

Peer Support, Emotional Intelligence, Career Decision Self-Efficacy And Career Adaptability Among Certified Internship Students In The Merdeka Campus Program

Determinant of Student Career Adaptability

897

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ABSTRACT

Students with good career adaptability can effectively plan their careers and take responsibility for their career decisions. Through the Merdeka Campus Certified Internship Program, students can develop career adaptability, preparing them to face challenges and changes in the workforce. This study aims to examine the direct influence of peer support, emotional intelligence, and career decision self-efficacy on career adaptability. The research employs a quantitative approach, targeting students from Esa Unggul University Jakarta who have participated in the Merdeka Campus Certified Internship Program. Data was collected using a questionnaire with a sample size of 130 respondents and analyzed using Structural Equation Modeling (SEM PLS) with statistical software. The results show that peer support positively influences career decision self-efficacy. Furthermore, a positive influence of emotional intelligence on career decision self-efficacy was found. Additionally, career decision self-efficacy positively affects career adaptability. However, while emotional intelligence positively influences career decision self-efficacy, it does not directly impact career adaptability. These findings are expected to provide valuable insights for universities, government, and institutions to more effectively prepare students for career challenges and changes.

Keywords: career adaptability, career decision self-efficacy, emotional intelligence, peer support

INTRODUCTION

The transition from student life to becoming a professional is not always easy (Anjum, 2020). Many students struggle to choose the right career path due to a lack of support from their surroundings and experience emotional stress that hinders their career adaptability (Hora *et al.*, 2019). This phenomenon is increasingly evident as many recent graduates find themselves uncertain about making career decisions, leading to hesitation

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and a lack of clear direction in their career development (Kulcsár *et al.*, 2020). These challenges faced by students demand that educational institutions design new curricula and provide adaptive support and development resources (Nasik, 2019). The Merdeka Campus Certified Internship Program, implemented by the Ministry of Education and Culture of the Republic of Indonesia, is one of the curricula that educational institutions, including universities, need to carry out (Baro'ah, 2020). Through this program, students can develop career adaptability to prepare for the challenges and changes in the workforce (Krisnanik *et al.*, 2021). Students with good career adaptability can effectively plan their careers and take responsibility for their career decisions (Suranto & Rojuaniah, 2024).

Students who participate in internship activities not only gain work experience but also enhance their career decision self-efficacy, which is an essential component of career adaptability as it helps students build confidence in facing unexpected career challenges (Harahap & Ramli, 2023; Imran *et al.*, 2020; Liu *et al.*, 2023). On the other hand, peer support can provide various advice and assistance regarding work and help students become more flexible and adaptive in exploring different career opportunities (Idianti, 2015). In addition to these two components, emotional intelligence is crucial for maximizing students' career behavior and better preparing their emotions for career-related events (Jiang, 2016; Kurniawati *et al.*, 2024; Rinaldi & Ramli, 2023). Students with good emotional intelligence will be able to build confidence to achieve their goals in career decision-making and development processes. This strengthens their career adaptability by enhancing their confidence and ability to adapt to various career situations (Fachridian *et al.*, 2024; Takaya *et al.*, 2020; Wang *et al.*, 2023).

Previous studies have focused on final-year undergraduate students or those in at least their sixth semester (Salim *et al.*, 2023). This study builds on the research of Salim *et al.* (2023) by adding the variable of emotional intelligence, which plays a significant role in enhancing the career adaptability of internship students, as this skill helps individuals become more flexible and resilient in facing changes and challenges in the work environment. The subjects of this study are students from Esa Unggul University Jakarta who have participated in the Merdeka Campus Certified Internship Program. Based on the previous explanation, the aim of this study is to examine the complex relationship between peer support, emotional intelligence, career decision self-efficacy, and career adaptability among students who have participated in the Merdeka Campus Certified Internship Program. This research is also expected to serve as a reference for efforts to develop high-quality human resources in the workforce, particularly at Esa Unggul University Jakarta.

