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The Influence of Career Planning, Adversity Quotient and Social Support on The Work Readiness of Undergraduate Students of The Faculty of Economics and Business, University of Riau, Class of 2021

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ABSTRACT

Undergraduates in the Class of 2021 from the University of Riau's Faculty of Economics and Business will have their job preparedness assessed in relation to their adversity quotient, social support, and career planning. This study takes a quantitative approach and uses the entire class of 613 students from the Economics and Business Faculty in 2021 as its population. There were 242 responders since the sample was selected using a proportionate stratified random sampling method. Descriptive statistics, tests for data quality, tests for classical assumptions, multiple linear regression analysis, and the coefficient of determination were used to analyze the data, with a significance threshold of 0.05 imposed. The SPSS version 25 was used for data processing. Students' job preparation is positively and significantly affected, partially and concurrently, by career planning, adversity quotient, and social support, according to this study's conclusions. These three independent variables account for 65.5% of the total variance in the dependent variable (R^2), with the remaining 34.5 % being impacted by factors beyond the scope of this investigation.

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1. INTRODUCTION

The development of the job market in the era of globalization and the Industrial Revolution 4.0 demands that university graduates possess abilities that go beyond mere academic achievement. Today's workforce places greater emphasis on practical skills, adaptability, and mental readiness to face diverse professional challenges. However, the reality shows that many university graduates in Indonesia still struggle to enter the job market promptly. According to data from the Central Statistics Agency (BPS, 2024), the open unemployment rate among university graduates has increased, with the productive age group of 15–24 years dominating the figures. This indicates a low level of work readiness among the younger generation.

When a person's mindset, education, and experience are in sync with what employers are looking for in candidates, we say that they are work ready (Violinda et al., 2023). Factors influencing work readiness are not limited to academic abilities but also include career planning, resilience in facing difficulties, and the social support received from one's environment. Career planning helps individuals recognize their potential, determine direction, and prepare strategic

steps toward career goals. More prepared to join the workforce are students who have done their career planning (Sumampouw et al., 2024), although some studies report differing results (Susilowati & Fauzan, 2022).

In addition to career planning, work readiness is also influenced by the *adversity quotient*, or an individual's ability to control themselves when facing challenges, identify causes of problems, overcome difficulties, and maintain optimism in solving issues (Violinda et al., 2023). Adaptability and perseverance are traits associated with an elevated adversity quotient (Stoltz, 2000). There is a favorable correlation between the adversity quotient and job preparedness, according to previous research (Aprilia et al., 2020). Students with stronger mental resilience are more capable of adapting to the dynamic demands of work.

External factors such as social support also play an important role in enhancing work readiness. Social support refers to the attention, assistance, comfort, and appreciation that individuals receive from others or groups, either through tangible actions or perceived emotional support (Monazah, 2020). Students who feel emotionally and socially supported tend to be more confident and capable of coping with pressures during career preparation (Tentama & Riskiyana, 2020).

These conditions highlight the importance of considering both internal and external factors that affect students' work readiness. Universitas Riau, particularly the Faculty of Economics and Business, plays a strategic role in producing graduates who are not only academically competent but also well-prepared to face the professional world. However, preliminary observations indicate that many students still lack well-structured career plans, resilience under pressure, and sufficient social support.

Based on these phenomena and findings, the purpose of this research is to examine how the job preparation of the incoming class of 2021 undergraduates from the Faculty of Economics and Business at Universitas Riau is affected by factors such as career planning, adversity quotient, and social support. The results of this research are expected to contribute to developing strategies for improving students' work readiness, through career guidance, character strengthening, and enhanced social support within higher education institutions.

2. LITERATURE REVIEW

2.1 Work Rediness

When a person is "work ready," they have the information, mindset, and abilities to succeed in their chosen profession (Violinda et al., 2023). According to Wiharja et al. (2020), work readiness encompasses not only cognitive aspects but also mental preparedness and professional behaviors that support individual performance. Pool and Sewell identify four key components of work readiness: skills, knowledge, understanding, and personal attributes (Violinda et al., 2023). Students who possess a combination of these four components are considered more capable of facing job market competition and adapting to dynamic professional environments.

