

ADAPTATION OF THE CAREER ADAPTABILITY SCALE (CAAS) MEASUREMENT TOOL FOR GENERATION Z JOB SEEKER IN YOGYAKARTA

Putu Eka Darmawan^{1*}, Rosita Endang Kusmaryani²

Faculty of Psychology, Yogyakarta State University, Indonesia¹

Faculty of Psychology, Yogyakarta State University, Indonesia²

E-mail: putueka.2024@student.uny.ac.id rosita_ek@uny.ac.id

Received : 12 May 2026

Accepted : 10 June 2026

Revised : 21 May 2026

Published : 18 June 2026

Abstract

Study This aim For evaluate the adaptation and validation process tool measure the Indonesian version of the Career Adapt-Abilities Scale (CAAS) in context seeker Work Generation Z in Yogyakarta. Approach study use method quantitative with purposive sampling technique, involving 177 searchers Work Generation Z. Procedure adaptation follow Beaton et al.'s (2000) guidelines, which include forward translation, back translation, synthesis results translation, as well as expert review. Validity test construct done using Confirmatory Factor Analysis (CFA). The results show that model four CAAS dimensions, namely concern, control, curiosity, and confidence, meet goodness of fit criteria (CFI = 0.922; TLI = 0.912; RMSEA = 0.0733; SRMR = 0.0451). Total reliability of the scale reached 0.785, and each subscale show adequate internal consistency. Findings This indicates that the Indonesian version of CAAS is valid and reliable For used in context Indonesian culture, especially for those seeking Work Generation Z in Yogyakarta. Instruments This can used For measure adaptability career , as well as become base for study advanced related development career generation young people in Indonesia.

Keywords: Adaptability Career Adapt Abilities Scale, Validity , Reliability , Search Work Generation Z

INTRODUCTION

Entering the world of work in the modern era is not Again just problem find work, but also abilities individual For adapt to rapid change, global competition, and demands continuous skills developing. In the middle dynamics mentioned, Generation Z was born between 1997 to 2012 (Dimock, 2019) become group current age dominate the search market Work beginning career. They born and grow in the digital era, so that own characteristics unique: adaptive to technology, critical to system rigid work, but also inclined experience anxiety career, feeling of not sure , and search meaning in work (Schroth, 2019) .

In phase search work, individual Generation Z faces various pressure, start from job market uncertainty, high competition, to rejection repetitive in the recruitment process. Conditions This exacerbated by trends such as gig economy, contracts Work Meanwhile, automation and digitalization are increasing strong (STUPNYTSKYI, 2022) Study latest show that Lots seeker Gen Z workers experience psychological distress, loss trust self, as well as difficulty in designing the future career in a way realistic (Katsaros, 2024; Mamahit & Reandsi, 2022) This confirm that readiness psychological become factor important , isn't it? only skills technical.

Ability adaptation career (*career adaptability*) appears as fundamental concepts in planning career, especially in context of the continuing world of work changed. Savickas and Porfeli define it as capacity individual For anticipate, face, and adapt self to challenges related to career. Career adaptability consists of on four dimensions main : *concern*, *control*, *curiosity*, and *confidence* (Haynie et al., 2020; Sathish et al., 2024) . Fourth dimensions This own role important in help individual navigate journey career they , especially when is in a transition period from the world of education towards the professional world , which is very relevant for Generation Z.

Measurement ability adaptation career operationalized *through the Career Adapt-Abilities Scale (CAAS)*, namely instrument developed by Savickas and Porfeli . CAAS assesses four dimensions said : concern towards the future career , control on life and development career , desire know to possibility track career , and confidence in ability self For reach aspirations career (Haynie et al., 2020; Kim & Smith, 2021; Sathish et al., 2024) . Various study has test and validate CAAS in various context culture , so that strengthen its application to diverse populations (Haynie et al., 2020; Kaur & Kaur, 2021; Sathish et al., 2024) . As For example , Kim and Smith used CAAS on college students. women and prove its relevance For understand adaptation career in the group the (Kim & Smith,

2021). Literature latest emphasize importance *career adaptability* in support success transition graduate of new into the competitive world of work. Research This show that *career adaptability* correlated positive with performance work and satisfaction life, which means individuals with levels adaptation tall more capable face uncertainty as well as pressure career ((Hlad' o et al., 2022; Salimi et al., 2023; Wetstone & Rice, 2023) . In addition, the dimensions in *Career adaptability* is also related to personal attributes such as price self and personality proactive, which strengthens readiness individual For face job market demands (Hartanto & Salim, 2021; Hlad' o et al., 2022) .

Implications of *career adaptability* No only felt at the individual level, but also at the organizational and educational levels. Many institutions start realize importance grow ability adaptation career through training and intervention, especially in college tall (Tjhan & Salim, 2022; Wetstone & Rice, 2023) . By developing four dimensions *career adaptability*, educational programs make an effort prepare graduates so as not to only capable fulfil demands of the world of work, but also capable navigate complexity life personal and professional they. In a way Overall, *career adaptability* is crucial psychological capital in help individual specifically graduate of new face dynamics of the modern job market. Through CAAS framework that focuses on *concern, control, curiosity, and confidence*, individuals can understand, develop, and optimize ability adaptation career they as foundation For reach success professional (Savickas & Porfeli, 2012) .