LITERATURE REVIEW

Peer Support

Peer support is a support system where assistance is given and received based on principles such as mutual respect, shared responsibility, and agreement on effective forms of assistance (Shalaby dan Agyapong, 2020). Handayani (2020) defines Peer Support as the availability of people around us who are trusted, people who show that they care, appreciate, and love. Peer support is support that someone receives from others (Rozali, 2020). According to Saputro (2021), peer support is deep support from the peer environment that can provide information about things in an effort to socialize with the environment and contribute effectively to overcoming personal problems. According to Suresh *et al.* (2021), peer support is a form of social and emotional support provided by individuals in the same situation based on shared responsibility, respect, and mutual agreement on what is important. Based on research by Pereira *et al.* (2022), peer support can be said to be an ever-changing socio-emotional relationship between people who share things like the environment or mental health to achieve desired changes.

Emotional Intelligence

Emotional intelligence is the ability to control emotions and make the right decisions in everyday situations (Molero *et al.*, 2019). According to Kotsou *et al.* (2019), emotional

intelligence refers to the ability to identify, express, understand, manage, and use emotions. Sharp *et al.* (2020) defines emotional intelligence as a person's ability to be aware of, control, express their emotions, and handle interpersonal relationships wisely and empathetically. Based on research by San-Juan-Ferrer dan Hípola (2020), emotional intelligence is the ability to understand one's own and others' emotions, motivations, moods, and desires. Emotional Intelligence is not just a character or talent, but a combination of various affects and argumentation skills (Ramli dan Novariani, 2020).

Career Decision Self-Efficacy

Career decision self-efficacy refers to the extent to which individuals feel confident in their ability to successfully engage in tasks related to making career choices and with commitment to a career (Falco dan Summers, 2019). According to Penn dan Lent (2019), career decision self-efficacy is a person's ability to navigate the activities involved in making career decisions, such as gathering professional information and choosing goals. Based on research by Agoes *et al.* (2023), career decision self-efficacy is a person's belief in their ability to make various career decisions. Chuang *et al.* (2020) describe career decision self-efficacy as an individual's belief that leads to the success of completing tasks to make career decisions. Career decision self-efficacy is the level of belief that an individual can carry out the career process successfully (Koçak *et al.*, 2021).

Career Adaptability

Career adaptability includes four key dimensions: concern, control, curiosity, and confidence (Savickas & Porfeli, 2012). According to Rudolph *et al.* (2017), career adaptability is an adaptability skill that is useful for overcoming developmental challenges and facing changes in the context of current and future careers. Based on research by Obschonka *et al.* (2018), career adaptability can be said to be a psychological resource that has the potential to contribute to work productivity and social inclusion. Career adaptability is an individual's psychological ability to maintain a balance between elements of life when they change their career roles (Chen *et al.*, 2020; Meidiyanty *et al.*, 2023; Novianti & Ramli, 2023). According to research by Kusyadi (2020), career adaptability is an individual's ability to handle predictable work and contribute to work responsibilities by making the necessary adjustments. Factors that can influence career adaptability include peer support and career decision self-efficacy which can make individuals feel more confident and competent in determining career choices that are in accordance with their goals and abilities (Febriani *et al.*, 2023; Rizky *et al.*, 2023; Salim *et al.*, 2023). In addition, emotional intelligence helps individuals manage their emotions better, so they can adapt to changes and pressures in the work environment and this can strengthen a person's career adaptability (Hamzah *et al.*, 2021; Situmorang *et al.*, 2023; Sukarno *et al.*, 2020).

Certified Internship for Independent Campus (MBKM)

According to Herlina (2021), a certified internship is an internship program that is accelerated and accelerated with an optimally designed learning experience. The Certified Internship for Independent Campus program presents innovation in learning so that it can produce innovative and creative students, and are able to develop their potential in their chosen fields (Susilawati, 2021). Certified Internship for Independent Campus is one of the flagship programs of the latest policy of the Ministry of Education, Culture, Research, and Technology in the concept of *Merdeka Belajar – Kampus Merdeka* (MBKM) which was inaugurated in 2020 by Nadiem Makarim (Suharto *et al.*, 2022). This program aims to prepare and encourage students to master skills in their fields that are useful for facing the world of work in the future (Rokhani & Hafidhuddin, 2022).

