

# Unpacking Career Adaptability: How Concern, Control, Curiosity, Confidence and Cooperation Shape Work Readiness Among Hospitality and Hotel Management Students in Jakarta

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DOI: <https://doi.org/10.52403/ijrr.20251127>

## ABSTRACT

This study investigates the impact of five career adaptability dimensions—concern, control, curiosity, confidence, and cooperation—on work readiness among hospitality and hotel management students in Jakarta, Indonesia. As the hospitality sector faces increasing demands for work-ready graduates, identifying the most influential aspects of career adaptability is essential for informing educational strategies and workforce preparation. Employing a quantitative research design, data were collected through surveys administered to 156 students enrolled in hospitality and hotel management programs. Subsequent analysis utilized path coefficients, t-statistics, and p-values to assess the significance of hypothesized relationships. The findings indicate that only two dimensions, curiosity and cooperation significantly predict work readiness, while concern, confidence, and control do not demonstrate significant direct effects. These results suggest that behavioural engagement dimensions, specifically curiosity and cooperation, play a critical role in enhancing work readiness, whereas psychological state dimensions are less impactful. The study recommends that educational institutions

prioritize experiential learning and collaborative skills development within career preparation programs to effectively support students' transition to the workforce.

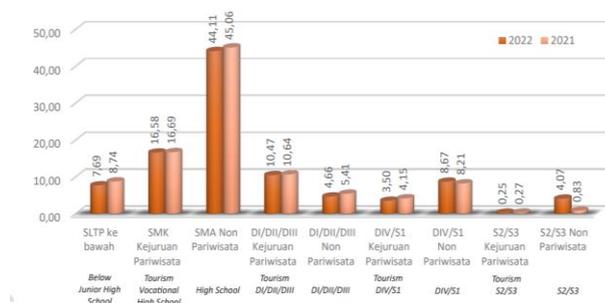
**Keywords:** Career adaptability, Work readiness, Hospitality education, Curiosity, Cooperation, Hotel management students, Jakarta, Indonesia.

## INTRODUCTION

The global tourism industry continues to show rapid growth, contributing significantly to 9.1% of the world's GDP in 2023, equivalent to US\$10 trillion<sup>1,2</sup>. This growth trend in the global tourism industry is also reflected in Indonesia, which continues to strengthen its position as one of the world's leading tourist destinations. According to the World Travel & Tourism Council<sup>3</sup>, this sector created 330 million jobs globally in 2023, or 10% of total global employment, with a projected increase to 348 million jobs in 2024. The sector's heavy reliance on human resources, shows that the tourism sector plays a very strategic role in market competitiveness and sustainability<sup>4</sup>. The increase in the number of workers in this sector must also be accompanied by an increase in the quality and competence of

human resources, which is an important element in maintaining competitiveness at the international level.

The workforce plays an important role in the competitive hospitality industry, where service quality is highly dependent on workforce standards and skills<sup>5,6</sup>. Employee qualifications and competencies are necessary to ensure the competitiveness and sustainability of this industry<sup>7,8</sup>. However, ensuring the alignment between industry needs and workforce competencies is a global challenge that requires cross-sector attention.



**Figure 1. Proportion of Accommodation Company Employees by Education Level in 2021-2022**

Source: Central Statistics Agency (2023)

Workers with formal education in tourism in 2022 only accounted for 30.8% of the total workforce in accommodation service companies, still below high school graduates in non-tourism fields. This fact highlights the importance of paying attention to the quality of the workforce in the tourism sector, particularly in ensuring that their qualifications match the needs of the industry. With highly competent human resources, the tourism industry can increase its competitiveness and remain resilient in the face of new trends and challenges<sup>9</sup>.

To support the improvement of human resource quality in the tourism sector, strong work readiness is required from every tourism professional<sup>10</sup>. Thus, strengthening the capabilities of the workforce is a key element in overcoming global and local challenges in this sector. The phenomena of underemployment and unemployment among graduates are now urgent policy

issues in various countries, both developing and developed.

