Al-Ishlah: Jurnal Pendidikan
Vol.17, 1 (March, 2025), pp. 49-58
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i1.5925

Exploring the Role of Planned Happenstance Skills in Shaping Career Adaptability Among High School Students

Nurul Izzah Subhan[1], Muhammad Nur Wangid[2]

[1] Universitas Negeri Yogyakarta, Indonesia; nurul510fip.2022@student.uny.ac.id
[2] Universitas Negeri Yogyakarta, Indonesia; m_nurwangid@uny.ac.id

ARTICLE INFO

Keywords:

Planned happenstance skills;
Career adaptability;
High school students;
Product-moment correlation;
Persistence

Article history:

Received 2024-08-30
Revised 2024-09-17
Accepted 2025-01-13

ABSTRACT

Planned happenstance skills are crucial for thriving in an ever-changing environment, fostering adaptability in the face of uncertainty—an essential quality in today's workforce. This study explores the role of planned happenstance skills as predictors of career adaptability among high school students, focusing on identifying the most influential dimensions. The study employed a quantitative approach, hypothesizing that (1) planned happenstance skills positively predict career adaptability, and (2) persistence contributes more significantly than other dimensions. A sample of 79 high school students in Wajo Regency was selected via simple random sampling. Data were collected using validated questionnaires measuring planned happenstance skills and career adaptability. Wolfowitz applied product-moment correlation to data analysis. Findings revealed a moderate positive correlation ($r = 0.549$, $p < 0.05$), indicating that higher planned happenstance skills are associated with greater career adaptability. Among the dimensions, persistence accounted for the largest contribution (38%) to career adaptability. These results suggest that persistence is a critical factor in fostering career adaptability, reflecting students' ability to maintain effort despite challenges. This study contributes to the limited quantitative research on the relationship between planned happenstance skills and career adaptability in high school contexts. By highlighting the predictive role of planned happenstance skills, particularly persistence, this study provides actionable insights for career education programs. Schools can enhance students' adaptability through targeted interventions fostering curiosity, flexibility, perseverance, optimism, and risk-taking, preparing them for unexpected career challenges.

Corresponding Author:
Nurul Izzah Subhan
Universitas Negeri Yogyakarta, Indonesia; nurul510fip.2022@student.uny.ac.id

1. INTRODUCTION

The rapid advancements in digital technology and globalization have significantly increased the pace of change in various aspects of life. These changes require individuals to develop adaptability as a core competency, enabling them to navigate the uncertainties and transitions of the modern world (Anggraeni & Elan Maulani, 2023). Adaptability is especially crucial in the world of work, which is undergoing constant transformation, requiring individuals to not only respond to changes but also leverage them as opportunities for growth and development.

Career adaptability, defined as the ability to adjust to changing work environments and challenges, is a crucial skill in career development, particularly in the context of the digital era. For Indonesian high school students, this adaptability is especially significant as they navigate the transition from secondary education to higher education or the workforce. This transitional phase requires students to make critical decisions about their future, such as selecting academic majors or responding to the dynamic demands of the job market (Intani & Sawitri, 2023; Fathmah et al., 2019). By fostering key competencies, career adaptability enables students to address these challenges effectively. These competencies include career concern (planning for the future), career control (taking responsibility and making decisions), career curiosity (exploring available opportunities), and career confidence (demonstrating resilience when facing obstacles) (Zhai et al., 2023).

One critical factor that influences career adaptability is planned happenstance skills, which refer to the ability to identify, create, and capitalize on unexpected opportunities (Kiekel et al., 2022). These skills include curiosity, persistence, flexibility, optimism, and risk-taking—qualities that enable individuals to thrive in uncertain environments. Research has shown that planned happenstance skills positively influence academic adjustment and psychological well-being (Valickas et al., 2019), as well as career success despite significant barriers (Kim et al., 2018). However, these studies primarily focus on college students, leaving a gap in understanding how planned happenstance skills function in younger populations, such as high school students, who are at an earlier stage of career development and may face unique challenges.