The Relationship Between Peer Support and Career Decision Self-Efficacy (CDSE)

Peer support affects career decision self-efficacy by increasing an individual's ability to make effective career decisions, along with the level of support received from peers (Salim *et al.*, 2023). Peer support significantly and positively influences career decision self-efficacy by assisting individuals in developing control and confidence in their career decision-making (Kim dan Lee, 2018). Peer support in a career context can strengthen an

individual's belief in their ability to make career decisions (Hou *et al.*, 2019). Ikrima dan Tantiani (2022) stated that peer support has a significant positive effect on career decision self-efficacy in students. According to Chan (2020), it is emphasized that peer support strengthens career decision self-efficacy and allows individuals to solve their daily life difficulties with a positive attitude. **H1.** Peer support has a positive effect on career decision self-efficacy

The Relationship Emotional Intelligence and Career Decision Self-Efficacy (CDSE)

Emotional intelligence plays a role in increasing Career Decision Self-Efficacy by enabling individuals to integrate emotional experiences with thoughts and actions, thereby strengthening their ability to make effective career decisions (Khasanah *et al.*, 2021; Nurdiansyah *et al.*, 2020; Park *et al.*, 2019). Individuals with low levels of emotional intelligence tend to face challenges in managing emotional stability and self-control when making career decisions (Sidek dan Bakar 2020). Similarly, Noviaty dan Nu'man (2020) stated that emotional intelligence has a positive and significant impact on career decision self-efficacy. According to Harianja dan Simbolon (2023), there is a significant and positive relationship between emotional intelligence and career decision self-efficacy among students. **H2.** Emotional intelligence has a positive effect on career decision self-efficacy

The Relationship Career Decision Self-Efficacy (CDSE) and Career Adaptability

Students with higher career decision self-efficacy find it easier to achieve career goals and contribute positively to enhancing career adaptability (Diatmono *et al.*, 2020; Hamzah *et al.*, 2021; Mulyadi *et al.*, 2020). Career decision self-efficacy plays a crucial role in developing career adaptability by utilizing sources of self-efficacy such as mastery of performance in certain fields, learning through observation, and verbal persuasion to increase its influence on career adaptability (Ebenehi *et al.*, 2016). This is also supported by the identification of career decision self-efficacy as a motivational variable that leads to behavior related to career adaptability (Kim dan Lee, 2018) and can also be used as a reference for successful career management because of its ability to describe certain abilities (Bubic, 2017; Ramli, 2020). Similarly, Chui *et al.* (2022) also stated that career decision self-efficacy has a significant positive effect on career adaptability. **H3.** Career decision self-efficacy has a positive effect on career adaptability

The Relationship Between Peer Support and Career Adaptability

A study conducted by Hlad'o *et al.* (2020) showed that peer support has a positive and significant impact on career adaptability by students. At the same time, Salim *et al.* (2023) stated that the perception received from external factors first influences a person's cognition, so peer support as an external factor contributes to career adaptability. Peer support is important in improving career prospects and effectiveness in recognizing career adaptability opportunities (Al-Jubari *et al.*, 2021). According to Menurut Öztemel dan Yıldız-Akyol (2021), individuals who receive support from their social contacts such as peer support have a significant positive effect on career adaptability. According to Hui *et al.* (2018) stated that peer support has a positive and significant influence on career adaptability. **H4.** Peer support has a positive effect on career adaptability

The Relationship Emotional Intelligence and Career Adaptability

Vashisht *et al.* (2023) identify emotional intelligence as a crucial criterion for strengthening an individual's career adaptability. Career adaptability can account for the effects of emotional intelligence on career-related outcomes (Hamzah *et al.*, 2021). Emotional intelligence and career adaptability have self-regulation strategies that function as important psychosocial resources in personal and environmental interactions (Savickas dan Porfeli, 2012). Another study revealed that emotional intelligence is a strong predictor of career adaptability (Parmentier *et al.*, 2019). According to Cizel (2018) there is a significant positive relationship between an individual's emotional intelligence and career adaptability. **H5.** Emotional intelligence has a positive effect on career adaptability