2.2 Career Planning

People engage in career planning when they take the time to think about the things they want out of their careers and how they can get there (Kasan, 2022). According to Antoniu, this process involves self-assessment, information seeking, goal setting, and strategic planning (Yayang, 2020). Effective career planning encourages students to understand their potential, evaluate opportunities, and prepare themselves to meet the demands of the job market.

A study by Sumampouw et al. (2024) discovered that students' work preparedness is positively affected by career planning. Conversely, Susilowati and Fauzan (2022) reported differing results, indicating that career planning does not always have a significant effect, suggesting that its effectiveness may be influenced by personal and environmental factors.

2.3 *Adversity Quotient*

The concept of *Adversity Quotient* (AQ) was introduced by Stoltz (2000) as a measure of an individual's ability to face difficulties, adapt to pressure, and persevere in unfavorable situations. AQ refers to an individual's capacity to maintain self-control, identify the causes of problems, overcome challenges, and remain optimistic in resolving them (Violinda et al., 2023). AQ consists of four main dimensions: control (the ability to manage situations), origin and ownership (responsibility for problems), reach (the ability to limit the impact of difficulties), and endurance (persistence in facing pressure).

Individuals with a high AQ tend to think positively, focus on solutions, and remain persistent in achieving their goals (Puriani & Dewi, 2020). Students who score higher on measures of emotional and mental resilience appear to be better equipped to handle the stresses of the job, according to research by Aprilia et al. (2020) and Lumban (2020).

2.4 *Social Support*

This support may take the form of emotional, esteem, instrumental, informational, and companionship support. According to Monazah (2020), strong social support can help individuals reduce stress, enhance motivation, and build self-confidence in facing career challenges.

A study by Tentama and Riskiyana (2020) found that social support has a significant effect on students' work readiness. Support from the surrounding environment—such as psychological encouragement from parents and motivation from peers—positively contributes to improving work readiness.

3. METHODS

To find out what factors affect one another, this study uses a quantitative approach using an associative method (Sugiyono, 2019). Undergraduates in the class of 2021 from the Faculty of Economics and Business at Universitas Riau were studied using a quantitative method to determine the effect of career planning (X1), adversity quotient (X2), and social support (X3) on job readiness (Y). There are 613 people in the sample who are majoring in Economics, Management, or Accounting.

To make sure that each research program was represented, the sample size was decided using proportionate stratified random sampling. Using a 5% margin of error and the Slovin algorithm, 242 responses were gathered in total. In order to analyze the data, we utilized multiple linear regression analysis using the following equation:

$$\mathbf{Y = a + } Y = \boldsymbol{a} + \boldsymbol{b_1 X_1} + \boldsymbol{b_2 X_2} + \boldsymbol{b_3 X_3} + \boldsymbol{e}$$

A number of steps were taken to examine the data using SPSS version 25, including validity and reliability analyses as well as classical assumption tests, which included checks for heteroscedasticity, multicollinearity, and normality. We utilized the t-test to look at how each independent variable affected things on their own, and the F-test to see how they all worked together. To determine the level of contribution of the independent factors to the dependent variable, the coefficient of determination (R^2) was used.

4. RESULTS AND DISCUSSION

4.1. Validity and Reliability Test Results

Validity Test

The validity test was used as a measurement tool to obtain valid data, guaranteeing that the observed data are in line with the real-world circumstances of the study item (Sugiyono, 2021). A comparison between the computed r-value ($r_{)}$itung) and the r-value in the table ($r_t$abel) was used to assess validity in this study. The α = 5% or 0.05 level was chosen as the significance threshold. With a total sample of 242 respondents, the degrees of freedom (df) were calculated as 242 − 2 = 240. The r_t*abel* value for df = 240 is 0.126.