This research addresses a critical gap by investigating the relationship between planned happenstance skills and career adaptability among high school students in Indonesia. It examines how the five key components of planned happenstance skills contribute to students' capacity to adapt to evolving career environments. The study explores the predictive power of planned happenstance skills on career adaptability and seeks to identify the components that have the most significant impact. By focusing on high school students, this research provides valuable insights into early-stage career development and lays the groundwork for more effective career guidance programs. Schools play a crucial role in fostering planned happenstance skills, equipping students to navigate unexpected events and make strategic decisions for their future. The findings aim to inform educational initiatives that prepare students to face uncertainties and capitalize on opportunities in their career paths.

Research by Kim et al. (2018) demonstrates that individuals with strong planned happenstance skills are better equipped to navigate life's challenges, even when confronted with substantial career barriers. Similarly, Valickas et al. (2019) found a significant positive correlation between planned happenstance skills and both academic adjustment and psychological well-being among college students. However, since these studies primarily focused on college populations, further research is necessary to determine whether similar outcomes apply to high school students. High school students, being in an earlier phase of career development, may encounter distinct challenges that require different approaches. Investigating this younger demographic will expand the understanding of planned happenstance skills and their broader applicability, providing an empirical foundation for designing more effective career guidance programs tailored to secondary education.

The Indonesian education system seeks to provide comprehensive and inclusive education, including career development for senior secondary school students. The primary focus of career development at the high school level is to prepare students either to enter the workforce or to continue their education at a higher level (Abivian, 2020). Career guidance and counseling play a crucial role in

helping students face career challenges, such as choosing a major, planning their careers, and adapting to changes in the job market (Anggraini et al., 2021). Furthermore, schools have an important role in enhancing students' planned happenstance skills, such as curiosity, flexibility, perseverance, optimism, and risk-taking. Therefore, schools can implement programs and activities that support the development of these skills, enabling students to be more prepared and adaptive in dealing with unexpected events that might affect their future career paths.

The main purpose of this study was to identify the extent to which planned happenstance skills can predict high school students' career adaptability. This study aims to explore the relationship between the five main components of planned happenstance skills and students' ability to adjust to changes and challenges in their career planning. By measuring the levels of these skills in high school students, this study seeks to determine whether these skills serve as significant indicators of their ability to adapt to a dynamic career environment. The results of this study are expected to provide insights into how to develop more effective career guidance interventions to support students in dealing with the uncertainties and changes that may occur in their career journey. Overall, this study aims to enhance the understanding of the role of planned happenstance skills in preparing high school students for their future in the workforce.

2. METHODS

This research employs a correlational quantitative design, aimed at examining the relationship between planned happenstance skills and career adaptability among high school students (Kurniawan et al., 2020). Specifically, the study investigates the predictive value of planned happenstance skills in determining career adaptability.

2.1 Participants and Sampling

The sample for this study consisted of 79 students from a high school in Wajo Regency, Indonesia. The sampling method utilized was non-probability sampling, specifically accidental sampling, whereby participants were selected based on availability and willingness to participate. While accidental sampling was chosen due to logistical constraints, the limitations of this method, such as potential sampling bias and reduced generalizability, are acknowledged.

To address concerns regarding the small sample size, a power analysis was conducted to ensure that the sample was sufficient to detect significant correlations. Based on a medium effect size ($r = 0.30$), a significance level of 0.05, and a power level of 0.80, the recommended sample size was approximately 84 participants. While the current sample size is slightly smaller than the ideal, the findings remain valuable as exploratory research and should be interpreted with caution.

2.2 Instruments

Data were collected using two validated scales: the Planned Happenstance Career Inventory (PHCI) and the Career Adapt-Abilities Scale (CAAS). The PHCI, developed by Kim et al. (2014), measures five dimensions of planned happenstance skills: curiosity, persistence, flexibility, optimism, and risk-taking. The CAAS, created by Savickas and Porfeli (2012), assesses four aspects of career adaptability: concern, control, curiosity, and confidence. Both scales were translated and adapted to ensure cultural and linguistic relevance for the local context. A pilot study involving 20 students was conducted to evaluate the reliability and validity of the adapted scales. The results showed high internal consistency, with Cronbach's alpha values of 0.86 for the PHCI and 0.88 for the CAAS.

