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The Influence of Career Agility, Psychological Capital, and Career Adaptability on Teachers' Career Satisfaction in the Era of Digital Transformation

Atin Supartini*, Maman Suratman
Universitas Widyatama, Indonesia
Email: atinsupartini888@gmail.com*, maman.suratman@widyatama.ac.id

Abstract. Digital transformation has reshaped teachers' work demands, requiring both career flexibility and psychological readiness. These changes may influence teachers' career satisfaction, which reflects individuals' subjective evaluations of their career development and achievements. This study aims to examine the effects of career agility, psychological capital, and career adaptability on teachers' career satisfaction in the era of digital transformation. This study employed a quantitative approach with an explanatory research design. The research population consisted of teachers at the Yayasan Pembina Pendidikan Teknologi (YPPT) Garut, with total sampling applied. Data were collected through a questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The findings indicate that career agility and psychological capital have positive and significant effects on teachers' career satisfaction. In contrast, career adaptability shows a negative and non-significant partial effect on career satisfaction. However, when examined simultaneously, career agility, psychological capital, and career adaptability significantly influence teachers' career satisfaction in the context of digital transformation. These results suggest that teachers' career satisfaction is more strongly shaped by career agility and psychological capital than by career adaptability.

Keywords: career satisfaction; career agility; psychological capital; career adaptability; digital transformation.

INTRODUCTION

Digital transformation has been a key driver of significant change in various sectors, including education. Ever-evolving technology demands that education systems not only adopt digital tools but also design learning approaches that are relevant to the needs of the times. However, in the context of Indonesia's education as one of the developing countries, this transformation still faces various challenges. Teachers, as key actors in the educational process, are often burdened by the demands of rapid adaptation amid limited resources, training, and institutional support. Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek RI, 2023) shows that only 58% of teachers in Indonesia feel confident in using technology in learning. This fact reflects the gap between the ideals of digital transformation and the reality on the ground (Abdillah & Jogiyanto, 2015).

Young teachers tend to have advantages in terms of technology adaptation but face obstacles such as high workloads and lack of work-life balance (Hasibuan, 2020). In contrast, senior teachers show greater resistance to technology due to limited digital competencies. An internal survey of teachers who are in charge of teaching at the Garut Regency Technology Education Coach Foundation (YPPT) which oversees Vocational High Schools (SMK) revealed that around 65% of teachers reported low career satisfaction levels, which were mostly caused by high work pressure, lack of continuous training and lack of rewards for the achievements of the work concerned from the school/foundation leadership and management (Dudašová et al., 2021).

Some of the problems experienced by schools and teachers are in accordance with the OECD report (2022) which states that only 52% of teachers in developing countries have adequate digital competence.

Table 1. Pre-Survey Results of Teacher Career Satisfaction Level

Career Satisfaction Level	Number of Respondents	Percentage (%)
Satisfied	10	35,7
Dissatisfied	18	64,3
Total	28	100,0

In this context, the concepts of career agility, psychological capital, and career adaptability offer a strategic approach to increase career satisfaction (Ozturk, 2021; Pham & Ho, 2021). Career agility reflects the ability of individuals to proactively adapt to change, allowing teachers to respond to work dynamics in the digital age (Joo & Ready, 2012; Savickas, 2013). Psychological capital, which includes self-efficacy, optimism, resilience, and hope, is an important foundation in overcoming work pressure. Meanwhile, career adaptability gives teachers the flexibility to navigate career changes more effectively. Although these three concepts have been shown to increase job satisfaction, research integrating them in the context of education in Indonesia is still very limited (Konstant, 2020; Luthans & Youssef-Morgan, 2017).

Theoretically, this study aims to answer these challenges by applying Career Construction Theory (Savickas, 2013), which emphasizes the importance of individual adaptation in building a meaningful career, and Positive Organizational Behavior, which emphasizes the importance of psychological capital in improving work well-being (Terry & Rue, 2014). Although these theories have been widely used in the corporate sector, their application in the education sector, especially in the midst of digital transformation, is still minimal (Monteiro et al., 2020; Nikolaev et al., 2021; Novitasari, 2020).This research fills a gap in a global study that focuses on the application of career agility in the education sector in developing countries, where resistance to technology is still a significant issue (Robbins & Coulter, 2018; Suliyanto, 2018).

Based on a practical perspective, this study provides highly relevant insights for policymakers and educational institutions in designing more adaptive teacher management strategies. The application of career agility, psychological capital, and career adaptability can be a framework to reduce work pressure, increase career satisfaction, and accelerate technological adaptation among teachers (Youssef-Morgan, 2024; Zuhdi et al., 2016).Thus, this research contributes to the development of academic literature and the implementation of evidence-based policies to support digital transformation in the education sector (Wójcik et al., 2025 ..

This research is expected to make a theoretical contribution by expanding the application of Career Construction Theory and Positive Organizational Behavior in the context of education. Practically, this research can be a reference for educational institutions in designing technology-based training programs, supporting workload management, and formulating achievement-based reward policies. This integration of theory and practice makes research relevant for local and global contexts, while supporting the academic literature in addressing the challenges of the digital transformation era in education and learning (Turliuc & Candel,

2021).