LITERATURE REVIEW

Findings This show that CAAS has potential For adapted to the population new, including Generation Z in Indonesia, especially in Yogyakarta The reliability of CAAS is also strengthened through development version short such as the CAAS-Short Form (CAAS-SF) with 12 items statements and CAAS-5-SF with 15 items. Both version This still own validity good psychometrics, but more efficient and according to preferences Generation Z who likes concise digital assessment ((Haenggli & Hirschi, 2020; Khalid & Ahmad, 2021) . Validation process psychometrics versions This usually use *Confirmatory Factor Analysis* (CFA), invariance test measurement, and reliability testing For ensure that instrument Work in a way consistent across a range of group demographics ((Haenggli & Hirschi, 2020; Soares et al., 2023) .

Although CAAS has Lots used in various countries, up to moment This Not yet There is adaptation or validation special For seeker Work Generation Z in Yogyakarta. This creates gap significant research, especially Because Generation Z in Indonesia is facing challenge social unique economy like job market instability, demands digitalization, and considerations culture in taking decision career (Lusmilasari et al., 2025; van Rensburg et al., 2024) . Without adjustment to Language local, value culture and reality contextual search work in Yogyakarta, CAAS maybe No capable describe ability adaptation career in a way accurate. Therefore that, validation local is very necessary For minimize measurement bias and produce assessment meaningful psychology.

Study furthermore need directed at CAAS adaptation including utilise version short to in Indonesian taking into account relevance culture for seeker Work Generation Z in Yogyakarta. Adaptation process This covers translation, expert assessment, trial beginning (*pilot test*), as well as analysis psychometrics in a way strict such as CFA and reliability testing (Lusmilasari et al., 2025; van Rensburg et al., 2024) . Research kind of This No only bridge emptiness academic, but also provide benefit practical for counselor career, institution education, and makers policy in support seeker Work young people in Indonesia. Thus, CAAS can become tool valid and reliable measurement For map strength adaptation career Generation Z in Yogyakarta. Through study this, it is hoped seeker Work Generation Z can get greater understanding Good about potential self, direction career, and strategies for dealing with challenge work. In addition, the results study This expected give recommendation practical for institution provider service employment, companies, and party government in designing supportive interventions readiness career generation young in a way more comprehensive and contextual.

Study This aim For give greater understanding Good to seeker Work from Generation Z in the Special Region of Yogyakarta regarding potential self, direction career, and strategies for dealing with challenges in the world of work. By using tool measuring *Career Adapt-Abilities Scale* (CAAS) which has adapted, expected can measurable in a way accurate capacity adaptation career they. The results of study This expected For give recommendation practical for institution provider service employment and companies, as well as party government, in designing supportive interventions readiness career generation young in a way more comprehensive and contextual. Generation Z tends to need more support big in navigate challenge complex and dynamic career. Research previously show that adaptability career play a role important in help individuals, especially students and seekers Work young, for respond various changes in the environment Work (Nikander et al., 2022; Pratiwi & Salim, 2025; Ramadhanti & Priyatama, 2023) For example, research by Ramadhanti and Priyatama show that existence support social, good from family and Friend peers, can strengthen adaptability career, which ultimately contribute

ADAPTATION OF THE CAREER ADAPTABILITY SCALE (CAAS) MEASUREMENT TOOL FOR GENERATION Z JOB SEEKER IN YOGYAKARTA

Putu Eka Darmawan et al

to readiness they in face change career (Pratiwi & Salim, 2025; Ramadhanti & Priyatama, 2023) . In addition , the interventions designed in a way careful can help increase skills adaptation career. (Wetstone & Rice, 2023) report success designed interventions for increase adaptability career among students. Research results they show that intervention kind of This Can own impact positive to attitude and readiness participant in face challenges in the world of work .

METHOD

Study This use approach quantitative with a purpose evaluate adaptation tool measuring *Career Adapt-Abilities Scale* (CAAS) Indonesian version for job seekers Work Generation Z in the Special Region of Yogyakarta. Approach This used For test validity and reliability tool measuring through analysis statistics, especially Confirmatory Factor Analysis (CFA) and *Cronbach's Alpha* (Guilford, 1956; L. Hu & Bentler, 1999) . Population in study This is seeker Work Generation Z in the Special Region of Yogyakarta. The sample consists of of 177 participants with characteristics aged 18-28 years, moderate look for job, and willing follow as well as in research. Data collection techniques sample using purposive sampling because adapted to the characteristics career adaptability theory (Savickas, 2005) . Of the number of these, 51 participants is males (28.8%) and 126 females (71.2%).

| Characteristics | Information | Amount | Percentage |
|-----------------|-------------|--------|------------|
| Gender | Man | 51 | 28.8% |
| | Woman | 126 | 71.2% |
| Age | 18-29 Years | | |

Table 1 Demographics Participants

Data in study This collected use online forms (Google Forms) that are distributed through social media researchers, such as WhatsApp, Instagram, and Telegram. This method chosen Because efficient, easy accessible to generations young, and make it easier researchers reach seeker Work Generation Z spread across the Special Region of Yogyakarta. Before fill in questionnaire , participants get explanation about objective research, data confidentiality , and consent participation (*informed consent*), so that ensure participation they nature voluntary and ethical. Instruments main used in study This is *Career Adapt-Abilities Scale* (CAAS), first developed by (Savickas, 2000) and refined by (Savickas & Porfeli, 2012) For measure ability adaptation career individual .