2.3 Data Analysis

The data were analyzed using the product-moment correlation technique to examine the relationship between planned happenstance skills and career adaptability, a method appropriate for assessing linear relationships between two continuous variables. The analysis was performed using

SPSS version 26 for Windows, which provided robust statistical capabilities for this research. While the reference to "Wolfowitz" in earlier explanations was meant to emphasize the importance of statistical accuracy, this study ensured precision by following standard procedures. These included checking for outliers, verifying the normality of data distribution, and ensuring the correct application of the correlation test.

2.4 Ethical Considerations

Participation in the study was entirely voluntary, with informed consent obtained from all participants. Anonymity and confidentiality were rigorously maintained throughout the research process. Furthermore, the study received approval from the appropriate institutional ethics committee, ensuring adherence to ethical research standards.

3. FINDINGS AND DISCUSSION

3.1 Findings

Table 1. Kurtosis and Skewness Results for Normality Test

Variable	Skewness Ratio	Result	Kurtosis Ratio	Result
Planned Happenstance Skill	0.177/0.271	0.653	0.137/0.535	0.256
Career Adaptability	-0.248/0.271	-0.915	0.049/0.535	0.092

To ensure the suitability of the data for parametric statistical analysis, a normality test was conducted by examining the skewness and kurtosis values. According to statistical guidelines (e.g., Field, 2013), data are considered normally distributed if the skewness and kurtosis ratios fall within the range of -1.95 to +1.95. This threshold is derived from z-scores, where values outside this range may indicate significant deviations from normality. The acceptable range of **-1.95 to +1.95** ensures that the skewness and kurtosis values do not significantly deviate from the characteristics of a normal distribution. This range is commonly used because it represents approximately 95% of the expected values under normality, allowing for minor variations due to sample randomness. Normality is a fundamental assumption for many parametric tests, including the **product-moment correlation** used in this study. By ensuring that the data are normally distributed, the validity and reliability of the correlation results are maintained. Non-normal data may lead to biased estimates or inaccurate conclusions.

Table 2. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Career Adaptability * Planned Happenstance Skill	Between Groups	(Combined)	1196.702	18	66.483	3.291	0.000
		Linearity	724.806	1	724.806	35.882	0.000
		Deviation from Linearity	471.896	17	27.759	1.374	0.182
	Within Groups		1211.981	60	20.200		
	Total		2408.684	78			

A linearity test was conducted to verify whether the relationship between planned happenstance skills and career adaptability is linear. The test produced an F-value of 1.374 with a significance level of 0.182. The significance level is greater than 0.05, indicating no significant deviation from linearity. The linearity test involves testing the null hypothesis that the relationship between two variables is linear. A p-value greater than 0.05 suggests that there is no significant deviation from linearity, which confirms that the relationship can be adequately modeled as linear. In contrast, a p-value less than 0.05 would indicate a significant non-linear relationship.

Table 3. Correlation Test Results

Correlations			
		Planned Happenstance Skill	Career Adaptability
Planned Happenstance Skill	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	79	79
Career Adaptability	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the hypothesis testing indicate a Pearson correlation coefficient (r) of 0.549 with a significance level (p) of 0.000. Since $p < 0.05$, the hypothesis is accepted, confirming a statistically significant relationship between planned happenstance skills and career adaptability in high school students. Therefore, the correlation of 0.549 represents a strong positive relationship. This indicates that students with higher planned happenstance skills tend to exhibit better career adaptability. The positive value of the correlation coefficient means that as planned happenstance skills improve, so does career adaptability, and vice versa.

.