MATERIALS AND METHODS

This research focused on the influence of career agility, psychological capital, and career adaptability on teachers' career satisfaction at the Garut Technology Education Supervisory Foundation (YPPT). These teachers faced major challenges from digital transformation, including resistance to technology, limited digital competencies, and increased workloads.

The study employed a quantitative approach with descriptive and verifiable methods to test hypotheses and causal relationships among variables through statistical analysis, including multiple regression.

Data consisted of primary and secondary sources. Primary data came directly from teachers via questionnaires distributed in hybrid (online and offline) formats. Secondary data were obtained from the foundation's internal reports, education policy documents, and relevant prior research.

Data collection combined questionnaires (Likert scale 1–5, validity/reliability tested with Cronbach's alpha ≥ 0.70), semi-structured interviews with purposive samples of teachers and management (recorded and transcribed), and participatory observations of teaching processes (documented in field notes). Secondary data were gathered through documentation studies of foundation policies, training reports, and performance evaluations over the past three years.

RESULTS AND DISCUSSION

Descriptive Analysis Results

Descriptively, the responses of teacher respondents to career agility, psychological capital, career adaptability and career satisfaction in the digital technology era are quite diverse (Appendix 4: MV Descriptives) with the following explanation.

1.Career Agility

The Career Agility variable consists of four indicators, namely adaptive performance, learning agility, digital fluency and career resilience. Each of them was developed into three predictors, so that there is total of 12 statements to reveal the level of career agility of teachers with the following results.

Table 2. Respondents' Responses to Career Agility Variables

No.	Statement	Score	Category
1	I am able to keep up with the development of organizational structure activities in the workplace	3,5484	Good
2	I am able to work well under various conditions of work/task policies in the workplace	4,0645	Good
3	I am able to work with anyone who leads the Institute	3,7419	Good
	Average	3,7849	Good
4	I am always interested in the latest concepts in learning innovation	3,9032	Good
5	I was able to easily understand the practice Innovative learning	4,0645	Good
6	I am one of those people who quickly grasp new skills in the job	3,9677	Good

	Average	3,9785	Good
7	I was able to learn the use of technology in learning/work better than others	3,9032	Good
8	I always apply technology in my learning/assigned work	3,6129	Good
9	I often help colleagues in using learning technology	3,6774	Good
	Average	3,7312	Good
10	I was able to overcome problems in learning by using the technology used today	3,5161	Good
11	I am ready to apply digital technology in Future Learning/Work	3,8710	Good
12	I will continue to deepen my understanding of the latest digital technologies that are beneficial for learning/work	3,7419	Good
	Average	3,7097	Good
	Total average	3,8011	Good

Based on the results of the questionnaire, teachers of SMK YPPT Garut have good career agility with an average score of 3.8011, showing the ability to be proactive, fast, and flexible in managing their careers in the digital era. The learning agility indicator was recorded the highest (3.9785), while career resilience was the lowest (3.7097), so it is necessary for leaders to create a conducive work environment and teachers to develop adaptability independently. For Psychological Capital, the average teacher has a score of 3.7151, indicating positive psychological capital that supports continuous performance and development. The hope indicator reached the highest score of 3.9355, reflecting high expectations of achievement and self-ability, while the lowest self-efficacy (3.6022), signaled the need to increase teachers' confidence in their abilities and competencies.

Table 3. Respondents' Responses to Psychological Capital Variables

No.	Statement	Score	Category
1	I have faith in the mastery of technology digital in learning/work will help develop my career in the future	3,9677	Good
2	I believe that mastery of digital technology in learning/work will benefit more for students/the community	3,8387	Good
3	I believe that the application of digital technology in learning/work will benefit the development of the world of education in the future	4,0000	Good
	Average	**3,9355**	**Good**
4	I often use digital technology in various aspects of learning at school	3,1613	Pretty Good
5	I often solve work problems in home using digital technology	3,6452	Good
6	I often provide training/guidance on Application of digital technology to colleagues who need help	4,0000	Good
	Average	**3,6022**	**Good**

7	The ability to understand digital technology makes me more open to the world of modern knowledge	4,0645	Good
8	The ability to master digital technology makes it easy I get the job done	3,7419	Good
9	The ability to master digital technology helps I got another better job than at my current job	3,1613	Pretty Good
	Average	**3,6559**	**Good**
10	Mastery of digital technology will help science literacy insights from students/society	3,7419	Good
11	Mastering digital technology will help	3,4516	Good
	community/students get land for work as a provision for life in the future		
12	Mastery of digital technology will help the community/students be ready to face challenges Global	3,8065	Good
	Average	3,6667	Good
	Total average	3,7151	Good

The data in Table 4.6 shows the need for leaders to provide motivation and coaching to improve teachers' self-efficacy, so that they are more confident in organizing and carrying out tasks or facing challenges. Meanwhile, the teacher's Career Adaptability variable, which includes the indicators of concern, control, curiosity, and confidence, has an average score of 3.5881, reflecting the teacher's ability to adjust their career, although there is still room for further strengthening.