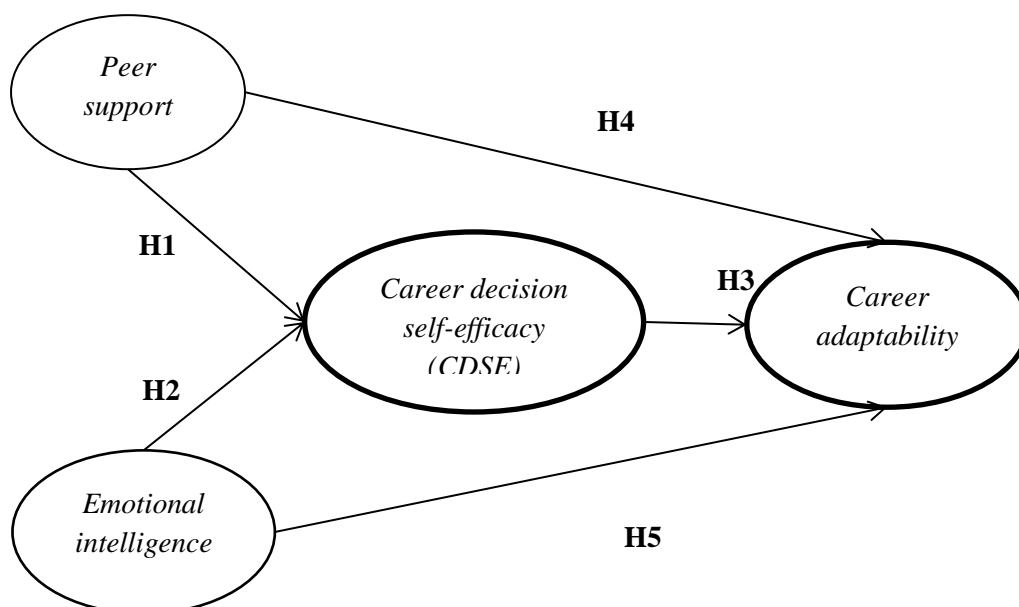


Figure 1. Research Model

METHODS

This study uses a quantitative method. The research design involved data collection through a questionnaire distributed virtually via Google Forms to all respondents through social media platforms (Instagram, WhatsApp). Measurements are made using a Likert scale with a scale value of 1 to 5, where score 1 strongly disagrees (STS), score 2 disagrees (TS), score 3 is neutral (R), then score 4 agrees (S), and score 5 strongly agrees (SS). The population in the study were students of Esa Unggul University, Jakarta who had participated in the Merdeka Campus Certified Internship program.

In this study, the measurements related to the variables under investigation were adopted from previous research. The peer support variable is measured with 3 questions adapted from Zhang dan Huang (2018). On the emotional intelligence variable with 10 questions proposed by Goleman (1998). then the career decision self-efficacy variable with 5 questions adapted from Betz *et al.* (2005), then the career adaptability variable is measured with 8 questions adapted by Savickas dan Porfeli (2012). Based on the provisions, the number of respondents required should be five times the number of questions in the questionnaire (Hair *et al.*, 2019), this study required a total of 120 respondents.

The data collection technique began with the distribution of the initial questionnaire (pretest) to 30 respondents. Data from the pretest were then analyzed using SPSS to determine the reliability and validity of the statements to be included in the questionnaire, by examining the values in Kaiser Meyer-Olkin (KMO) and Measure of Sampling Adequacy (MSA) tests. The accepted values are $KMO \geq 0.5$ and $MSA \geq 0.5$. Additionally, a reliability test was carried out using Cronbach's Alpha measurement with an expected value of more than 0.6 (Hair *et al.*, 2019). Furthermore, the hypothesis test in this study used the Structural Equation Model (SEM) with SmartPLS software.

RESULTS AND DISCUSSION

Before the data collection process was carried out extensively, the researcher conducted an initial test to assess the feasibility of the instruments used. In the peer support variable, there are 3 question items that are said to be valid because they have a value of $0.585 > 0.50$. The emotional intelligence variable has 10 question items and all are said to be valid because they have a value of $0.597 > 0.50$. The career decision self-efficacy variable consists of 5 question items that are said to be valid because the value obtained is $0.597 > 0.50$. Furthermore, the career adaptability variable has 8 valid question items with a value of $0.592 > 0.50$. The reliability test was carried out using

Cronbach alpha with the value of the peer support, emotional intelligence, career decision self-efficacy, and career adaptability variable items producing a value of > 0.60 which indicates that the variable is reliable and ready for the next analysis stage.