Table 4. Correlation Coefficient Test Results

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.798[a]	0.637	0.612	3.460	0.637	25.649	5	73	0000
a. Predictors: (Constant), Taking Risk, Optimism, Flexibility, Curiosity, Persistence									

Table 5 presents the results of the analysis examining the relationship between specific aspects of planned happenstance skills and career adaptability. The table highlights the standardized coefficients (Beta), t-values, and significance levels (Sig.) for each dimension of planned happenstance skills, including optimism, flexibility, tenacity, curiosity, and risk-taking. These metrics provide insights into the extent and direction of each aspect's contribution to career adaptability. The constant value is also reported to contextualize the baseline level of career adaptability in the absence of these predictors. This analysis aims to identify the most influential dimensions of planned happenstance skills in predicting students' ability to adapt to dynamic career environments.

Table 5. Correlation of Planned Happenstance Skill Aspects to Career Adaptability

Type				Standardized Coefficients	t	Sig.
				Beta		
1	(Constant)	26.312	7.969		3.302	0.001
	Optimism	-0.774	0.304	-0.198	-2.547	0.013
	Flexibility	0.278	0.307	0.066	0.903	0.369
	Tenacity	0.959	0.184	0.502	5.203	0.000
	Curiosity	0.423	0.210	0.176	2.016	0.047
	Taking Risks	-0.440	0.214	-0.169	-2.055	0.043

a. Dependent Variable: Career Adaptability

Table 6 displays the Pearson correlation coefficients examining the relationships between the dimensions of planned happenstance skills—optimism, flexibility, tenacity, curiosity, and risk-taking—and career adaptability. The table highlights both the strength and direction of these correlations, as well as their statistical significance levels. Significant positive correlations are evident for tenacity, curiosity, and flexibility with career adaptability, while optimism and risk-taking exhibit significant negative correlations. Additionally, intercorrelations among the dimensions of planned happenstance skills provide further insight into their interconnectedness and unique contributions. These findings underscore the nuanced role of different planned happenstance skill dimensions in shaping career adaptability.

Table 6. Cross Product Value (Beta)

Correlations							
		Optimism	Flexibility	Tenacity	Curiosity	Taking Risks	Career Adaptability
Optimism	Pearson Correlation	1	-0.095	-.324**	-0.113	-0.095	-.371**
	Sig. (2-tailed)		0.406	0.004	0.321	0.403	0.001
	N	79	79	79	79	79	79
Flexibility	Pearson Correlation	-0.095	1	0.186	0.202	-.231*	.253*
	Sig. (2-tailed)	0.406		0.101	0.074	0.041	0.025
	N	79	79	79	79	79	79
Tenacity	Pearson Correlation	-.324**	0.186	1	.569**	-.413**	.749**
	Sig. (2-tailed)	0.004	0.101		0.000	0.000	0.000
	N	79	79	79	79	79	79
Curiosity	Pearson Correlation	-0.113	0.202	.569**	1	-.341**	.555**
	Sig. (2-tailed)	0.321	0.074	0.000		0.002	0.000
	N	79	79	79	79	79	79
Taking Risks	Pearson Correlation	-0,095	-.231*	-.413**	-.341**	1	-.433**
	Sig. (2-tailed)	0.403	0.041	0.000	0.002		0.000

	N	79	79	79	79	79	79
Career Adaptability	Pearson Correlation	-.371**	.253*	.749**	.555**	-.433**	1
	Sig. (2-tailed)	0.001	0.025	0.000	0.000	0.000	
	N	79	79	79	79	79	79
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Table 7 summarizes the total effective contributions of the dimensions of planned happenstance skills—optimism, flexibility, tenacity, curiosity, and risk-taking—to career adaptability. The table provides the Beta values, X-Y correlations, calculated contributions, and the percentage contribution of each predictor. Tenacity stands out as the most influential predictor, accounting for 38% of the total contribution, followed by curiosity at 10%. Optimism and risk-taking contribute 7% each, while flexibility accounts for 2%. Together, these dimensions explain 64% of the variance in career adaptability, highlighting the combined influence of planned happenstance skills in shaping students' ability to adapt to dynamic career environments.