Table 1: Validity Test Results

No	Variables	Statement	r_{count}	r_{table}	Explanation
1	Work Readiness (Y)	Y.1	0,727	0,126	Valid
		Y.2	0,750		Valid
		Y.3	0,733		Valid
		Y.4	0,735		Valid
2	Career Planning (X1)	X1.1	0,786	0,126	Valid
		X1.2	0,726		Valid
		X1.3	0,702		Valid
		X1.4	0,769		Valid
		X1.5	0,665		Valid
3	*Adversity Quotient* (X2)	X2.1	0,744	0,126	Valid
		X2.2	0,599		Valid
		X2.3	0,778		Valid
		X2.4	0,787		Valid
4	Social Support (X3)	X3.1	0,819	0,126	Valid
		X3.2	0,743		Valid
		X3.3	0,719		Valid
		X3.4	0,558		Valid
		X3.5	0,806		Valid

Source: SPSS 25 Data Processing, 2025

Reliability Test

To find out how consistent a measuring tool is, one might apply the dependability test (Ghozali, 2021). When Cronbach's Alpha is larger than 0.60, we say that the variable is dependable.

Table 2 : Reliability Test Results

Variables	*Cronbach's Alpha*	Limitation	Decision
Work Readiness (Y)	0,716	0,6	Reliabel
Career Planning (X1)	0,779	0,6	Reliabel
Adversity Quotient (X2)	0,708	0,6	Reliabel
Social Support (X3)	0,783	0,6	Reliabel

Source: SPSS 25 Data Processing, 2025

4.2. Classical Assumption Test

Normality Test

To find out if the residual data follow a normal distribution, we run them through the normalcy test. A non-parametric One-Sample Kolmogorov-Smirnov (K-S) test was utilized for testing purposes in this investigation.

Table 3: *Kolmogorov-Smirnov* Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		242
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1,28819641
Most Extreme Differences	Absolute	,039
	Positive	,039
	Negative	-,038
Test Statistic		,039
Asymp. Sig. (2-tailed)		, 200[c,d]

Source: SPSS 25 Data Processing, 2025

Because the acquired Asymp. Sig. (2-tailed) value was 0.200 > 0.05, we may conclude that the standardized residuals follow a normal distribution.

A P-Plot graph is another tool for evaluating data normality alongside the Kolmogorov-Smirnov test. The normalcy assumption can be satisfied by a regression model if the data points are normally distributed and align with the diagonal line.

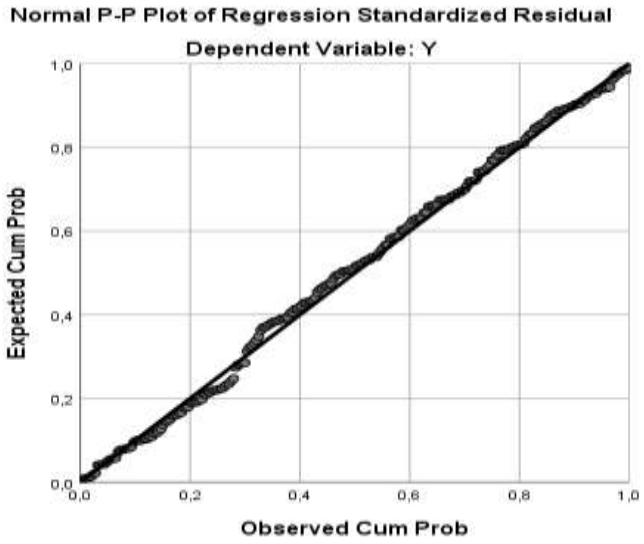

Figure 1: P-Plot Graph

Source: SPSS 25 Data Processing, 2025

Multicollinary Test

The purpose of the multicollinearity test is to determine how strongly related the independent variables are to one another. The values of the Variance Inflation Factor (VIF) and the tolerance allow one to examine multicollinearity.

Table 4: Multicollinearity Test Results

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Perencanaan Karir	0,598	1,673
	Adversity Quotient	0,57	1,755
	Dukungan Sosial	0,71	1,409
a. Dependent Variable: work readiness (Y)			

Source: SPSS 25 Data Processing, 2025

If either the tolerance value is less than 0.10 or the VIF value is greater than 10, multicollinearity is said to be present.