One effective approach to overcome this is to strengthen the work readiness of graduates<sup>11,12</sup>. Work readiness includes the knowledge, skills, behaviours, and attributes that enable graduates to obtain, maintain, and thrive in employment, as well as adapt to new jobs<sup>13,14</sup> show that without clear guidance, students find it difficult to adapt to the demands of the world of work and fail to develop skills relevant to industry needs. Career adaptability is an important factor that can influence work readiness, as this ability helps individuals adapt to changes in the dynamic world of work.

High career adaptability enables individuals to project their career goals more clearly, overcome obstacles, and implement career plans effectively<sup>9</sup>. Those with higher career adaptability demonstrate better work readiness, with a willingness to explore private sector opportunities as a key mediator. Research found that career adaptability significantly increases work readiness among vocational school students<sup>15</sup>. These results indicate that developing career adaptability through targeted training is an effective step in preparing students to enter the world of work with greater confidence and readiness. This study aims to examine how career adaptability and its influence on Work Readiness among students in the Hospitality and Hotel Management program in Jakarta.

## LITERATURE REVIEW

Career adaptability is a multidimensional construct that is essential in understanding how individuals navigate their careers in dynamic and complex work environments. Based on the literature review and the theoretical framework that has been developed, career adaptability consists of five main dimensions that interact with each other: (1) concern, which refers to an individual's awareness and futuristic orientation towards career development that motivates engagement in appropriate career planning activities<sup>16-18</sup>; (2) control, which

represents an individual's perception of their capacity to positively influence their career trajectory, in line with self-efficacy theory<sup>19,20</sup>; (3) curiosity, which encourages exploratory behavior in identifying new career opportunities and expanding understanding of various career options<sup>21,22</sup>; (4) confidence, which refers to an individual's self-assurance in facing career challenges and uncertainties<sup>23,24</sup>; and (5) cooperation, which emphasizes the significance of interpersonal relationships and collaborative abilities in the context of occupational transitions<sup>21</sup>. These five dimensions collectively form a comprehensive framework that explains the complexity of career adaptability in the context of contemporary professional development.

The literature further underscores the pivotal role of career adaptability in fostering work readiness among students, particularly during the critical transition from academia to employment. Empirical evidence suggests that interventions such as self-confidence training can enhance work readiness in final-year students. Work readiness is conceptualized not only as the possession of requisite skills and knowledge but also as the demonstration of adaptive behaviours and positive attitudes conducive to workplace success. The outcome-based perspective on work readiness emphasizes the motivational aspects that drive individuals to align their competencies with the demands of the work environment<sup>25</sup>. Work readiness defines as “the extent to which graduates are perceived to have the attitudes and attributes that make them ready or suitable for success in the work environment,” a definition widely adopted in academic discourse<sup>26</sup>. This construct encompasses a range of competencies, including career motivation, technical and social skills, higher-order thinking abilities, and personal attributes<sup>27</sup>. Drawing on Brady's theoretical model, work readiness is delineated into six principal dimensions: responsibility, flexibility, skill, communication, self-view, and health and

safety<sup>28</sup>. These dimensions collectively offer a comprehensive framework for evaluating an individual's preparedness to navigate and excel in the workforce.

Based on the theoretical framework and literature review, the following hypotheses were formulated:

**H1:** Career adaptability concern (X1) has a significant positive effect on work readiness

**H2:** Career adaptability control (X2) has a significant positive effect on work readiness

**H3:** Career adaptability curiosity (X3) has a significant positive effect on work readiness

**H4:** Career adaptability confidence (X4) has a significant positive effect on work readiness

**H5:** Career adaptability cooperation (X5) has a significant positive effect on work readiness

## **MATERIALS & METHODS**

This study adopted a quantitative research design, incorporating advanced statistical analyses to investigate the relationship between career adaptability and work readiness among Generation Z students enrolled in Hospitality and Hotel Management programs in Jakarta. The primary objective was to assess the impact of career adaptability dimensions—namely, concern, control, curiosity, confidence, and cooperation—as independent variables on work readiness, the dependent variable. Data were collected using a cross-sectional survey, and the structural relationships among variables were evaluated using Partial Least Squares Structural Equation Modeling (PLS-SEM). The focus of this research was to analyze the influence of career adaptability on students' readiness to enter the workforce. The target population comprised Generation Z students actively studying in Hospitality and Hotel Management programs in Jakarta, specifically those who had completed or were engaged in internship programs. Purposive sampling was employed, with participant selection based on the following criteria:

1. Active students enrolled in Higher Education institutions in Jakarta
2. Students who are undergoing an internship program or working on their final project
3. Students whose age falls within the Generation Z category (born between 1997 - 2012)

Primary data were obtained through the administration of structured questionnaires distributed to students, complemented by an extensive review of relevant literature. The questionnaires were disseminated via online platforms (e.g., Google Forms) to maximize response rates and facilitate accessibility. Data analysis was conducted using structural equation modeling (SEM), specifically employing Partial Least Squares

(PLS) path analysis, with SmartPLS version 4.1.1.4 as the analytical tool. The PLS approach enables the examination of relationships between latent constructs and the prediction of structural indicators. The analysis encompassed the evaluation of the measurement model (outer model), the structural model (inner model), and hypothesis testing.

## RESULT

A total of 156 valid questionnaires were collected from Generation Z students enrolled in Hospitality and Hotel Management programs across universities in Jakarta. Table 1 presents the demographic profile of respondents.

**Table 1. Demographic Profile of Respondents**

Characteristic	Category	Frequency (n)	Percentage (%)
<b>Gender</b>	Male	74	47,44%
	Female	82	52,56%
<b>Age</b>	18-20 years	31	19,87%
	21-23 years	124	79,49%
	24-26 years	1	0,64%
<b>Year of Study</b>	3rd year	30	19,23%
	4th year	126	80,77%

The majority of respondents were female, aged 21-23 years, and in their 4<sup>th</sup> year of study.

### Measurement Model Assessment (Outer Model)

Evaluation of the measurement model was carried out to test the validity and estimate the reliability of the data on each variable, namely Concern, Control, Curiosity, Confidence, Cooperation and Work Readiness. In the evaluation of the

measurement model, convergent validity was first evaluated which included measurements of the loading factor and the AVE value. The construct can have a good validity value when the loading factor value is  $\geq 0.70$  and the AVE value is  $\geq 0.50$ <sup>29,30</sup>. Measurement model path coefficients PLS-SEM results are shown in Figure below. The results of the convergent validity and internal consistency reliability are shown in Table below.

### Validity Testing

**Table 2. Evaluation Results of Measurement Models**

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
<b>Concern</b>	0.805	0.847	0.884	0.718
<b>Control</b>	0.886	0.905	0.921	0.746
<b>Curiosity</b>	0.869	0.871	0.911	0.719
<b>Confidence</b>	0.715	0.778	0.834	0.628
<b>Cooperation</b>	0.835	0.838	0.890	0.670
<b>Work Readiness</b>	0.874	0.879	0.905	0.614

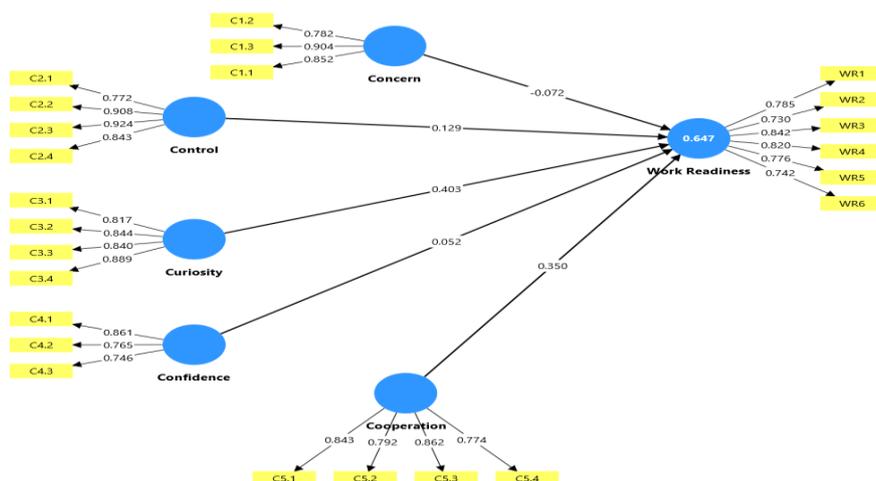


Figure 2. Outer Model  
Source: Researcher's data processing results (2025)