Respondent Characteristics

This study successfully collected responses from 120 respondents through an online survey using Google Form. All respondents (100%) had participated in the Merdeka Campus Certified Internship Program. The largest number of respondents were female, totaling 90 individuals (75%), with the highest concentration in the age range of 20 to 22 years, comprising 92 individuals (76.7%). Additionally, respondents were distributed across various industry sectors: 19 (15.8%) in the technology sector, 12 (10%) in health and services, 32 (26.7%) in State-Owned Enterprises, 2 (1.7%) in multilateral and non-profit organizations, 25 (20.8%) in services, and 30 (25%) in other sectors. Based on this information, it was concluded that the majority of respondents from Esa Unggul University Jakarta were female, aged 20-22 years who had participated in the Kampus Merdeka certified internship program.

Outer Model

Outer loading analysis is used to determine the strength of the correlation between indicators and their latent constructs, thereby assessing whether the indicators are valid or not. An indicator is considered valid if its value is greater than 0.70.

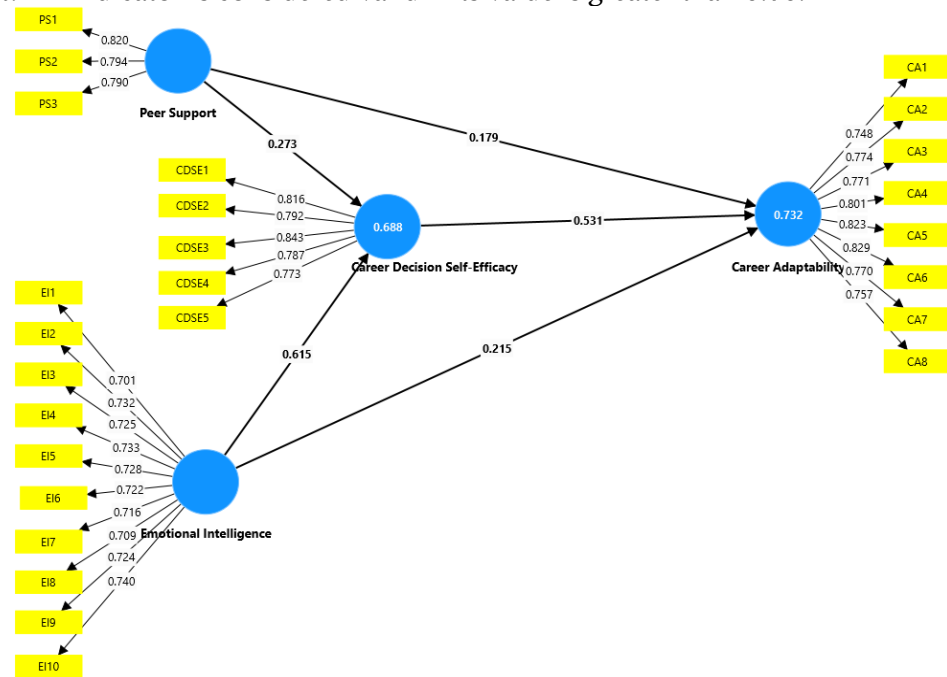


Figure 2. Path Diagram

The Average Variance Extracted (AVE) results reveal the extent to which latent variables can represent the original data scores. The higher the AVE value, the higher the ability of the latent variable to describe the indicators that measure it. The standard for the AVE value used is 0.50. The AVE value that reaches or exceeds 0.50 proves that the convergent validity in this study is good. The Average Variance Extracted (AVE) value in the attached table shows that all variables produce AVE values that exceed the minimum criteria of 0.5. Thus, it can be concluded that these variables meet the requirements for convergent validity and reliability (Results can be seen in the appendix).