| No | Dimensions | Item | Amount |
|----|-------------------|-------------------|--------|
| 1 | <i>Concern</i> | 1,2,3,4,5,6 | 6 |
| 2 | <i>Control</i> | 7,8,9,10,11,12 | 6 |
| 3 | <i>Curiosity</i> | 13,14,15,16,17,18 | 6 |
| 4 | <i>Confidence</i> | 19,20,21,22,23,24 | 6 |

Table 2 Blue Print Career Adapt Abilities Scale

The CAAS scale consists of of 24 statement items that represent four core dimensions of adaptability career , namely *concern* (concern) towards the future career), *control* (sense of control) to decision career), *curiosity* (a sense of wanting to know) know exploratory to various possibility career), and *confidence* (belief will ability self For reach objective career). Each item is answered use 5- point Likert scale , starting from 1 = less strong , 2 = sufficient strong , 3 = strong , 4 = very strong , up to 5 = strongest , where all items are favorable, so that total score is obtained by adding up all over response . Use this online scale No only make things easier distribution and data collection , but also according to the characteristics Generation Z is accustomed to digital technology and responsiveness fast in online format. Thus , the method data collection and instruments used has customized in a way contextual with characteristics population as well as still follow standard scientific in study psychometrics (Sou et al., 2021) .

RESULTS AND DISCUSSION

Adaptation tool measure , especially in context scale *Career Adapt-Abilities Scale* (CAAS) to in Indonesian, it is very important to be able to reflect reality psychological seeker Work Generation Z in Yogyakarta. The

adaptation process undertaken must systematic For guard equality meaning, validity content and readability scale as shown in table 5. Procedure This covering a number of stage: translation beginning (*forward translation*), synthesis translation, translation return (*back translation*), and review by experts (Felipe et al., 2024; Liang et al., 2024) . At the stage translation early , two translators independent give a slightly different version different in matter word choice and meaning. Differences This analyzed carefully For determine the most suitable formulation in context seeker Work young Indonesians. For example , the phrase " *Thinking about what my future will be like* " is translated as " Thinking about direction and future I , "which is considered more reflect the thinking process active in planning career ((Liang et al., 2024) . Overall step This in line with the adapted methodology that has been proven effective in study others , such as in study by Oliveira et al. which emphasizes the importance of the assessment and improvement process translation For guard clarity and appropriateness context culture (Oliveira et al., 2022) .

After produce version end in Indonesian, stage translation return done by two translators independent . This process aim ensure that No There is shift significant meaning when compared to the version original . In different contexts, research shows the need verification through *back-translation* For guard equality semantics covering studies about adaptation tool measure , even though reference specific supporting statement This Not yet determined in a way direct in the existing database (Manan et al., 2024) . The results of adaptation This show that the Indonesian version of CAAS is not experience shift important meaning, which indicates success at the *back-translation stage*. Reviews by experts are also available key in ensure validity content and suitability draft from adapted scale . Engagement committee expert in review every item is proven succeed in research by Oliveira et al. who found that the review process together experts also improve level agreement between translations and versions original (Oliveira et al., 2022) . During the adaptation process in this case, each CAAS item is designed to correspond to an indicator. adaptability career , taking into account challenge real experience experienced by the generation young when enter to the world of work .

In a way Overall , CAAS adaptation to in Indonesian successful guard equality conceptual , validity content , and relevance contextual to experience seeker Work Generation Z. Research This show that results from the adaptation process This would be very appropriate For used in research and assessment related to readiness career and adaptability in the Indonesian context , which is disciplined in guard methods and standards scientific during this process (Buck et al., 2022; Felipe et al., 2024) . CFA test was conducted For confirm the best *fit model* based on amount factors on the instrument . Based on CFA test results , can known that CAAS instrument with 4- factor model stated *fit*. With explanation as following (CFI=0.922; TLI=0.912); fulfil criteria *fit* Then RMSEA and SRMR indexes meet criteria or fit (RMSEA=0.0733 SRMR=0.0451). Category *fit* according to criteria can seen in Table 3. All items on the scale results adaptation also has a loading factor with range 0.710-0.833.

Validity tool measuring in study This obtained through the process of adaptation and construction testing to *Career Adapt-Abilities Scale* (CAAS) to in context Indonesian culture , in particular for seeker Work Generation Z in the Special Region of Yogyakarta. Adaptation tool measuring done Because A instrument psychological No Enough only translated in a way language , but must reflect context culture , meaning social , and experience psychological population target . Therefore that , the CAAS adaptation process follows guidelines (Beaton et al., 2000) which includes five stages main , namely request permission adaptation to writer original , do *forward translation* by two translators independent , composing synthesis translation , doing back-translation to in English by translator different , and continued with a review by the team expert psychology career and psychometrics . Approach This it is said effective Because has succeed implemented in various study adaptation scale as by (Fatoye et al., 2024) moment translate questionnaire to in Yoruba language , (Santhoso et al., 2023) in adaptation scale *bullying* into Indonesian, as well as (Zou et al., 2021) which emphasizes importance evaluation psychometrics after adaptation Language in context professional maintenance palliative . Research by (Wasilah et al., 2023) and (Sherazi et al., 2023) also shows that field test or *pilot* testing is required For ensure readability , clarity , and appropriateness culture from instruments that have been translated.

After the adaptation process produce version final CAAS in Indonesian, testing validity construct done use *Confirmatory Factor Analysis* (CFA). The CFA test aims confirm whether structure four CAAS dimensions *concern, control, curiosity, and confidence* still consistent across populations seeker Work Generation Z in Yogyakarta. CFA results show that model four factor own level good model fit (*goodness of fit*) , with a CFI value of 0.922 and a TLI of 0.912.