With tolerance values over 0.10 and VIF values below 10, the results show that the regression model utilized in this study does not exhibit any evidence of multicollinearity. This means that X1, X2, and X3 do not exhibit a high correlation with one another, allowing each variable to contribute independently to the dependent variable

Heteroscedasticity Test

The purpose of the heteroscedasticity test is to determine if the residual variance varies unequally across the observations in the regression model. When the scatterplot points follow a predictable pattern, it means that heteroscedasticity is present. On the other hand, heteroscedasticity cannot be included in the model if there is no discernible pattern and the points are distributed uniformly and randomly.

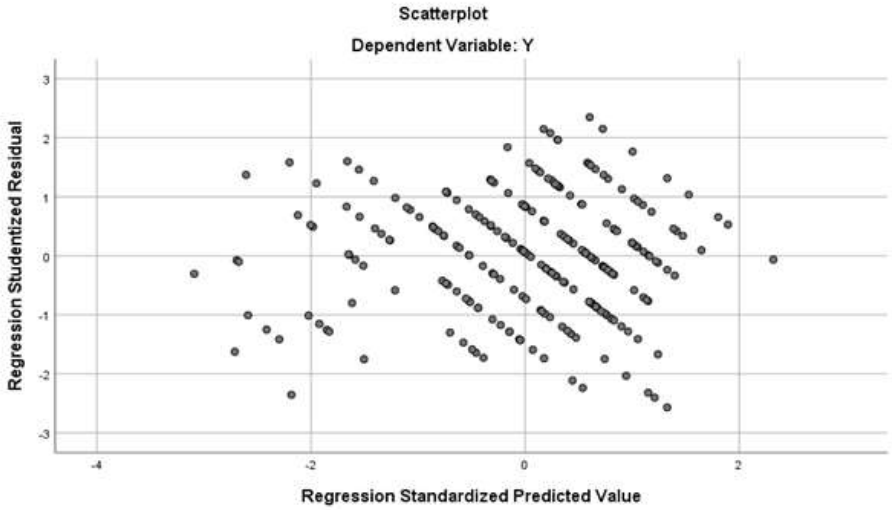

Figure 2 : Scatterplot

Source: SPSS 25 Data Processing, 2025

The data points don't seem to be following any particular pattern, either expanding or contracting, and are instead dispersed arbitrarily above and below the Y-axis. This proves that the regression model employed does not exhibit heteroscedasticity. The results were then double-checked using the Glejser test.

Table 4: Glejser Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,179	0,311		3,791	0,000
	Perencanaan Karir	-0,032	0,02	-0,133	-1,594	0,112
	Adversity Quotient	0,011	0,026	0,034	0,401	0,688
	Dukungan Sosial	0,017	0,017	0,076	0,998	0,319
a. Dependent Variable: Abs_res						

Source: SPSS 25 Data Processing, 2025

All three of the independent variables have significance levels higher than 0.05: 0.112, 0.688, and 0.319. This study's regression model does not exhibit any indications of heteroscedasticity, as a result.

4.3 Multiple Linear Regression Analysis

To determine the degree to which two or more independent variables impact changes in the dependent variable, multiple linear regression analysis was employed.

Here is the regression equation:

$$\mathbf{Y = 2.762 + 0.368X_1 + 0.180X_2 + 0.156X_3 + e}$$

According to the results of the regression analysis, the constant (a) is 2.762. This means that work readiness (Y) will stay at 2.762 even if career planning (X_1), adversity quotient (X_2), and social support (X_3) do not increase. This suggests that factors outside of the model also impact work readiness. The coefficient of X_1 (0.368) indicates that an increase of one unit in Career Planning will raise Work Readiness by 0.368 units. The coefficient of X_2 (0.180) shows that a one-unit increase in Adversity Quotient will raise Work Readiness by 0.180 units. Similarly, the coefficient of X_3 (0.156) suggests that a one-unit increase in Social Support will enhance Work Readiness by 0.156 units.

These findings emphasize that the three variables complement each other in shaping optimal work readiness. Therefore, students are encouraged to actively develop career plans, strengthen their ability to handle challenges, and build supportive social networks to better adapt to competitive work environments.

