in the experimental group.

Normality Test

The normality test was conducted using the Shapiro–Wilk test to examine whether the data met the assumption of normal distribution required for parametric analysis. The results of the normality test are presented in the table above.

Table 2. Results of the Shapiro–Wilk Normality Test

<i>Test of Normality</i>			
group	<i>Shapiro-Wilk</i> Statistic	df	Sig.
Experimental Group Pretest	.799	6	.057
Experimental Group Post-test	.866	6	.210
Control Group Pretest	.970	6	.892
Control Group Post-test	.868	6	.219

Based on the Shapiro–Wilk test results, all data were normally distributed, as indicated by significance values for the experimental group pretest ($p=0.057$), experimental group post-test ($p=0.210$), control group pretest ($p=0.892$), and control group post-test ($p=0.218$), all of which were greater than 0.05. Therefore, the assumption of normality was satisfied.

Homogeneity Test

The homogeneity test was conducted using Levene's Test to determine whether the variances of the two groups were equal, thereby meeting the assumption for parametric statistical analysis.

Table 3. Test of Homogeneity of Variances

<i>Test Of Homogeneity</i>				
Result	Levene statistic	df1	df2	Sig.
	.355	1	10	.565

The homogeneity of variance test was conducted to examine whether the variances between the two groups were equal, thereby meeting the assumption for parametric testing. Levene's Test was used for this purpose. The results indicated a significance value of 0.565, which is greater than 0.05. This finding suggests that the variances of the two groups were homogeneous, and the data met the assumption for conducting an independent sample t-test.

Hypothesis Test

A paired sample t-test was conducted to determine differences in scores between the pre-test and post-test conditions within the same group. This test was used to examine whether changes occurred after the intervention was administered. The results of the analysis are presented in the following table.

Table 4. Paired sample t-test

<i>Paired sample t-test</i>						
	<i>Mean</i>	<i>SD</i>	<i>Error Mean</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Pair 1 Pretest-Posttest Eksperimental	-12.833	10.147	4.143	-3.098	5	0.027
Pair 1 Pretest-Posttest Kontrol	1.667	10.172	4.153	.401	5	.705

Based on the results of the paired sample t-test, there was a significant difference between pre-test and post-test scores in the experimental group ($t(5) = -3.10$, $p=0.027$). In contrast, the control group did not show a significant change between pre-test and post-test scores ($t(5) = 0.401$, $p=0.705$). These findings indicate that the improvement occurred only in the group that received the intervention.

Subsequently, an independent sample t-test was conducted to examine differences in post-test scores between the experimental group and the control group after the intervention was administered. The results of this analysis are presented in the following table:

Table 5. Independent samples t-test

<i>Independent sample t-test</i>				
	<i>Mean Difference</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Pair 1	21.166	4.916	10	.001
Pretest-Posttest Eksperimental-control				

Based on the results of the independent sample t-test, there was a significant difference between the post-test scores of the experimental group and the control group ($t(10) = 4.916, p = 0.001$). The mean difference of 21.17 indicates that the experimental group achieved a greater improvement than the control group after the intervention was administered.

Participants were assessed using the Career Adaptability scale twice, namely before the intervention (pre-test) and after the intervention (post-test). Changes in Career Adaptability scores were observed in both the experimental and control groups across the two measurements. The results are presented in the table below:

Table 6. Pretest–Posttest Career Adaptability Scores

No	Initials	Group	Pretest	Category	Posttest	Category	Description
1	NK	Experimental	92	High	101	High	Increased
2	LW	Experimental	97	High	117	High	Increased
3	HT	Experimental	92	High	120	High	Increased
4	FA	Experimental	95	High	110	High	Increased
5	SF	Experimental	117	High	120	High	Increased
6	RK	Experimental	113	High	115	High	Increased
7	YB	Control	93	Moderate	84	Moderate	Decreased
8	BF	Control	82	Moderate	100	High	Increased
9	YA	Control	108	High	101	High	Decreased
10	SA	Control	101	High	97	High	Decreased
11	AA	Control	97	High	89	High	Decreased
12	BS	Control	85	Moderate	85	Moderate	Stable

Based on the table above, the categorization results show different patterns of change between the two groups. In the experimental group, all participants were classified in the High category at the pre-test stage and remained in the same category at post-test, but with increased individual scores. This indicates that the intervention led to improvements in career adaptability scores, although it did not change the categorical level. In contrast, the control group showed more varied patterns of change. Some participants experienced a decrease from the High to Moderate category or remained in the same category with reduced scores. Only one participant demonstrated an improvement in category, while another remained stable. Overall, the experimental group exhibited an increasing trend, whereas the control group tended to show a declining trend. The categorization was based on the following score ranges: Low ($X < 56$), Moderate ($56 \leq X < 88$), and High ($88 \leq X$).