Cross Loading Discriminant Validity is a model applied to evaluate the extent to which the reflectance index is tested based on cross-loading when measuring the structure. If the correlation of one structural item is greater than the others, it is concluded that the results indicate that the latent structure can predict the size of a block better than the size of other blocks. The results show that all variables are stated to be good, with values exceeding 0.7. (Results can be seen in the appendix). In this study, the reliability test aims to ensure that the measuring instrument has consistency and can be used in the next stage. The

results of the reliability test were evaluated using Composite Reliability and Cronbach's Alpha measurements. The attached table shows that all variable values for the reliability test are at a good level. It can be concluded that the variables tested are reliable so that they can carry out the structural testing stage (The results can be seen in the appendix).

Inner Model

This measurement aims to assess model fit and direct effects. To obtain inner model analysis results, bootstrapping must be performed on the research model. Inner model analysis includes the use of R-Square (Goodness Fit Model), Path Coefficient, and Indirect Effect.

The study results show an R-Square value of 64.9% for the career decision self-efficacy variable. This indicates that the influence of peer support and emotional intelligence on career decision self-efficacy is 68.3% and the remaining 31.7% is influenced by the career adaptability variable. The R-square value on the career adaptability variable is 72.5%, meaning that the influence of peer support, emotional intelligence, and career decision self-efficacy on career adaptability is 72.5% and the remaining 27.5% is influenced by other variables not examined in this study (The results can be seen in the appendix).

Model fit is the measure of how well a model fits overall, calculated by comparing the residuals of the predicted model with the actual data. The analysis shows a Standardized Root Mean Square (SRMR) value of $0.067 < 0.1$, indicating a good model fit. Additionally, the Normed Fit Index (NFI) is 0.751 or 75.1%, suggesting that the structural model has relevant predictive capability (results can be seen in the appendix).

Hypothesis Testing

A hypothesis can be either accepted or rejected based on the significance of the T-statistic and the p-value. A hypothesis is accepted if the T-statistic value is greater than the T-table value of 1.96 (at a 5% significance level) and the p-value is less than 0.05. The results of the analysis are as follows:

Table 1. Hypothesis Test Results

Construct	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Results
Peer support -> Career decision self-efficacy	0.273	0.270	0.064	4.241	0.000	Accepted
Emotional intelligence -> Career decision self-efficacy	0.615	0.623	0.066	9.320	0.000	Accepted
Career decision self-efficacy -> Career adaptability	0.531	0.487	0.164	3.247	0.001	Accepted
Peer support -> Career adaptability	0.179	0.188	0.077	2.336	0.020	Accepted
Emotional intelligence -> Career adaptability	0.215	0.250	0.141	1.521	0.128	Rejected

Peer support has a positive effect on career decision self-efficacy based on the T-statistic value of $4.241 > 1.96$ and a significant value of ρ -Value $0.000 < 0.05$. This shows that the higher the level of support from peers or peer support, the higher the career decision self-efficacy of students. The next result states that emotional intelligence has a positive effect on career decision self-efficacy as seen from the T-statistic value of $9.320 > 1.96$ and a significant value of ρ -Value $0.000 < 0.05$. This indicates that the higher the level of emotional intelligence of a student who has participated in the Merdeka Campus Certified Internship, the higher the student's career decision self-efficacy. career decision self-efficacy has a positive effect on career adaptability as seen from the T-statistic value of $3.247 > 1.96$ and the ρ -Value value of $0.001 < 0.05$. This indicates that the higher the career decision self-efficacy of a student who has participated in the Independent Campus Certified Internship, the higher the career adaptability or career adaptability in the work

environment. Then peer support has a positive influence on career adaptability as seen from the T-statistic value of $2.336 > 1.96$ and the significant value of ρ -Value $0.020 < 0.05$. This shows that the higher the peer support or support from peers, the level of career adaptability of a student will also increase. Meanwhile, emotional intelligence has no effect on career adaptability as seen from the T-statistic value of $1.521 < 1.96$ and the significant value of ρ -Value $0.128 > 0.05$. This reveals that emotional intelligence is not a variable that determines career adaptability or career adaptability in students who have participated in the Independent Campus Certified Internship.