Partial Test

Table 5: Partial Test Results (t-test)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,762	0,533		5,181	0,000
	Career planning	0,368	0,035	0,516	10,556	0,000
	Adevrsity Quotient	0,180	0,045	0,201	4,007	0,000

	Social support	0,156	0,029	0,245	5,464	0,000
a. Dependent Variable: work readiness						

Source: SPSS 25 Data Processing, 2025

Career Planning (X_1) significantly and positively affects Work Readiness (Y), according to the incomplete test findings. Students' level of job preparedness will be higher if they better plan their careers, as the t-value of 10.556 is more than the t-table value of 1.970, and the significance threshold is 0.000 < 0.05.

In addition, a t-value of 4.007, which is more than the t-table value of 1.970, and a significance level of 0.000 < 0.05, demonstrate that the Adversity Quotient (X_2) significantly and positively affects Work Readiness This suggests that students' ability to face difficulties and endure pressure contributes to improving their readiness for work.

In a similar vein, Social Support (X_t) significantly impacts Work Readiness in a positive way, as shown by a t-value of 5.464, which surpasses the t-table value of 1.970, and a significance level of 0.000 < 0.05. Students are more prepared to join the workforce if they receive a high amount of social support from their environment.

Simultaneous Test (F-test)

Table 6: Simultaneous Test Results (F-test)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	774,734	3	258,245	153,683	,000[b]
	Residual	399,927	238	1,68		
	Total	1174,661	241			
a. Dependent Variable: Y						
b. Predictors: (Constant), Social Support, Career Planning, Adversity Quotient						

Source: SPSS 25 Data Processing, 2025

Based on Table 5.20 above, the calculated F-value (F hitung = 153.683) is greater than the F-table value (F tabel = 2.642), with a significance level of p < 0.001 < 0.05. Therefore, it can be concluded that the variables Career Planning (X_1), Adversity Quotient (X_2), and Social Support (X_3) jointly have a significant influence on Work Readiness (Y) among undergraduate students of the Faculty of Economics and Business, Universitas Riau, class of 2021.

1. Coefficient of Determination Test ($\mathbf{R^2}$)

One way to see how well the independent variables explain the dependent variable in multivariate linear regression is by looking at the coefficient of determination (R^2).

Table 7: Coefficient of Determination Test Results (R^2)

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,812[a]	0,66	0,655	1,29629
a. Predictors: (Constant), Social Support, Career Planning, Adversity Quotient				
b. Dependent Variable: work readiness				

Source: SPSS 25 Data Processing, 2025

The modified R^2 value, or 65.5%, is 0.655, as seen in the table above. This indicates that Career Planning, Adversity Quotient, and Social Support account for 65.5% of the variance in the dependent variable, with the remaining 34.5 % being impacted by other factors that were not considered in this study.

4.4 Discussion

4.4.1 The influence of career planning on student work readiness

The results show that the undergraduates of the 2021 class at Universitas Riau's Faculty of Economics and Business are more prepared for the workforce after engaging in career planning. When compared to the other variables, this one has the most impact, making it the main factor determining students' readiness to enter the workforce after graduation.

Descriptive analysis shows that the highest indicator of career planning is pursuing achievement goals, which reflects students' motivation to continue learning and developing their abilities to achieve future career success. This illustrates the students' awareness and orientation toward the importance of continuous competence enhancement and self-development.

The strong influence of career planning emphasizes that students' ability to design clear and realistic career paths contributes significantly to their readiness for the professional world. Students with well-structured career plans tend to be more confident, make mature decisions, and adapt better to changes in the work environment.

These findings align with the studies by Sumampouw et al. (2024) and Violinda et al. (2023), which suggest that students with well-prepared career plans demonstrate higher levels of work readiness. Career planning not only serves as a guide for making career choices but also as a means of developing competencies that align with industry demands. Therefore, educational institutions should strengthen career counseling programs, skills training, and labor market information services to help students develop effective and goal-oriented career plans.

4.4.2 The influence of adversity quotient on student work readiness

Undergraduates in the class of 2021 from the University of Riau's Faculty of Economics and Business were found to be more work-ready when their adversity quotient was high. Although its influence is not as strong as that of career planning, the adversity quotient remains an important factor in helping students prepare for challenges in the workplace.

The highest indicator of this variable is origin and ownership, reflecting students' awareness that success in preparing for employment depends largely on personal effort. This illustrates their sense of responsibility, independence, and self-control in dealing with difficulties.