Table 3 CFA Analysis

| GOF | Results | Criteria | Information |
|-------|---------|----------|-------------|
| CFI | 0.922 | >0.90 | Fit |
| TLI | 0.912 | >0.90 | Fit |
| RMSEA | 0.0733 | <0.08 | Fit |
| SRMR | 0.0451 | <0.08 | Fit |

In addition, the residual fit indices such as RMSEA of 0.0733 and SRMR of 0.0451 are also within the acceptable limits. This category is in accordance with the criteria set by (L. Hu & Bentler, 1999), namely CFI > 0.90, TLI > 0.90, RMSEA < 0.08, and SRMR < 0.08 as indicators of an acceptable model. All items also show factor loading values between 0.710 and 0.833, which means each item has a strong correlation with the construct it measures and exceeds the minimum limit of 0.50. These results indicate that the Indonesian version of the CAAS is not only structurally valid but also relevant in describing the career adaptability of Generation Z job seekers in Yogyakarta.

Reliability instrument tested use *Cronbach's Alpha*. The results show that total reliability scale reached 0.785, so that including in category reliable ($0.60 < \alpha \leq 0.80$) according to criteria (Guilford, 1956) . Based on results analysis reliability, can known that mark CAAS reliability in general overall classified as reliable namely 0.785. Each CAAS dimension is assessed reliable and according to criteria (Guilford, 1956) Where mark reliability above 0.60 . Reliability results in a way details can seenin Table 4. This is show that the Indonesian version of CAAS has adequate internal consistency and can used For measure adaptability career in job seekers Work Generation Z in Yogyakarta.

Table 4 Scale Reliability

| Dimensions | Item | Reliability |
|-------------------|-------------------|-------------|
| <i>Concern</i> | 1,2,3,4,5,6 | 0.895 |
| <i>Control</i> | 7,8,9,10,11,12 | 0.872 |
| <i>Curiosity</i> | 13,14,15,16,17,18 | 0.895 |
| <i>Confidence</i> | 19,20,21,22,23,24 | 0.893 |

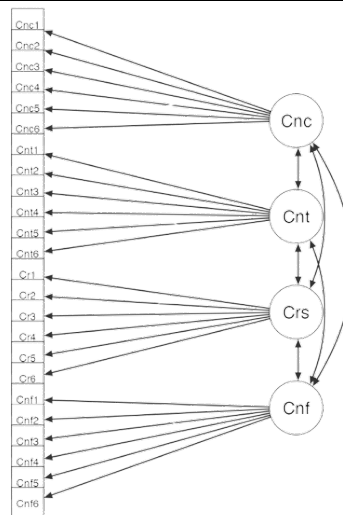
Table 5 Original and Final Items

| No | Original Item | Final Item | Loading Factor |
|----------------|---|---|----------------|
| Concern | | | |
| 1 | Thinking about what my future will be like | I think about the future I | 0.710 |
| 2 | Realizing that today's choices shape my future | I realized that choice of the day This can determine the future I | 0.750 |
| 3 | Preparing for the future | I prepared self for the future I | 0.619 |
| 4 | Becoming aware of the educational and career choices that I must make | I care about education and future careers . I travel | 0.752 |
| 5 | Planning how to achieve my goals | I plan How method reach objective I | 0.794 |
| 6 | Concerned about my career | I focus on my career I | 0.807 |
| Control | | | |
| 7 | Keeping upbeat | I always guard thought positive I | 0.545 |
| 8 | Making decisions by myself | I make decision I Alone | 0.776 |
| 9 | Taking responsibility for my actions | I am responsible answer on the actions that I do | 0.723 |
| 10 | Sticking up for my beliefs | I maintain belief I | 0.780 |
| 11 | Counting on myself | I believe in my abilities self Alone | 0.796 |

ADAPTATION OF THE CAREER ADAPTABILITY SCALE (CAAS) MEASUREMENT TOOL FOR GENERATION Z JOB SEEKER IN YOGYAKARTA

Putu Eka Darmawan et al

| | | | |
|-------------------|---|--|-------|
| 12 | Doing what's right for me | I do what is true according to I | 0.737 |
| Curiosity | | | |
| 13 | Exploring my surroundings | I explore surrounding environment I | 0.751 |
| 14 | Looking for opportunities to grow as a person | I am looking for chance For develop potential self | 0.739 |
| 15 | Investigating options before making a choice | I study other options before determine choice | 0.672 |
| 16 | Observing different ways of doing this | I observe different ways in do something | 0.812 |
| 17 | Probing deeply into questions I have | I'm browsing more in to the question I have have | 0.816 |
| 18 | Becoming curious about new opportunities | I want to know opportunities new | |
| Confidence | | | |
| 19 | Performing tasks efficiently | I'm working on tasks in an efficient manner | 0.757 |
| 20 | Taking care to do things well | I'm trying do something well | 0.707 |
| 21 | Learning new skills | I study various skills new | 0.658 |
| 22 | Working up to my ability | I work as much as possible Possible | 0.795 |
| 23 | Overcoming obstacles | I faced and overcame obstacle | 0.803 |
| 24 | Solving problems | I finished problem | 0.833 |



Based on 4D *path* diagram model From the Indonesian version of CAAS , the items are well spread across the factors (Figure 1.)