In this study, it was found that peer support has a significant positive effect on career decision self-efficacy. These results indicate that peer support can increase students' career decision self-efficacy. Students who have friends who support their career decisions and discuss job interview preparation tend to be able to assess their abilities accurately and consider one job among several options. Success that comes from the surrounding environment, especially peer support, can affect the ability to overcome difficulties during the career decision-making process and the ability to overcome career problems by students who take part in the independent campus program (certified internship). In addition, peer support provides a sense of security and confidence for students to critically evaluate various job options and choose the one that best suits their career goals. These results are in line with research conducted by (Vashisht *et al.* 2023; Hamzah *et al.* 2021) that peer support has a positive relationship with career decision self-efficacy in students.

The analysis results indicate that emotional intelligence has a significant positive effect on career decision self-efficacy. This suggests that emotional intelligence helps students manage their emotions, understand the emotions of others, and communicate effectively. These factors collectively contribute to enhancing career decision self-efficacy. Students who are confident in facing new challenges and motivated to work hard to achieve the best outcomes during the Merdeka Campus Certified Internship demonstrate their ability to accurately assess their own capabilities. These findings align with the studies conducted by (Hamzah *et al.* 2021; Chui *et al.* 2022), which confirm that emotional intelligence plays a crucial role in the process of career decision self-efficacy, helping individuals manage their emotions and remain calm when confronted with challenging situations.

This study demonstrates that career decision self-efficacy has a positive and significant effect on career adaptability. This indicates that the higher the career decision self-efficacy, the greater the level of career adaptability. Students who are able to consider one job among several options and accurately assess their abilities during the Merdeka Campus Certified Internship tend to enjoy learning new things and are constantly seeking opportunities for growth. Individuals with a high level of career decision self-efficacy are more likely to adapt to various career choices. These findings are consistent with the research conducted by (Salim *et al.* 2023; Kim dan Lee 2018; J. Ikrima dan Tantiani 2022), which revealed that career decision self-efficacy positively influences career adaptability among students.

Furthermore, this study confirms that peer support has a positive and significant effect on career adaptability. This suggests that the higher the level of peer support, the greater the career adaptability of students participating in the Merdeka Campus Certified Internship Program. Peer support helps individuals feel more motivated to seek opportunities for self-development during the internship. Students whose peers consistently support their career decisions and discuss job interview preparations tend to enjoy new experiences and actively seek opportunities for growth. In addition to providing moral support, peer support also helps individuals feel more confident and enhances their ability to adapt to complex career situations. These findings are consistent with the research by (Salim *et al.* 2023; Al-Jubari *et al.* 2021), which indicate that social support, such as peer support, can boost students' confidence and their ability to improve career adaptability.

This study states that emotional intelligence does not have a significant effect on career adaptability. This suggests that students who are confident in facing new challenges and motivated to achieve the best results may feel that their decisions during the internship

may not necessarily influence their future careers. Additionally, the internship work environment may not provide enough challenges or situations that require high career adaptability skills. As a result, even though an individual may have high emotional intelligence, they might not have the opportunity to apply it. This finding contrasts with the research by Park *et al.* (2019), which found that emotional intelligence positively influences career adaptability. However, it aligns with the findings of Vashisht *et al.* (2023), whose meta-analysis revealed that while emotional intelligence is often considered important for various career-related outcomes, in specific contexts—such as students participating in certified internship programs—its effect on career adaptability is not significant.

CONCLUSION

The results of the study revealed that peer support has a significant positive effect on career decision self-efficacy. Students who have peers that support their career decisions and discuss job interview preparations tend to accurately assess their abilities and consider one job among several options. Success that stems from the surrounding environment, particularly peer support, can influence the ability to overcome challenges during the career decision-making process, as well as students' ability to handle career-related problems, especially for those participating in the Merdeka Campus Certified Internship Program. Additionally, emotional intelligence also has a positive effect on career decision self-efficacy, helping students manage their emotions, understand others' emotions, and communicate effectively, which in turn boosts their confidence in facing career challenges.

This study also shows that career decision self-efficacy has a positive effect on career adaptability. Students who are able to consider various job options and accurately assess their abilities during the internship tend to enjoy learning new things and seeking growth opportunities, indicating a higher level of career adaptability. Peer support is also proven to positively influence career adaptability, where peer support motivates students to seek self-development opportunities during the internship. Conversely, this study found that emotional intelligence does not have a significant impact on career adaptability, suggesting that within the context of a certified internship program, technical skills and practical experience have a greater influence than emotional abilities in enhancing students' career adaptability.