Table 7. Total Effective Contribution Results

Predictor	Beta	X-Y Correlation	Contributions	Percent
Optimism	-0.198	-0.371	0.073481696	7%
Flexibility	0.066	0.253	0.016792036	2%
Tenacity	0.502	0.749	0.376347548	38%
Curiosity	0.176	0.555	0.097582043	10%
Taking Risks	-0.169	-0.433	0.0731396	7%
Total Effective Contributions				**64%**

Furthermore, in the correlation test, the correlation coefficient (r) between career adaptability and planned happenstance skills is 0.798, and the R Square value is 0.637, indicating an effective contribution of 64%. Researchers then sought to identify the effective contribution of each aspect of planned happenstance skills on career adaptability. Planned happenstance skills consist of five aspects: optimism, flexibility, persistence, curiosity, and risk-taking. Researchers conducted an analysis to determine the value of the cross-product and the weight of each aspect (b) using regression analysis with the help of the Statistical Package for the Social Sciences (SPSS) version 26 for Windows. The results of the cross-product analysis and the weight of each aspect of planned happenstance skills confirmed a total effective contribution of 64%. Based on the total effective contribution, persistence was identified as the aspect with the largest effective contribution, accounting for 38%. Persistence in planned happenstance skills refers to a person's ability to keep trying and not give up despite facing setbacks or challenges (Abdillah et al., 2020). This suggests that students with high levels of persistence are more likely to have strong career adaptability, enabling them to navigate and succeed in an ever-changing career environment.

Career guidance aims to help individuals or groups understand themselves, recognize the world of work, and optimize their potential for a future that aligns with their aspirations (Fakhriyani &

Sa'idah, 2023). Schools can effectively design career guidance programs that focus on developing planned happenstance skills to enhance students' career adaptability. By understanding that skills such as curiosity, flexibility, perseverance, optimism, and risk-taking contribute positively to career adaptability, guidance and counselling teachers can structure career guidance programs that include activities or training designed to strengthen these skills. For example, the program could include workshops that teach uncertainty management techniques, simulations of unexpected career situations, and role-playing exercises to hone problem-solving and decision-making skills in unforeseen circumstances. Through a holistic and integrated approach, schools can help students develop the confidence and ability to adapt to changes and challenges in the world of work, ultimately improving their readiness to enter and succeed in their careers.

The findings of this study align with previous research. For instance, the study by (Valickas et al., 2019) demonstrated that planned happenstance skills can predict subjective well-being and academic adjustment among students in Lithuania. This highlights that individuals with strong planned happenstance skills are better equipped to face career challenges while also adjusting effectively to academic environments. This study reinforces the importance of developing these skills early, including at the high school level, to enhance students' adaptability to dynamic career changes. Similarly, research by (Yang et al., 2017) in South Korea found that planned happenstance skills undergo changes during the transition from school to work, with most skills declining over time except for risk-taking courage. However, their findings emphasized the need to maintain these skills during transitional periods to maximize career success and adaptability.

The current study also revealed that persistence contributed the most to career adaptability (38%). This can be theoretically explained by the critical role of persistence in individuals' resilience when facing career obstacles. These findings align with prior literature, such as Lent and Brown (2013), which highlighted persistence as a key component of adaptability. Among high school students, persistence is particularly significant as they navigate crucial educational and career-related decisions.

However, some findings were unexpected. For instance, the negative relationship between optimism and career adaptability warrants further exploration. One possible explanation is that excessive optimism might lead students to be less pragmatic in dealing with career uncertainties. Unrealistic optimism could hinder effective adaptation strategies. Additionally, in certain cultural contexts, optimism might be perceived as a passive attitude, relying more on luck than on proactive effort. Similarly, the negative relationship found with risk-taking could stem from students taking excessively high risks, which may lead to significant setbacks. Such experiences could reduce their confidence in adapting to future challenges, particularly for high school students who may have limited resources and experiences to manage risks effectively.

Overall, this study underscores the importance of fostering planned happenstance skills among students, with particular emphasis on persistence and curiosity. Career guidance programs tailored to students' cultural and local contexts can play a pivotal role in enhancing these skills, thereby supporting better career adaptability in the future.