The empirical results presented in Table 2 demonstrate that all constructs examined in this study have successfully satisfied the established psychometric criteria for both validity and reliability. All six constructs exhibit AVE values substantially exceeding the minimum threshold of 0.50, thereby confirming adequate convergent validity. Specifically, Concern demonstrates the highest AVE value at 0.718, indicating that approximately 71.8% of the variance in its indicators is explained by the construct itself. Control follows closely with an AVE of 0.746 (74.6%), representing the strongest convergent validity among all constructs. Curiosity achieves an AVE of 0.719 (71.9%), also demonstrating robust convergent validity. While Confidence (0.628), Cooperation (0.670), and Work Readiness (0.614) present relatively lower AVE values compared to the other constructs, they nevertheless comfortably surpass the 0.50 threshold, confirming that more than 50% of the variance in their respective indicators is captured by the latent constructs. The constructs in this study show strong internal consistency reliability, with all Cronbach's alpha coefficients ranging from 0.715 to 0.886, exceeding the proposed 0.70. Control has the strongest internal consistency with  $\alpha = 0.886$ , indicating the highest level of reliability and homogeneity.

In the evaluation of the measurement model, all constructs met the established standards of validity and reliability. Six constructs—Concern, Control, Curiosity, Confidence, Cooperation, and Work Readiness—showed strong convergent validity and consistent internal consistency. This indicates that these six theories are distinct and reliably measured. Thus, there is sufficient methodological evidence to proceed with the structural model and hypothesis testing. Strong measurement quality adds credibility, generalizability, and validity to the findings and conclusions drawn.

### Structural Model Assessment (Inner Model)

Table 3. Model Fit and Explanatory Power

	R-square	R-square adjusted
Work Readiness	0.647	0.635

The structural model was evaluated to assess its explanatory power and predictive capability. The coefficient of determination ( $R^2$ ) for work readiness was 0.635, indicating that the five dimensions of career adaptability (concern, control, curiosity, confidence and cooperation) collectively explained 63,5% of the variance in work readiness among Generation Z hospitality students. This  $R^2$  value is considered moderate to substantial according to the

guidelines<sup>31,32</sup>, who suggest that R<sup>2</sup> values of 0.75, 0.50, and 0.25 for endogenous latent variables can be respectively described as substantial, moderate, and weak.

While the R<sup>2</sup> of 0.635 exceeds the threshold for moderate explanatory power (0.50) and approaches the substantial level (0.75), it is most accurately characterized as demonstrating strong moderate explanatory power. In the context of behavioural and social science research, particularly in studies examining complex human constructs such as career adaptability and work readiness, an R<sup>2</sup> value above 0.60 is considered highly satisfactory. This finding suggests that career adaptability dimensions are critical determinants of work readiness, while the remaining 36.5% of variance may

be attributed to other factors not included in the model, such as prior work experience, personality traits, institutional support, family background, or contextual factors specific to the Jakarta hospitality industry.

### Hypothesis Testing

Following the validation of the measurement model, hypothesis testing was conducted to examine the structural relationships among the latent constructs. The bootstrapping procedure with 5,000 resamples was employed to assess the statistical significance of the path coefficients, providing robust standard error estimates and confidence intervals for each hypothesized relationship. Table 4 presents the path coefficients, t-statistics, p-values, and hypothesis testing results.

**Table 4. Structural Model Path Coefficients and Hypothesis Testing**

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	Decision
Concern -> Work Readiness	-0.072	-0.068	0.053	1.358	0.175	Not Supported
Control -> Work Readiness	0.129	0.132	0.081	1.599	0.110	Not Supported
Curiosity -> Work Readiness	0.403	0.394	0.100	4.046	0.000	Supported
Confidence -> Work Readiness	0.052	0.059	0.063	0.829	0.407	Not Supported
Cooperation -> Work Readiness	0.350	0.354	0.084	4.172	0.000	Supported

### Supported Hypotheses

#### H4: Career Adaptability Cooperation → Work Readiness (Supported)

The path analysis revealed that career adaptability cooperation had a significant positive effect on work readiness ( $\beta = 0.350$ ,  $t = 4.172$ ,  $p < 0.001$ ). This strong statistical significance, combined with the substantial path coefficient, provides robust evidence that cooperation significantly enhances work readiness among hospitality students. The positive relationship indicates that students who demonstrate higher levels of cooperation—characterized by their ability to work collaboratively with peers, engage effectively in team-based activities, build interpersonal relationships, and contribute to

group success—exhibit considerably higher levels of work readiness.