Discussion

This study employed a quasi-experimental design involving an experimental group and a control group. The experimental group received A Brief Hope Intervention over a 14-day period with two intervention sessions, while the control group did not receive any treatment. This approach allowed for a structured and objective evaluation of behavioral changes

(Sugiyono, 2017). The pre-test and post-test results indicated an increase in the mean score of the experimental group from 101 to 113, whereas the control group showed a decrease from 94 to 92. These findings are consistent with Hirschi (2014) who reported that individuals with higher levels of hope tend to demonstrate more mature career planning and greater adaptive capacity in dealing with career-related obstacles.

The results of the paired sample t-test indicated a significant increase in career adaptability in the experimental group after receiving the intervention ($t = -3.098, p = .027$), whereas the control group did not show a significant change ($p = .705$). Furthermore, the independent sample t-test revealed a significant difference in post-test scores between the experimental and control groups ($t = 4.916, p = .001$), indicating that the intervention had a substantial effect on improving career adaptability. These findings are consistent with recent studies suggesting that hope serves as an important psychological resource in enhancing individuals' career adaptability, particularly in coping with dynamic and uncertain career demands (Ding & Li, 2023; Rivera et al., 2021).

The score categorization results were consistent with the quantitative findings. All participants in the experimental group showed increases in their individual scores following the intervention, indicating an improvement in their career adaptability capacity. In contrast, the control group exhibited more varied patterns of change, with some participants experiencing declines in their scores. These findings further support the conclusion that the positive changes observed in the experimental group were attributable to the intervention. Furthermore, the effectiveness of hope-based interventions in enhancing career adaptability has been supported by various intervention studies. Career development programs grounded in Hope-Action Theory have been shown to improve career adaptability, hope-action competencies, and job-search clarity across diverse participant groups (Yoon et al., 2019). In addition, a study by Alves & Teixeira (2020) demonstrated that hope-based career planning interventions significantly enhanced career adaptability and positive future orientation among university students. Consistent with these findings, the results of the present study indicate that a Brief Hope Intervention is effective in increasing individuals' readiness to cope with career demands and transitions.

Moreover, hope has been shown to contribute to individuals' readiness to set career goals, sustain motivation, and develop flexible adaptive strategies, which are core components of career adaptability (Maggio et al., 2020). Therefore, the effectiveness of the hope-based intervention in this study can be understood as a result of strengthening internal psychological resources that enable individuals to respond more adaptively to career-related challenges and transitions. Overall, the findings of this study provide further empirical support for the effectiveness of hope-based interventions in enhancing individuals' preparedness to meet career demands.

These findings are consistent with previous studies demonstrating a positive and significant relationship between hope and career adaptability among students, in which individuals with higher levels of hope tend to exhibit better career adaptability (Pertiwi & Pramono, 2024). Furthermore, within the context of higher education, empirical research has shown that experiences of hope are associated with greater adaptive capacity in responding to academic challenges and environmental changes, which constitute important components of the career adaptation process (Hoelterhoff et al., 2024).

From a theoretical perspective, these findings strengthen the understanding that hope is an important predictor of career adaptability. Savickas and Porfeli (2012) conceptualized career adaptability as a psychosocial resource that enables individuals to respond to career development tasks through four core dimensions: career concern, career control, career

curiosity, and career confidence. Hope-based interventions Snyder (2002) are conceptually relevant in strengthening these four dimensions of career adaptability.

Conclusion

The findings of this study indicate that A Brief Hope Intervention has a positive effect on improving career adaptability among final-year students. The intervention enhanced participants' readiness to cope with career demands and transitions by strengthening adaptive psychological resources. These findings suggest that hope is a relevant psychological resource for fostering career adaptability. From a practical perspective, students may improve their career adaptability by setting clear career goals, identifying alternative pathways to achieve those goals, anticipating potential obstacles, and maintaining motivation when facing career-related challenges. Through these hope-based processes, students can become more proactive in career planning, more confident in making career decisions, and more flexible in adapting to changing labor market conditions. Future research may further examine the effectiveness of hope-based interventions across different durations, populations, and educational contexts.