Confirmatory Factor Analysis (CFA) is approach methodological important to use For test validity structure from tool multi-item measures , such as *Career Adapt-Abilities Scale* (CAAS). This scale consists of from four construct main mutual related , namely *Concern* , *Control* , *Curiosity* , and *Confidence* . Each construct measured through grains specific only load One latent factors , in accordance with the principle *unidimensionality* (Gaile et al., 2022) . Dimensions *Concern* describe ability individual For planning for the future career in a way proactive . *Control* emphasize ability individual in control decision career and sense of responsibility answer personal . *Curiosity* related to tendencies For explore opportunity career and openness to experience new . Meanwhile that , *Confidence* reflect belief individual in face challenge career . The four of them each other correlate and form more concepts big , namely *career adaptability* , so show that factors This No stand alone , but is part from One unity (Lee & Durksen, 2021) .

For ensure validity structure four CAAS factors , used index feasibility of such models *Root Mean Square Error of Approximation* (RMSEA), *Comparative Fit Index* (CFI), and *Tucker-Lewis Index* (TLI). Model considered own good compatibility if CFI and TLI values ≥ 0.90 and RMSEA ≤ 0.08 (Marmara et al., 2022). The indices This used For evaluate to what extent the theoretical model according to empirical data , so that ensure that CAAS is worthy used in the population certain , including seeker Work Generation Z (Chavez et al., 2023) , if criteria This

fulfilled, then instrument considered credible in measure construct psychological in a way accurate. Thus, CFA does not only test suitability each item against the construct, but also ensure that CAAS is capable reflect multidimensional nature of ability adaptation career in a way right. Through analysis rigorous statistics, CAAS has been shown to be valid for used in understand dynamics ability adaptation career in the population young (Luhmann et al., 2021). Study This No only give contribution for literature academic about adaptability career among Generation Z, but also provides framework Work practical for development tool relevant measurement in a way culture. With the existence of proper validation and measured reliability use methods that have been acknowledged, results from studies This expected can help maker policy and educators in respond challenges faced by seekers Work young in transition to the world of work.

CONCLUSION

The results of the Confirmatory Factor Analysis (CFA) test show that model four factor *Career Adapt-Abilities Scale* (CAAS), which includes dimensions *concern, control, curiosity, and confidence*, can accepted in a way statistics, with values *Goodness of Fit Index* which shows good fit. The CFI value = 0.922, TLI = 0.912, RMSEA = 0.073, and SRMR = 0.045, all fulfil expected criteria For effective model inference (Mirkovic et al., 2020; Parola et al., 2025; Song et al., 2023). This strengthens stability and relevance structure four CAAS factor when adapted to the context seeker Work Generation Z in Indonesia, with item *loading factors* ranging from between 0.710 and 0.833, shows contribution powerful instrument to construct adaptation career (J.-C. Hu et al., 2023).

CAAS, developed by Savickas and Porfeli, has tested its validity and reliability in various context, including among students. Research by (Yolanda et al., 2022) show implementation of CAAS in context students, where the tools measuring This succeed show significant relationship between support social and adaptability career. Research more also continue to report Cronbach's coefficient for CAAS shows excellent reliability, support use tool measuring This in more context wide (Dostanić et al., 2021; Hastuti & Wijono, 2023). In study regarding youth, it was revealed that tool the same measurement also has factor structures that can justified in a way statistics, with decent value in CFA ((Dostanić et al., 2021; Hastuti & Wijono, 2023).

In a way theoretical, research This support view that ability adapt in career is source Power important psychological abilities. This No only help individual overcome uncertainty and rejection, but also relief pressure during transition from education into the world of work. This is consistent with the study previously stated that adaptability career play a role in increase *person-job fit* and resilience career, as well as in reduce stress work among Generation Z (Leong et al., 2023; Prasad et al., 2021). Although Gen Z is known own high digital literacy, various study show that they Still questioning ability career they, experienced anxiety related work and uncertainty in taking decision (Feng et al., 2023; Lodi et al., 2020; Yang et al., 2023). Contradiction This show that skills technology just No adequate; mental support, reflection self and ability adapt in a way psychological is also very necessary.

In addition, the research gap appear Because part big study previous work related to CAAS focused on the context students, college students, and workers active outside Indonesia. In particular, studies about CAAS in context seeker Work Generation Z in Indonesia, with a focus especially in Yogyakarta, still limited. Yogyakarta, as city education and goals migration work, have unique characteristics, where many graduate of face gap skills and competition tight in the job market (Kim, 2021; Santilli et al., 2025). Research This No only validate CAAS in contextual, but also provides outlook empirical about How seeker Work Generation Z in Yogyakarta builds adaptation career they are in the middle ongoing global challenges develop. In context this is important For consider factors psychological factors that play a role in adaptation career Generation Z, which can become guidelines for development of support programs future career (Soares et al., 2023). Implementation from the adaptability model this is very important For help they navigate the complexity of a rapidly changing job market.

REFERENCES

- Beaton, D. E., Bombardier, C., Guillemin, F., & Ferraz, M. B. (2000). Guidelines for the Process of Cross-Cultural Adaptation of Self-Report Measures. *Spine*, 25 (24), 3186–3191. <https://doi.org/10.1097/00007632-200012150-00014>
- Buck, S., Sandqvist, J., Nilsing Strid, E., Knibbe, H. J. J., Enthoven, P., & Wåhlin, C. (2022). Translation and cross-cultural adaptation of the risk assessment instrument TilThermometer for a Swedish version – patient handling in the healthcare sector. *BMC Musculoskeletal Disorders*, 23 (1), 531. <https://doi.org/10.1186/s12891-022-05474-8>
- Chavez, R., Malik, M., Ghaderi, H., & Yu, W. (2023). Environmental collaboration with suppliers and cost performance: exploring the contingency role of digital orientation from a circular economy perspective.