This finding is particularly relevant in the hospitality industry context, where teamwork and interpersonal collaboration are fundamental to operational success. Hospitality work inherently involves coordinating with diverse stakeholders including colleagues, supervisors, guests, and external partners. Students who have developed strong cooperation skills through group projects, student organizations, internships, or part-time work in hospitality settings are better equipped to navigate the collaborative demands of professional hotel and restaurant environments. The significant effect suggests that cooperation serves as a critical bridge between educational

experiences and workplace requirements in the hospitality sector.

#### **H5: Career Adaptability Curiosity → Work Readiness (Supported)**

The path analysis revealed that career adaptability curiosity had a significant positive effect on work readiness ( $\beta = 0.403$ ,  $t = 4.046$ ,  $p < 0.001$ ), emerging as the strongest predictor of work readiness in this model. This highly significant relationship demonstrates that curiosity plays a pivotal role in preparing hospitality students for workforce entry. Students who exhibit higher levels of curiosity—including actively exploring various career paths within hospitality, seeking information about different hotel departments and operations, investigating emerging trends in the industry, and pursuing diverse learning experiences—display substantially higher work readiness.

The prominence of curiosity as the primary driver of work readiness reflects the dynamic and multifaceted nature of the hospitality industry. The sector encompasses diverse roles across front office, food and beverage, housekeeping, events management, and various support functions, requiring broad understanding of operational interdependencies. Curious students who engage in exploratory behaviours such as attending industry events, visiting different types of hospitality establishments, seeking informational interviews with professionals, and pursuing internships in various departments develop comprehensive understanding of industry requirements and realistic career expectations. This exploratory engagement directly translates into enhanced readiness for professional roles.

The finding also resonates with the experiential learning demands of hospitality education. Students who actively explore beyond classroom instruction by experimenting with different service techniques, learning about new technologies in hospitality operations, and investigating best practices in leading hotels gain

practical knowledge and skills that textbooks alone cannot provide. Their curiosity-driven exploration enables them to develop the adaptability and breadth of knowledge that employer's value in entry-level hospitality professionals.

#### **Non-Supported Hypotheses**

##### **H1: Career Adaptability Concern → Work Readiness (Not Supported)**

The path analysis revealed that career adaptability concern had a non-significant negative effect on work readiness ( $\beta = -0.072$ ,  $t = 1.358$ ,  $p = 0.175$ ). This result indicates that concern about future career development does not significantly predict work readiness among hospitality students in this sample. Interestingly, the negative coefficient, though not statistically significant, suggests that higher levels of career concern may not necessarily translate into enhanced work readiness and could potentially reflect anxiety rather than productive planning.

In the context of hospitality education, this finding suggests that awareness of future career challenges or engagement in career planning activities alone does not sufficiently prepare students for workforce entry. Hospitality students may be aware of industry demands such as long working hours, shift work, customer service challenges, and competitive compensation, yet this awareness without corresponding skill development or experiential engagement does not enhance their actual readiness. The result implies that concern represents a cognitive or affective state that requires behavioural activation through other mechanisms—such as curiosity-driven exploration or cooperation-based skill building—to effectively influence work readiness.

Additionally, concern may manifest differently in the hospitality context where career paths can be uncertain and industry turnover is historically high. Students who are highly concerned about job security, career advancement, or work-life balance in hospitality may experience career-related

anxiety that inhibits rather than promotes readiness. This anxiety-driven concern could lead to hesitation or apprehension about entering the industry rather than proactive preparation, potentially explaining the non-significant and slightly negative relationship observed.

### **H2: Career Adaptability Confidence → Work Readiness (Not Supported)**

The path analysis revealed that career adaptability confidence had a non-significant positive effect on work readiness ( $\beta = 0.052$ ,  $t = 0.829$ ,  $p = 0.407$ ). This weak and non-significant relationship indicates that students' confidence in their ability to pursue careers in hospitality does not significantly predict their work readiness levels. The minimal path coefficient suggests that self-assurance alone, without substantive skill development or practical experience, is insufficient to enhance work readiness in the hospitality context.