The limitations of this study are acknowledged, but there are several key areas that future research could address to provide more comprehensive insights. First, the study's sample is restricted to high school students in a specific region, which could limit the generalizability of the findings to other regions or countries with differing educational, social, and cultural backgrounds. To address this, future research could aim to include a more diverse, cross-regional or cross-national sample to examine whether cultural or regional differences in career development influence the relationship between planned happenstance skills and career adaptability. Such a broader approach would allow for a more nuanced understanding of how these skills function in different contexts and whether their impact varies across diverse cultural settings.

Second, the validity and reliability of the instruments used to measure planned happenstance skills could be further enhanced in future studies. While the current study relied on well-established

scales, potential biases in measurement could still be present, especially when these scales are applied to diverse student populations. To address this, future research could incorporate mixed methods approaches, such as qualitative interviews or focus groups, alongside quantitative surveys. This would not only provide more detailed insights into how students develop and utilize planned happenstance skills, but also help validate and refine the measurement tools to ensure they accurately capture the full scope of these skills.

Finally, the study found a significant but negative relationship between risk-taking and career adaptability, which warrants further exploration. Future research could investigate this phenomenon in greater depth, especially considering that risk-taking is often viewed as a positive trait in career development. Longitudinal or qualitative studies could explore how students' attitudes towards risk-taking evolve over time and how these shifts influence their career adaptability. By understanding the nuances of how risk-taking affects career outcomes, researchers can provide more targeted advice and strategies for students to balance risk-taking with adaptability in their career paths.

In sum, these suggestions for future research would help address the current study's limitations, deepen our understanding of the relationship between planned happenstance skills and career adaptability, and ensure that findings are applicable across a wider range of educational and cultural contexts. This study makes an important contribution to the development of planned happenstance theory by strengthening the empirical evidence that these skills play a significant role in enhancing high school students' career adaptability. The findings confirm that skills such as curiosity, flexibility, perseverance, optimism, and risk-taking not only help students deal with unexpected events but also enable them to turn such situations into fruitful opportunities in their career journey. In career guidance practice, the results of this study can be applied by designing programs that focus on developing planned happenstance skills. Career counselors in schools can integrate exercises that encourage students to actively seek out new experiences, manage uncertainty, and learn from unexpected events. In this way, students will be better prepared for future challenges and will have the confidence and flexibility necessary to achieve success in their careers.

4. CONCLUSION

This study concludes that planned happenstance skills significantly predict career adaptability among high school students, with findings showing a moderate to strong positive correlation ($r = 0.549$) and an R Square value of 0.637, indicating that approximately 64% of the variability in career adaptability is explained by these skills. Students with higher levels of planned happenstance skills—curiosity, flexibility, perseverance, optimism, and risk-taking—demonstrate greater adaptability, while those with lower levels exhibit reduced adaptability. These findings underscore the potential for enhancing planned happenstance skills as a strategy to improve students' ability to navigate career transitions, whether entering the workforce or pursuing further education. The study has practical implications for schools, which can develop career guidance programs to cultivate these critical skills. Activities and training focused on fostering curiosity, perseverance, and adaptability should be integrated into counseling practices to better prepare students for future career challenges.

However, the research is not without limitations. The regional focus of the sample may restrict the generalizability of the findings, and potential biases in the measurement tools warrant consideration. Future research should address these limitations by including more diverse, cross-regional, or cross-cultural samples and refining the measurement instruments to ensure broader validity.

This study contributes to career development literature by emphasizing the role of planned happenstance skills in fostering career adaptability, providing both theoretical insights and practical guidance for educational program design in a dynamic career landscape.