- International Journal of Operations & Production Management* , 43 (4), 651–675.
<https://doi.org/10.1108/IJOPM-01-2022-0072>
- Dimock. (2019). *Defining generations: Where millennials end and post-millennials begin* . Pew Research Center.
- Dostanić, J., Suvajdžić, K., & Krpović–Bojanić, Ž. (2021). Decision-Making Styles, Career Decision Self-Efficacy, and Career Adaptability Among High School Students. *The Career Development Quarterly* , 69 (1), 63–77.
<https://doi.org/10.1002/cdq.12249>
- Fatoye, F., Daramola, O.J., Oyewole, O.O., Falade, O., Gebrye, T., Idowu, O., Fatoye, C., & Mbada, C. (2024). Translation, cross-cultural adaptation, and psychometric evaluation of the brief illness perception questionnaire into Yoruba language among persons with chronic low back pain. *Bulletin of the Faculty of Physical Therapy* , 29 (1), 22. <https://doi.org/10.1186/s43161-024-00188-5>
- Felipe, MDAA, Peterlini, MAS, Ullman, A., & Pedreira, M. da LG (2024). Michigan appropriateness guide for intravenous catheters in pediatrics — miniMAGIC-Brasil: translation into Brazilian portuguese. *Revista Paulista de Pediatría* , 42 . <https://doi.org/10.1590/1984-0462/2024/42/2023159>
- Feng, Q., Chen, X., & Guo, Z. (2023). How does role accumulation enhance career adaptability? A dual mediation analysis. *Current Psychology* , 42 (12), 10426–10436. <https://doi.org/10.1007/s12144-021-02304-3>
- Gaile, A., Baumane-Vītoļa, I., Kivipõld, K., & Stibe, A. (2022). Examining subjective career success of knowledge workers. *Review of Managerial Science* , 16 (7), 2135–2160. <https://doi.org/10.1007/s11846-022-00523-x>
- Guilford, J. P. (1956). The structure of intellect. *Psychological Bulletin* , 53 (4), 267–293.
<https://doi.org/10.1037/h0040755>
- Haenggli, M., & Hirschi, A. (2020). Career adaptability and career success in the context of a broader career resources framework. *Journal of Vocational Behavior* , 119 , 103414.
<https://doi.org/10.1016/j.jvb.2020.103414>
- Hartanto, NSA, & Salim, RMA (2021). Parental Support on College Students' Career Adaptability: The Role of Proactive Personality as a Mediator. *Journal of Educational Sciences* , 27 (1), 8.
<https://doi.org/10.17977/um048v27i1p8-16>
- Hastuti, C., & Wijono, S. (2023). Family Social Support and Career Adaptability in Students of Faculty of Psychology, Satya Wacana Salatiga Christian University. *Journal of Social Research* , 2 (7), 2259–2268.
<https://doi.org/10.55324/josr.v2i7.1168>
- Haynie, J., Flynn, C. B., & Herda, D. (2020). Linking career adaptability to supervisor-rated task performance: a serial mediation model. *Career Development International* , 25 (4), 429–442. <https://doi.org/10.1108/CDI-08-2019-0207>
- Hlad'o, P., Juhaňák, L., Hloušková, L., & Lazarová, B. (2022). Exploring the Roles of Career Adaptability, Self-Esteem, and Work Values in Life Satisfaction Among Emerging Adults During their Career Transition. *Emerging Adulthood* , 10 (1), 135–148. <https://doi.org/10.1177/21676968211012586>
- Hu, J.-C., Su, N., Huang, Y., Zou, Y.-D., Liu, H., & Liu, J.-D. (2023). Psychometric properties of the Career Adaptabilities Scale–Short Form: evidence from Chinese elite athletes. *Frontiers in Psychology* , 14 .
<https://doi.org/10.3389/fpsyg.2023.1230537>
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indices in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal* , 6 (1), 1–55.
<https://doi.org/10.1080/10705519909540118>
- Katsaros, K. K. (2024). Gen Z Employee Adaptive Performance: The Role of Inclusive Leadership and Workplace Happiness. *Administrative Sciences* , 14 (8), 163. <https://doi.org/10.3390/admsci14080163>
- Kaur, H., & Kaur, R. (2021). Career adaptability and job outcomes: a moderated mediation model of proactivity and job content plateau in the educational sector. *Higher Education, Skills and Work-Based Learning* , 11 (4), 929–945. <https://doi.org/10.1108/HESWBL-07-2020-0150>
- Khalid, K., & Ahmad, AM (2021). The relationship between employability skills and career adaptability: a case of undergraduate students of the United Arab Emirates. *Higher Education, Skills and Work-Based Learning* , 11 (5), 1035–1054. <https://doi.org/10.1108/HESWBL-08-2020-0175>
- Kim, J. (2021). Development and Validation of the Career Adaptability Scale for Undergraduates in Korea. *Sustainability* , 13 (19), 11004. <https://doi.org/10.3390/su131911004>
- Kim, J., & Smith, C. K. (2021). Traumatic Experiences and Female University Students' Career Adaptability. *The Career Development Quarterly* , 69 (3), 263–277. <https://doi.org/10.1002/cdq.12272>
- Lee, J., & Durksen, T. L. (2021). Global Academic Interest Scale for Undergraduate and Graduate Students. *Journal of Psychoeducational Assessment* , 39 (2), 182–196. <https://doi.org/10.1177/0734282920946144>