This finding challenges the intuitive assumption that confident students are better prepared for work. In the hospitality industry, where technical competencies, interpersonal skills, and practical experience are highly valued by employers, subjective confidence may not accurately reflect actual readiness. Students may possess confidence in their career choices or abilities based on limited information or unrealistic expectations about hospitality work. Without authentic work experiences that calibrate this confidence through realistic job previews and performance feedback, confidence remains an unsubstantiated perception rather than an indicator of genuine readiness.

The hospitality industry's emphasis on practical demonstration of competencies during recruitment—through trial shifts, practical assessments, or extensive interview processes—means that employers evaluate candidates based on observable skills rather than self-reported confidence. Consequently, while confidence may influence students' willingness to apply for positions or their interview presence, it does

not substitute for the actual competencies, knowledge of operations, and behavioural readiness that constitute work readiness. This disconnect between subjective confidence and objective readiness explains the non-significant relationship observed in this study.

### **H3: Career Adaptability Control → Work Readiness (Not Supported)**

The path analysis revealed that career adaptability control had a non-significant positive effect on work readiness ( $\beta = 0.129$ ,  $t = 1.599$ ,  $p = 0.110$ ). Although this relationship approached statistical significance more closely than concern or confidence, with a p-value of 0.110, it still exceeded the conventional threshold of 0.05, leading to rejection of H3. This finding suggests that students' sense of responsibility for their career development and their belief in making autonomous career decisions do not significantly predict work readiness in this sample.

In the hospitality education context, this result may reflect the structured nature of career development pathways. Hospitality programs typically include mandatory internships, standardized curricula aligned with industry requirements, and career services that guide students through predictable progression. Within this structured environment, individual sense of control may be less influential because career development follows institutionally determined pathways rather than purely individualized trajectories. Students may perceive limited autonomy in shaping their career preparation when program requirements and industry expectations substantially define their developmental activities.

Additionally, the marginally higher t-statistic compared to concern and confidence suggests that control may play a conditional or indirect role in work readiness. Students who feel responsible for their career development may be more likely to engage in curiosity-driven exploration or cooperation-based

networking, meaning that control operates through these behavioural mechanisms rather than directly influencing readiness. This interpretation positions control as a potential motivational precursor that requires behavioural activation through other career adaptability dimensions to ultimately impact work readiness.

The near-threshold significance also warrants consideration of sample size and statistical power. With a larger sample, this relationship might reach statistical significance, suggesting that control plays a modest but potentially meaningful role in work readiness. Future research with larger samples or longitudinal designs could clarify whether control's influence emerges under specific conditions or accumulates over time.

### **Comparative Analysis of Career Adaptability Dimensions**

The differential effects of career adaptability dimensions on work readiness reveal a clear pattern: behavioural engagement dimensions (curiosity and cooperation) significantly predict work readiness, while psychological state dimensions (concern, confidence, and control) do not. This pattern suggests that work readiness among hospitality students develops primarily through active exploration and social interaction rather than through internal awareness, self-assurance, or perceived responsibility alone. The dominance of curiosity ( $\beta = 0.403$ ) and cooperation ( $\beta = 0.350$ ) as significant predictors indicates that hospitality work readiness is fundamentally shaped by experiential learning and relational engagement. Students who actively explore the industry and collaborate effectively with others develop the practical knowledge, interpersonal skills, and realistic understanding of workplace demands that constitute readiness. These findings align with the experiential nature of hospitality education and the industry's emphasis on practical competencies and interpersonal effectiveness.

The non-significant effects of concern, confidence, and control suggest that these dimensions, while potentially important for initiating career planning or sustaining motivation, do not directly translate into the specific competencies and preparedness that employers seek. This pattern has important implications for hospitality education, suggesting that curricula and career development interventions should prioritize creating opportunities for exploration and collaboration rather than focusing primarily on building awareness or confidence.