Table 4. Respondents' Responses to Career Adaptability Variables

No.	Statement	Score	Categories
1	I realize that without applying digital technology in learning/work, students/society will have difficulty understanding the material Taught Learning	3,3871	Pretty Good
2	I realized that without understanding digital technology, I would find it difficult to keep up with the times.	3,5484	Good
3	I realized, that without mastering digital technology I would not have the competitiveness of skills	3,7097	Good
	Average	**3,5484**	**Good**
4	By mastering digital technology, I feel more comfortable in carrying out work/learning	3,7097	Good
5	By mastering digital technology, I feel more calmly solve various work problems	3,4194	Good
6	By mastering digital technology, I feel more Easily find additional income outside of current working hours	3,5484	Good
	Average	**3,5591**	**Good**
7	I always feel that I lack the knowledge of digital technology that I have today	3,7419	Good
8	I want to learn about the latest digital technologies,	3,8387	Good

	because the existing knowledge is already considered to be outdated		
9	I want my digital technology knowledge to be better than other colleagues	3,4839	Good
	Average	3,6882	Good
10	Mastery of digital technology is the right step to achieve your job goals	3,7419	Good
11	My mastery of digital technology helps It makes it easier for me to make decisions about my future career path	3,2903	Pretty Good
12	With today's mastery of digital technology, I am more confident in socially interacting with colleagues	3,2581	Pretty Good
13	With the mastery of digital technology today, I am more confident that the future of my career will be brighter	3,9677	Good
	Average	3,5645	Good
	Total average	3,5881	Good

Based on Table 4, the teacher's curiosity indicator towards career opportunities and the development of digital technology has the highest score (3.6882), indicating high curiosity. On the other hand, the indicator of concern or attention to career obtained the lowest score (3.5484), indicating the need for teachers to think more about and plan for the future of their careers. Leaders are advised to provide more space for teacher career development. Meanwhile, the Career Satisfaction variable consists of four indicators, each of which is developed into three predictors, as listed in the table.

Table 5. Respondents' Responses to Career Satisfaction Variables

No.	Statement	Score	Category
1	I am satisfied with my work so far	3,6452	Good
2	I am satisfied with my current career achievements	3,4194	Good
3	I am satisfied with my ability to help achieve the goals of the institution	3,7419	Good
	Average	**3,6022**	**Good**
4	I am satisfied with the achievement of personal goals in my current job	3,6129	Good
5	I am satisfied with the opportunity that the institution has given me in developing digital competencies	3,8710	Good
6	I am satisfied with the current mastery of digital technology	3,7097	Good
	Average	3,7312	Good
7	I am satisfied with the appreciation given by the institution to my digital capabilities	3,4194	Good
8	I am satisfied with the recognition given by colleagues with my current career achievements	3,5161	Good
9	I am satisfied with the institution's recognition of my current career achievements	3,8387	Good
	Average	3,5914	Good
10	I am satisfied with the opportunity given by the institution	3,8065	Good

	in presenting my ideas so far		
11	I am satisfied with the opportunity given by the institution to be fully involved in institutional decision-making all this time	4,0000	Good
12	I am satisfied with the wide opportunities of the institution for sustainable career development for me and my colleagues	3,8710	Good
	Average	3,8925	Good
	Total average	3,7043	Good

Based on Table 5 data from four indicators, namely achievement, development, recognition and autonomy, the average teacher feels satisfied with his career in his job so far with an average score of 3.7043. The achievement of the highest average score of 3.8925 is in the aspect of autonomy or flexibility to develop their best abilities in the classroom during the learning process. This means that teachers feel that they do not get certain obstacles or limitations that make their ability to teach limited.

Meanwhile, the achievement of the lowest average score of 3.5914 is in the aspect of recognition of the abilities possessed in their fields. This means that teachers feel that the recognition given by the institution for their abilities and achievements so far has not been optimal. Therefore, leaders and management must focus on one aspect of teacher career development, namely providing recognition and wide opportunities for all teachers to get career positions that meet their expectations, as well as providing flexibility to add to their scientific insights, for example providing scholarships or other forms of attention in order to increase teachers' satisfaction with their careers.

CONCLUSION

This study found that teachers at YPPT Garut exhibited good levels of career agility, psychological capital, career adaptability, and career satisfaction amid digital transformation, though with indicator variations. Career agility and psychological capital exerted positive, significant partial effects on satisfaction, underscoring the value of proactive adaptability and traits like self-efficacy, hope, optimism, and resilience. Conversely, career adaptability showed a negative, insignificant partial effect, possibly due to suboptimal organizational support. Simultaneously, all three factors positively and significantly influenced satisfaction, highlighting their complementary roles. For future research, longitudinal studies could explore mediating roles of organizational support and training interventions to enhance career adaptability's impact.

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