ADAPTATION OF THE CAREER ADAPTABILITY SCALE (CAAS) MEASUREMENT TOOL FOR GENERATION Z JOB SEEKER IN YOGYAKARTA

Putu Eka Darmawan et al

- Leong, F.T.L., Gardner, D.M., Nye, C.D., & Prasad, J.J. (2023). The Five-Factor Career Adapt-Abilities Scale's Predictive and Incremental Validity With Work-Related and Life Outcomes. *Journal of Career Development*, 50 (4), 860–882. <https://doi.org/10.1177/08948453221138301>
- Liang, H.Y., Da Dai, H., Chuang, J.Y., Tseng, T.Y., & Yu, S. (2024). Chinese Version of the Career Adapt-Abilities Scale for Clinical Nurses: A Translation and Psychometric Validation Study. *Journal of Nursing Management*, 2024 (1). <https://doi.org/10.1155/jonm/8198854>
- Lodi, E., Zammitti, A., Magnano, P., Patrizi, P., & Santisi, G. (2020). Italian Adaptation of Self-Perceived Employability Scale: Psychometric Properties and Relationship with the Career Adaptability and Well-Being. *Behavioral Sciences*, 10 (5), 82. <https://doi.org/10.3390/bs10050082>
- Luhmann, M., Fassbender, I., Alcock, M., & Haehner, P. (2021). A dimensional taxonomy of perceived characteristics of major life events. *Journal of Personality and Social Psychology*, 121 (3), 633–668. <https://doi.org/10.1037/pspp0000291>
- Lusmilasari, L., Perdana, M., Pangastuti, H.S., Pertiwi, A.A.P., Nilsson, J., & Lepp, M. (2025). Translation, Cross-Cultural Adaptation and Validation of the Nurse Professional Competence Scale Into Indonesian. *International Journal of Nursing Practice*, 31 (5). <https://doi.org/10.1111/ijn.70064>
- Mamahit, H., & Reandsi, H. (2022). Application of the Scavenger Hunt Technique in Classical Guidance to Overcome Academic Burnout in Students. *Bulletin of Counseling and Psychotherapy*, 4 (1), 36–43. <https://doi.org/10.51214/bocp.v4i1.153>
- Manan, N.M., Musa, S., Nor, M.M.D., Saari, C.Z., & Al-Namankany, A. (2024). The Abeer Children Dental Anxiety Scale (<sc>ACDAS</sc>) cross-cultural adaptation and validity of self-report measures in the Malaysian Children Context (<sc>MY-ACDAS</sc>). *International Journal of Pediatric Dentistry*, 34 (3), 267–276. <https://doi.org/10.1111/ipd.13132>
- Mirkovic, B., Suvajdzic, K., & Dostanic, J. (2020). Career Adaptability in Serbia: Examining the CAAS model. *Psihologija*, 53 (1), 21–41. <https://doi.org/10.2298/PSI190101012M>
- Nikander, J.A.O., Aunola, K., Tolvanen, A., & Ryba, T.V. (2022). Associations between student-athletes' self-esteem and career adaptability across the high school years. *Scandinavian Journal of Medicine & Science in Sports*, 32 (4), 789–797. <https://doi.org/10.1111/sms.14114>
- Oliveira, R.K.C. de, Santos, A.M.R. dos, Nolêto, J. dos S., Sá, G.G. de M., Machado, R. da S., Gouveia, M.T. de O., & Madeira, M.Z. de A. (2022). Hospital emergency suitability protocol: translation and adaptation to the Brazilian culture. *Revista Gaúcha de Enfermagem*, 43. <https://doi.org/10.1590/1983-1447.2022.20210183.en>
- Parola, A., Marcionetti, J., & Savickas, M. (2025). Psychometric properties of the Career Adapt-Abilities Scale in Italian young people not in education, employment, or training (NEET). *International Journal for Educational and Vocational Guidance*, 25 (2), 783–801. <https://doi.org/10.1007/s10775-023-09604-z>
- Prasad, J., Gardner, D.M., Leong, F.T., Zhang, J., & Nye, C.D. (2021). The criterion validity of career adapt-abilities scale with cooperation among Chinese workers. *Career Development International*, 26 (2), 252–268. <https://doi.org/10.1108/CDI-04-2020-0106>
- Pratiwi, A., & Salim, R.M.A. (2025). Navigating Career Challenges in Gen Z: The Path from Parental Support to Career Adaptability through Future Work-Self. *Journal of Educational Research and Evaluation*, 9 (1), 96–105. <https://doi.org/10.23887/jere.v9i1.86250>
- Ramadhanti, H.D., & Priyatama, A.N. (2023). The Relationship between Career Optimism and Social Support with Career Adaptability of Students Using UNS Career Development Center Services. *Schema: Journal of Psychological Research*, 8 (1), 22–32. <https://doi.org/10.29313/schema.v8i1.11673>
- Salimi, S., Nilforooshan, P., & Sadeghi, A. (2023). Towards Career Satisfaction by Career Adaptation Model Among Individuals With Visual Impairment. *Journal of Career Development*, 50 (1), 200–215. <https://doi.org/10.1177/08948453221084138>
- Santhoso, F.H., Marvianto, R.D., & Purwanto, B. (2023). An Adaptation and Validation of The Indonesian Version of The Bullying and Cyberbullying Scale for Adolescents. *Gadjah Mada Journal of Psychology (GamaJoP)*, 9 (1), 21. <https://doi.org/10.22146/gamajop.70527>
- Santilli, S., Ginevra, M. C., & Coscioni, V. (2025). Exploring Adolescents' Future Time Orientation: The Italian Validation of the Scale and Links to Sustainability. *Behavioral Sciences*, 15 (3), 338. <https://doi.org/10.3390/bs15030338>
- Sathish, G., Mukherjee, T., & Sahney, S. (2024). Expatriates' protean career orientation and cross-cultural adjustment: the mediating role of career adaptability. *Journal of Global Mobility: The Home of Expatriate Management Research*, 12 (4), 620–647. <https://doi.org/10.1108/JGM-03-2024-0020>