Bibliography

- Agoes Salim, R. M., Istiasih, M. R., Rumalutur, N. A., & Biondi Situmorang, D. D. (2023). The role of career decision self-efficacy as a mediator of peer support on students' career adaptability. *Heliyon*, 9(4), e14911. <https://doi.org/10.1016/j.heliyon.2023.e14911>
- Alves, C. F., & Teixeira, M. A. P. (2020). Construção e avaliação de uma intervenção de planeamento de carreira para estudantes universitários. *Psico-USF*, 25(4), 697–709. <https://doi.org/10.1590/1413/82712020250409>
- Amundson, N., Niles, S., & Joon Yoon, H. (2020). Hope-action theory and practice. *Educational Psychology*, 60(18), 91–102. <https://doi.org/10.5604/01.3001.0014.6227>
- Baluku, M. M., Mugabi, E. N., Nansamba, J., Matagi, L., Onderi, P., & Otto, K. (2021). Psychological capital and career outcomes among final year university students: the mediating role of career engagement and perceived employability. *International Journal of Applied Positive Psychology*, 6(1), 55–80. <https://doi.org/10.1007/s41042-020-00040-w>
- Bilgiz-Öztürk, Ş., & Karabacak-Çelik, A. (2023). Hope and career regret: mediator role of career adaptability and career construction. *The Career Development Quarterly*, 71(4), 267–283. <https://doi.org/10.1002/cdq.12337>
- Boo, S., Wang, C., & Kim, M. (2021). Career adaptability, future time perspective, and career anxiety among undergraduate students: A cross-national comparison. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100328. <https://doi.org/10.1016/j.jhlste.2021.100328>
- Bouckenooghe, D., & Kanar, A. M. (2024). Enhancing career adaptability through service-learning in business education. *Academy of Management Proceedings*, 2024(1). <https://doi.org/10.5465/AMPROC.2024.13890abstract>
- Buyukgoze-Kavas, A. (2016). Predicting career adaptability from positive psychological traits. *The Career Development Quarterly*, 64(2), 114–125. <https://doi.org/10.1002/cdq.12045>
- Chan, K., Wong, F. K. Y., & Lee, P. H. (2019). A brief hope intervention to increase hope level and improve well-being in rehabilitating cancer patients: a feasibility test. *SAGE Open Nursing*, 5. <https://doi.org/10.1177/2377960819844381>
- Creswell, J. W. (2015). Penelitian kualitatif & desain riset. *Mycological Research*.

- Creswell, J. W. , & C. J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE Publications.
- Maggio, I., Ginevra, M. C., Santilli, S., Nota, L., & Soresi, S. (2020). The role of career adaptability, the tendency to consider systemic challenges to attain a sustainable development, and hope to improve investments in higher education. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.01926>
- Ding, Y., & Li, J. (2023). Risk perception of coronavirus disease 2019 and career adaptability among college students: the mediating effect of hope and sense of mastery. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1210672>
- Etaio, I., Churrua, I., Rada, D., Miranda, J., Saracibar, A., Sarrionandia, F., Lasa, A., Simón, E., Labayen, I., & Martinez, O. (2018). Cross-curricular skills development in final-year dissertation by active and collaborative methodologies. *Interactive Learning Environments, 26*(2), 175–188. <https://doi.org/10.1080/10494820.2017.1283337>
- Fawehinmi, O. O., & Yahya, K. K. (2018). Investigating the linkage between proactive personality and social support on career adaptability amidst undergraduate students. *Journal of Business and Social Review in Emerging Economies, 4*(1), 81–92. <https://doi.org/10.26710/jbsee.v4i1.370>
- Pulido, H., & Orozco-Rodríguez, C. (2025). The contribution of professional internships to the academic development of engineering and science students: a case study. *Frontiers in Education, 10*. <https://doi.org/10.3389/educ.2025.1563361>
- Hirschi, A. (2014). Hope as a resource for self-directed career management: Investigating mediating effects on proactive career behaviors and life and job satisfaction. *Journal of Happiness Studies, 15*(6), 1495–1512. <https://doi.org/10.1007/s10902-013-9488-x>
- Isbah, M. F., Kustiningsih, W., Wibawanto, G. R., Artosa, O. A., Kailani, N., & Zamjani, I. (2023). Strategies to enhance the employability of higher education graduates in indonesia: a way forward. *Society, 11*(2), 398–414. <https://doi.org/10.33019/society.v11i2.592>
- Izzaty, R. E., Ayrisa, Y., Mutia, C., & Istikomah, F. (2023). Hope as a predictor of internalizing behavior problems among adolescents in Yogyakarta, Indonesia. *Insight: Jurnal Ilmiah Psikologi, 25*(2), 30–42. <https://doi.org/10.26486/psikologi.v25i2.3263>
- Jones, S., Mann, A., & Morris, K. (2016). The ‘employer engagement cycle’ in secondary education: analysing the testimonies of young British adults. *Journal of Education and Work, 29*(7), 834–856. <https://doi.org/10.1080/13639080.2015.1074665>
- Khalid, K., & Ahmad, A. M. (2021). The relationship between employability skills and career adaptability: a case of undergraduate students of the United Arab Emirates. *Higher Education, Skills and Work-Based Learning, 11*(5), 1035–1054. <https://doi.org/10.1108/HESWBL-08-2020-0175>
- Lee, C.C., & Chin, S.F. (2017). Engineering students’ perceptions of graduate attributes: Perspectives from two educational paths. *IEEE Transactions on Professional Communication, 60*(1), 42–55. <https://doi.org/10.1109/TPC.2016.2632840>
- Mutiara, A., & Astuti, B. (2022). The effectiveness of Donald super career counseling in increasing student self efficacy and career commitment. *Psikopedagogia Jurnal Bimbingan Dan Konseling, 10*(2), 58. <https://doi.org/10.12928/psikopedagogia.v10i2.20921>
- Nugroho, N. E., Irianto, J., & Suryanto, S. (2024). A systematic review of Indonesian higher education students’ and graduates’ work readiness. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi, 8*(1), 350–363. <https://doi.org/10.22437/jiituj.v8i1.33073>