The findings suggest that students with a high level of adversity quotient tend to be more resilient, capable of maintaining a positive outlook in the face of failure, and view obstacles as opportunities for learning and growth. Conversely, students with lower resilience require further development in managing stress and adapting to change.

This result aligns with Violinda et al. (2023), who found that adversity quotient positively influences students' work readiness. In other words, the higher the students' ability to cope with challenges and recover from pressure, the greater their preparedness to enter a competitive work environment. Thus, the adversity quotient serves as an essential psychological asset in fostering resilience, persistence, and mental readiness for workplace dynamics.

Undergraduates in the class of 2021 from the University of Riau's Faculty of Economics and Business were found to be more work-ready when they had social support. Students' social support networks have a significant impact on their job preparedness, even if it is less significant than career planning and adversity quotient.

The highest indicator of this variable is informational support, reflecting that students feel assisted through guidance, advice, and information provided by close individuals such as family, friends, and lecturers. This form of support broadens students' understanding of the steps needed before entering the workforce, including skill development strategies and job opportunity exploration.

These findings suggest that social support, although external in nature, serves as a reinforcing factor that enhances students' motivation, self-confidence, and mental preparedness. A supportive social environment provides positive encouragement, helping students direct their potential more effectively and reduce uncertainty about their career future.

Tentama and Riskiyana (2020) and Saraswati (2022) also discovered that social support significantly affects job preparedness, therefore our findings are in line with theirs. Students benefit more from a strong social support system when, the greater their motivation and confidence in preparing for the professional world. Thus, social support functions as an **external element** that strengthens work readiness by fostering enthusiasm for learning, openness to career information, and the drive for continuous self-improvement.

4.4.3 The influence of career planning, adversity quotient, and social support on student work readiness

The research results indicate that career planning, adversity quotient, and social support have a positive and significant effect on the work readiness of undergraduate students at the Faculty of Economics and Business, University of Riau, cohort 2021. This confirms that work readiness is influenced not only by academic factors but also by careful career planning, mental resilience, and supportive social networks that aid students' personal development.

Descriptive analysis shows that the highest indicator in the work readiness variable is foundational knowledge in fields relevant to the desired job. This means students already possess the conceptual understanding that serves as an important asset for adapting to job demands and applying knowledge in professional practice.

Among the three variables studied, career planning has the greatest impact on work readiness. Students who have clear career goals and motivation to enhance their skills tend to be more focused, confident, and have a strategic direction in preparing themselves for the workforce. Meanwhile, the adversity quotient contributes to building mental toughness and adaptability, where students with a sense of responsibility and independence are better able to endure and learn from challenges. Social support, especially in the form of information, further strengthens work readiness through advice, guidance, and motivation from family, friends, and lecturers, helping students understand the steps to prepare for their careers.

Overall, these three factors complement each other: career planning

provides direction and goals, adversity quotient builds mental resilience, and social support reinforces motivation and self-confidence. This finding aligns with the studies by Violinda et al. (2023) and Lumban (2020), which show that internal and external factors jointly play a role in shaping students' work readiness.

Therefore, efforts to improve students' work readiness should focus not only on academic mastery but also on strengthening career planning, fostering resilient character, and developing a supportive social environment so graduates are better prepared to compete in a dynamic job market.

5. CONCLUSION

The results of this study demonstrate that the job preparedness of the class of 2021 undergraduates at the Faculty of Economics and Business, University of Riau is positively and significantly impacted by career planning, adversity quotient, and social support. Students with well-developed career planning, high motivation, and clear career goals tend to be more prepared to face the workforce.

Moreover, a strong mental resilience or adversity quotient enables students to self-regulate, endure pressure, and persist in achieving their goals despite obstacles. Social support from family, friends, and lecturers—especially in the form of information and emotional encouragement—also plays a vital role in boosting students' confidence and motivation to prepare themselves optimally.

Together, these three factors complement each other in shaping students' work readiness. Career planning provides direction, adversity quotient builds mental toughness, and social support strengthens confidence and the spirit to compete in a dynamic job market.

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