ADAPTATION OF THE CAREER ADAPTABILITY SCALE (CAAS) MEASUREMENT TOOL FOR GENERATION Z JOB SEEKER IN YOGYAKARTA

Putu Eka Darmawan et al

- Savickas, M. L. (2000). Renovating the psychology of careers for the twenty-first century. In *The Future of Careers* (pp. 53–68). Cambridge University Press. <https://doi.org/10.1017/CBO9780511520853.004>
- Savickas, M. L. (2005). The theory and practice of career construction” in Career development and counseling: Putting theory and research to work. In *Hoboken, NJ: John Wiley & Sons, Inc* (eds. RW).
- Savickas, M. L., & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior* , 80 (3), 661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
- Schroth, H. (2019). Are You Ready for Gen Z in the Workplace? *California Management Review* , 61 (3), 5–18. <https://doi.org/10.1177/0008125619841006>
- Sherazi, Q.-U.-A., Waqas, S., Tariq, M., Asim, H.M., Javaid, A., & Ghafoor, I. (2023). Translation and Validation of Pediatric Functional Independence Measure Scale in Urdu Language among Preterm Children. *Pakistan Journal of Medical and Health Sciences* , 17 (5), 22–24. <https://doi.org/10.53350/pjmhs202317522>
- Soares, J., Taveira, M. do C., Barroso, P., & Silva, A.D. (2023). Career Adapt-Abilities Scale–Short Form: Validation among Portuguese University Students and Workers. *Journal of Career Assessment* , 31 (3), 571– 587. <https://doi.org/10.1177/10690727221129281>
- Song, C., Hashim, S. Bin, Xu, X., & Ling, H. (2023). Career adaptability scale -short form: Validation among early career stage of Chinese university graduates. *Frontiers in Psychology* , 14 . <https://doi.org/10.3389/fpsyg.2023.1110287>
- Sou, E.K.L., Yuen, M., & Chen, G. (2021). Development and Validation of a Chinese Five-Factor Short Form of the Career Adapt-Abilities Scale. *Journal of Career Assessment* , 29 (1), 129–147. <https://doi.org/10.1177/1069072720935151>
- STUPNYTSKYI, O. (2022). Generation Z and changes in the structure of the modern labor market. *Visnik Mariupol's'kogo Deržavnogo Uniiversitetu. Series: Ekonomika* , 12 (23), 41–51. <https://doi.org/10.34079/2226-2822-2022-12-23-41-51>
- Tjhan, H.K., & Salim, R.M.A. (2022). Perceived Peer Support as a Moderator of the Relationship between Core Self-Evaluations and Career Adaptability among University Students from Papua Region. *Electronic Journal of Research in Educational Psychology* , 20 (58), 517–532. <https://doi.org/10.25115/ejrep.v20i58.4812>
- van Rensburg, H., Perera, H. N., McIlveen, P., Asad, F., & Hoare, P. N. (2024). Measures of career adaptability and employability in Indonesian. *International Journal for Educational and Vocational Guidance* , 24 (3), 743–761. <https://doi.org/10.1007/s10775-022-09576-6>
- Wasilah, H., Natashia, D., Huang, C.-H., Chen, HM, & Yen, M. (2023). Translation and psychometric testing of Indonesian Version of Chronic Kidney Disease– Symptom Burden Index. *Nursing Journal* , 18 (3), 235–242. <https://doi.org/10.20473/jn.v18i3.47539>
- Wetstone, H., & Rice, K. G. (2023). Enhancing Career Adaptability Among University Students: An Intervention Study. *Journal of Career Development* , 50 (6), 1279–1292. <https://doi.org/10.1177/08948453231187910>
- Yang, L., Sin, K. F., & Savickas, M. L. (2023). Assessing factor structure and reliability of the career adaptability scale in students with special educational needs. *Frontiers in Psychology* , 14 . <https://doi.org/10.3389/fpsyg.2023.1030218>
- Yolanda, Wiwik Sulistiani, & Dewi Mahastuti. (2022). HARDINESS AND SOCIAL SUPPORT WITH CAREER ADAPTABILITY IN PSYCHOLOGY FACULTY STUDENTS. *POSEIDON PSYCHOLOGY JOURNAL* , 23–39. <https://doi.org/10.30649/jpp.v5i1.65>
- Zou, Z., Bai, J., Gu, Y., Zou, Q., Xiao, C., Yang, J., Zhang, Q., & Lazenby, M. (2021). Cultural adaptation and psychometric evaluation of the Chinese version of the nurse-specific end-of-life professional caregiver survey: a cross-sectional study. *BMC Palliative Care* , 20 (1), 32. <https://doi.org/10.1186/s12904-021-00725-2>