These findings carry particular significance within the Jakarta hospitality context, where the industry is characterized by rapid growth, diverse employment opportunities ranging from budget hotels to luxury international chains, and increasing professionalization of hospitality careers. The prominence of curiosity as the primary predictor of work readiness reflects the complexity and diversity of career options available to graduates. Students who explore various segments of the hospitality industry—including hotels, restaurants, event management, tourism services, and emerging sectors like boutique accommodations and food technology—develop broader understanding and greater readiness for diverse career possibilities.

The significant effect of cooperation aligns with the Indonesian cultural context, where collective values and interpersonal harmony are emphasized. In Jakarta's hospitality industry, where service excellence depends on coordinated teamwork across departments and effective interaction with culturally diverse guests, cooperation skills are particularly valued. Students who have developed strong interpersonal and collaborative competencies through their educational experiences are better positioned to succeed in this relationally intensive industry. The non-significant effects of concern, confidence, and control may also reflect cultural factors. In collectivist cultural contexts, individual confidence and perceived control may be less emphasized than relational harmony

and collaborative competence. Additionally, the hierarchical nature of hospitality organizations in Indonesia may mean that entry-level readiness depends more on ability to work within established systems (cooperation) and willingness to learn (curiosity) than on individual sense of control or autonomous decision-making.

## **DISCUSSION**

This study investigated how five dimensions of career adaptability—concern, control, curiosity, confidence, and cooperation—influence work readiness among hospitality and hotel management students in Jakarta. The findings reveal a selective and nuanced pattern of relationships that challenges the assumption that all career adaptability dimensions equally contribute to work readiness. Out of five hypothesized relationships, only two were statistically supported: curiosity and cooperation significantly and positively predict work readiness, while concern, confidence, and control show no significant direct effects. These results provide important insights into the mechanisms through which career adaptability translates into workforce preparedness in the hospitality education context.

Curiosity emerged as the strongest predictor of work readiness ( $\beta = 0.403$ ,  $p < 0.001$ ), indicating that students who actively explore career opportunities, investigate different aspects of the hospitality industry, and seek diverse learning experiences are significantly better prepared for employment. This finding makes sense in the hospitality context where the industry is diverse and constantly evolving. Students who visit different hotels, attend industry events, seek informational interviews, and pursue internships in various departments gain practical knowledge and realistic understanding of what hospitality work actually entails. This exploratory behavior helps them develop the breadth of knowledge and adaptive learning skills that employer's value. Unlike textbook learning alone, curiosity-driven exploration exposes

students to real workplace challenges, service standards, and operational practices, which directly translates into enhanced readiness.

Cooperation significantly enhances work readiness ( $\beta = 0.350$ ,  $p < 0.001$ ), highlighting that interpersonal and collaborative skills are essential for hospitality career preparation. This finding aligns perfectly with the nature of hospitality work, where success depends on teamwork across departments and effective interaction with guests. Students who have developed strong cooperation skills through group projects, student organizations, and collaborative activities are better prepared for the coordinated teamwork required in hotels and restaurants. Front desk staff must work with housekeeping, servers must coordinate with kitchen staff, and events teams must collaborate with multiple vendors. Beyond technical skills, cooperation also builds professional networks and social capital that provide access to job opportunities, mentorship, and career guidance. In Jakarta's collectivist cultural context, where relational harmony and group cooperation are highly valued, this dimension becomes even more critical for hospitality success.

The non-significant effects of concern, confidence, and control reveal an important insight: awareness, self-assurance, and perceived responsibility alone do not translate into actual work readiness without corresponding action. Concern about future careers may reflect anxiety rather than productive planning, causing students to worry without taking concrete preparatory steps. Confidence may be inflated or uncalibrated—students might feel confident without having the actual competencies that employers seek. The hospitality industry evaluates candidates based on demonstrated skills through trial shifts and practical assessments, not self-reported confidence levels. Similarly, control (sense of responsibility for career development) may not matter much in structured educational programs where internships are mandatory

and career pathways are predetermined. These three dimensions represent internal psychological states that require behavioral activation—through curiosity and cooperation—to actually develop work readiness.