REFERENCES

Abdillah, N., Nurmaulidya, A., & Hidayat, D. R. (2020). Planned Happenstance Dalam Perencanaan Dan Pengambilan Keputusan Karir. *Jurnal Ilmiah Bimbingan Konseling Undiksha*. https://doi.org/10.23887/jjbk.v11i1.27456

Abivian, M. (2020). Optimalisasi Layanan Bimbingan Karir dalam Meningkatkan Keterserapan Lulusan di SMAN 1 Gegesik. *Department of Islamic Guidance Counseling (BKI), Faculty of Ushuluddin Adab and Da'wah, IAIN Syekh Nurjati Cirebon*. https://doi.org/10.24235/prophetic.v3i1.6959

Anggraeni, R., & Elan Maulani, I. (2023). Pengaruh Teknologi Informasi Terhadap Perkembangan Bisnis Modern. *Jurnal Sosial Teknologi*. https://doi.org/10.59188/jurnalsostech.v3i2.635

Anggraini, S., Rifai, M., & Muhid, A. (2021). Peran layanan bimbingan dan konseling komprehensif dalam perencanaan karier pada siswa SMA. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*. https://doi.org/10.26539/teraputik.51544

Fakhriyani, D. V., & Sa'idah, I. (2023). Efektifitas Layanan Bimbingan Karier Terhadap Perencanaan Karier Pada Santri Tingkat Akhir. *Consilium: Berkala Kajian Konseling Dan Ilmu Keagamaan*, *9*(2), 107–115.

Fathmah, A., Bapak Jaja Suteja, M.Pd.I, M. A., & Bapak Drs. H. Muzaki, M. A. (2019). Pelaksanaan Layanan Bimbingan Konseling Karir Islam Terhadap Peingkatan Pemahaman Siswa Di Dalam Pemilihan Karir (studi kasus pada kelas XI SMA Negeri 1 Gegesik). *Jurnal Bimbingan Konseling Islam*.

Intani, I. D., & Sawitri, D. R. (2023). Hubungan antara Dukungan Sosial Guru Bimbingan Konseling dan Adaptabilitas Karir pada Siswa Kelas XII dI SMA Negeri 1 Cilacap. *Jurnal EMPATI*. https://doi.org/10.14710/empati.2023.27563

Kiekel, J., Courduff, J., & Hessling, P. (2022). A Series of Happenstances: How the Pandemic Created Opportunities with Technology. *Education Sciences*. https://doi.org/10.3390/educsci12110835

Kim, B., Jung, S. H., Jang, S. H., Lee, B., Rhee, E., Cho, S. H., & Lee, S. M. (2014). Construction and initial validation of the planned happenstance career inventory. *Career Development Quarterly*. https://doi.org/10.1002/j.2161-0045.2014.00082.x

Kim, B., Kim, S. R., Yang, N. Y., Yaung, H., Ha, G. Y., Yang, J. Y., Lee, B., & Lee, S. M. (2018). Longitudinal Relationships Between Planned Happenstance Skills and Life Adjustment and the Moderating Role of Career Barriers. *Journal of Career Development*. https://doi.org/10.1177/0894845316681078

Kurniawan, S., Disemadi, H. S., & Purwanti, A. (2020). Urgensi Pencegahan Tindak Pidana Curang (Fraud) Dalam Klaim Asuransi. *Halu Oleo Law Review*. https://doi.org/10.33561/holrev.v4i1.10863

Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*. https://doi.org/10.1016/j.jvb.2012.01.011

Valickas, A., Raišiene, A. G., & Rapuano, V. (2019). Planned happenstance skills as personal resources for students' psychological wellbeing and academic adjustment. *Sustainability (Switzerland)*. https://doi.org/10.3390/SU11123401

Yang, N. Y., Yaung, H., Noh, H., Jang, S. H., & Lee, B. (2017). The change of planned happenstance skills and its association with career-related variables during school-to-work transition. *International Journal for Educational and Vocational Guidance*. https://doi.org/10.1007/s10775-016-9332-z

Zhai, C., Chai, X., Shrestha, S., & Zhong, N. (2023). Grit and Career Construction among Chinese High School Students: The Serial Mediating Effect of Hope and Career Adaptability. *Sustainability (Switzerland)*. https://doi.org/10.3390/su15043608