- Pertiwi, H. I., & Pramono, R. B. (2024). Keterkaitan personal growth initiative dan harapan dengan adaptabilitas karir pada mahasiswa vokasi. *Jurnal Psikologi Perseptual*, 9(2), 272–287. <https://doi.org/10.24176/perseptual.v9i2.13850>
- Pianda, D., Hilmiana, H., Widiyanto, S., & Sartika, D. (2024). The impact of internship experience on the employability of vocational students: A bibliometric and systematic review. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2386465>
- Rana, K. S., Bashir, A., & Pallett, R. (2024). An innovative approach to remodelling bioscience undergraduate final year projects to develop key transferable skills sought by graduate employers. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1271541>
- Rivera, M., Shapoval, V., & Medeiros, M. (2021). The relationship between career adaptability, hope, resilience, and life satisfaction for hospitality students in times of Covid-19. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100344. <https://doi.org/10.1016/j.jhlste.2021.100344>
- Saifuddin, A. (2021). Penyusunan skala psikologi (ed.2). In *Pustaka Pelajar*.
- Santos, A. E., & De Oliveira, M. C. (2020). Análise da adaptabilidade de carreira em estudantes concluintes do ensino superior. *Interação Em Psicologia*, 24(1). <https://doi.org/10.5380/psi.v24i1.62877>
- 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>
- Septina, T., Ilfiandra, I., & Yudha, E. S. (2023). Pola brief hope intervention dalam mengembangkan kekuatan harapan siswa. *Indonesian Journal of Educational Counseling*, 7(2), 313–321. <https://doi.org/10.30653/001.202372.304>
- Setiawati, F. A., Triyanto, A., & Gunawan, N. E. (2016). Implementasi MBTI untuk pengembangan karir mahasiswa: studi perbedaan tipe kepribadian pada mahasiswa bimbingan konseling. *Jurnal Penelitian Ilmu Pendidikan*, 8(2). <https://doi.org/10.21831/jpipfip.v8i2.8272>
- Snyder, C. R. (2002). Target article: hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249–275. https://doi.org/10.1207/S15327965PLI1304_01
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60(4), 570–585. <https://doi.org/10.1037/0022-3514.60.4.570>
- Sugiyono. (2017). Pengertian populasi & sampel. *Paper Knowledge . Toward a Media History of Documents*.
- Sulistiobudi, R. A., & Kadiyono, A. L. (2023). Employability of students in vocational secondary school: Role of psychological capital and student-parent career congruences. *Heliyon*, 9(2), 13214. <https://doi.org/10.1016/j.heliyon.2023.e13214>
- Tafahomi, R. (2024). Insight into the postgraduate certificate in teaching and learning in higher education, challenges, and opportunities. *International Journal of Social Sciences and Education Research*, 10(3), 164–176. <https://doi.org/10.24289/ijsser.1466943>
- Vieno, K., Rogers, K. A., & Campbell, N. (2022). Broadening the definition of ‘research skills’ to enhance students’ competence across undergraduate and master’s programs. *Education Sciences*, 12(10), 642. <https://doi.org/10.3390/educsci12100642>
- Yoon, H. J., Bailey, N., Amundson, N., & Niles, S. (2019a). The effect of a career development programme based on the hope-action theory: Hope to work for refugees in british

- columbia. *British Journal of Guidance & Counselling*, 47(1), 6–19.
<https://doi.org/10.1080/03069885.2018.1544827>
- Zeng, Q., He, Y., Li, J., Liang, Z., Zhang, M., Yi, D., & Quan, J. (2022). Hope, future work self and life satisfaction among vocational high school students in China: The roles of career adaptability and academic self-efficacy. *Personality and Individual Differences*, 199, 111822. <https://doi.org/10.1016/j.paid.2022.111822>