### **Theoretical and Practical Implications**

These findings suggest a behaviour-oriented model of work readiness where active engagement matters more than passive psychological states. The results align with experiential learning theory, which emphasizes that learning occurs through direct exploration and social interaction rather than through awareness or confidence alone. For hospitality education, this means that curricula should prioritize creating opportunities for exploration (industry visits, diverse internships, career fairs) and collaboration (group projects, peer mentoring, networking events) rather than focusing solely on career planning workshops or confidence-building seminars. Educational institutions should redesign career development programs to activate curiosity through structured exploratory experiences and develop cooperation through team-based learning. Career counsellors should shift from diagnostic assessments to facilitating hands-on experiences and encouraging students to build professional networks. Students themselves should recognize that work readiness develops through actively exploring the industry and engaging with others, not just through planning or feeling confident.

### **Study Limitations and Future Research Directions**

This study has several limitations that should be acknowledged. First, the cross-sectional design limits causal interpretation—while curiosity and cooperation predict work readiness, longitudinal research is needed to confirm that these dimensions actually cause enhanced readiness over time rather than being consequences of it. Second, the study

focused specifically on hospitality students in Jakarta, which may limit generalizability to other disciplines or geographic contexts where the relative importance of career adaptability dimensions might differ. Third, work readiness was measured as a single construct, but future research could examine how career adaptability dimensions differentially predict specific components of readiness such as technical skills, interpersonal competencies, or industry knowledge. Fourth, this study examined only direct relationships; future research should explore potential mediating or moderating variables, such as whether confidence facilitates curiosity or whether control operates differently for students at different academic levels. Finally, the effect sizes, while statistically significant for curiosity and cooperation, explain only a portion of variance in work readiness, suggesting that other factors beyond career adaptability also contribute to workforce preparation.

### **CONCLUSION**

This study investigated how career adaptability dimensions influence work readiness among hospitality and hotel management students in Jakarta. The results demonstrate that curiosity and cooperation significantly enhance work readiness, while concern, confidence, and control do not show significant direct effects. Curiosity emerged as the strongest predictor ( $\beta = 0.403$ ), followed by cooperation ( $\beta = 0.350$ ), revealing that active exploration and collaborative engagement are the primary drivers of workforce preparation in hospitality education. These findings challenge the assumption that all career adaptability dimensions equally contribute to readiness and instead suggest that behavioral engagement dimensions outweigh psychological state dimensions in preparing students for hospitality careers. This study contributes to career development theory by demonstrating the differential importance of career adaptability dimensions for specific

outcomes. While existing literature often treats the five dimensions as equally important, this research shows that their relative influence varies depending on the outcome examined and the context studied. The dominance of curiosity and cooperation over concern, confidence, and control provides empirical support for behaviour-oriented models of career development that prioritize experiential learning and social engagement over internal psychological states alone. The findings extend career adaptability theory into the hospitality education context, demonstrating how industry-specific characteristics (teamwork demands, diverse career paths, experiential learning requirements) shape which adaptability dimensions matter most for workforce preparation.

For educational institutions, these findings suggest that hospitality programs should prioritize creating structured opportunities for exploration and collaboration. This includes organizing industry visits to diverse hospitality establishments, facilitating job shadowing programs, hosting career fairs with various employers, requiring internships in different departments, and integrating collaborative learning throughout the curriculum through group projects and peer mentoring. Career counselling should shift from diagnostic assessments to actively connecting students with exploratory experiences and networking opportunities. For students, the message is clear: work readiness develops through action—actively explore the industry, seek diverse experiences, build professional networks, and engage in collaborative activities rather than simply planning or building confidence. For employers and industry partners, these findings highlight the value of providing exploratory opportunities (such as open houses, informational interviews, or short-term projects) that allow students to satisfy their curiosity and develop realistic understanding of hospitality careers

### **Declaration by Authors**

**Acknowledgement:** None

**Source of Funding:** None

**Conflict of Interest:** No conflicts of interest declared.

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How to cite this article: Regina Dewi Hanifah, Willy Arafah, Myrza Rahmanita, Prasetyo Hadi. Unpacking career adaptability: how concern, control, curiosity, confidence and cooperation shape work readiness among hospitality and hotel management students in Jakarta. *International Journal of Research and Review*. 2025; 12(11): 252–265. DOI: <https://doi.org/10.52403/ijrr.20251127>

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