There are several limitations in this study, namely that it only examines the variables of peer support, emotional intelligence, and career decision self-efficacy in relation to career adaptability. Meanwhile, many other variables may potentially influence career adaptability and career decision self-efficacy. Furthermore, this study is limited to students participating in the Merdeka Campus Certified Internship Program at Esa Unggul University, Jakarta, so the results may not be generalizable to other student populations, internship programs, or locations.

For future research, it is recommended to include other variables not examined in this study, such as social support and optimism, to gain more comprehensive insights into the factors influencing students' career development. Additionally, future studies should cover a broader and more diverse population, including students from various educational backgrounds and different internship programs, to make the findings more generalizable and representative. By implementing these suggestions, it is hoped that future research can provide more comprehensive and in-depth insights into the elements influencing career adaptability and career decision self-efficacy among students.

This study aims to identify the influence of peer support, emotional intelligence, and career decision self-efficacy on career adaptability in students who have participated in the Kampus Merdeka Certified Internship program. This program is relevant because it provides opportunities for students to improve practical skills and direct industry understanding. The results of this study are expected to provide guidance for educational institutions and policy makers in increasing the effectiveness of internship programs and strengthening peer support and the development of students' emotional intelligence. In

addition, universities need to implement training programs to improve students' career decision self-efficacy through decision-making techniques, case simulations, and workshops. This is intended so that students can make the right decisions for their career planning. Emotional and social support must also be strengthened by forming support groups and social networks to provide additional motivation and self-confidence. Although emotional intelligence does not show a significant effect on career adaptability, emotional intelligence training is still important for emotional management and effective communication. Regular evaluation of the internship program and adjustments based on participant feedback will ensure that the program remains relevant and effective. In addition, peer support policies in the workplace such as the provision of mentors and support groups will help students feel accepted and more confident in facing various career situations. These steps will help students develop their career adaptability and career decision self-efficacy skills. So that students can reach their full potential in their careers and develop their overall well-being.

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ATTACHMENT

Operational Variables			
Original Questionnaire	Translate/Translation	Operationalization	
Peer Support (Zhang dan Huang, 2018)			
1	<i>My friends motivate me and agree with my career decisions.</i>	Friends motivate me and agree with my career decisions	Friends support my career decision in Certified Internship Merdeka Campus
2	<i>Friends talk about preparing for a job interview.</i>	Friends talk about preparing for a job interview	My friend discusses preparation for job interview in Certified Internship Merdeka Campus
3	<i>I will work harder to find internship or job opportunities after seeing my friends succeed in getting it.</i>	I worked hard to find internship/job opportunities after seeing my friends succeed.	After seeing my friend's success, I tried to find internship opportunity in Certified Internship Merdeka Campus
Emotional Intelligence (Goleman, 1998)			
4	<i>I realized my emotions were affecting me</i>	I realize my emotions affect me	I realized how my emotions affected me during the Independent Campus Certified Internship internship process
5	<i>I am confident in new challenges</i>	I am confident in new challenges	I am confident in facing new challenges during the Merdeka Campus Certified Internship process
6	<i>I usually think more before acting</i>	I usually think first before I act	Before acting in doing work, I usually think first
7	<i>I am easily adaptable to changes in the work environment</i>	I adapt easily to changes in the work environment	I feel comfortable adapting to changes in the work environment
8	<i>I am motivated to work hard to achieve the best grades at work</i>	I am motivated to work hard to achieve the best grades at work	I am motivated to work hard during the internship process to achieve the best grades in the Merdeka Campus Certified Internship
9	<i>I can easily understand how my colleagues feel</i>	I easily understand the feelings of my coworkers	I find it easy to understand my coworkers' feelings
10	<i>I am happy when my colleagues succeed in achieving their work goals</i>	I am happy when my colleagues achieve their work goals	I feel happy when I see my colleagues succeed and achieve their goals
11	<i>I get clear and complete information from the manager</i>	I get clear and complete information from my manager	I get clear and complete information from my superiors
12	<i>My office has a clear mechanism for managing conflicts between employees</i>	My office has a clear mechanism for managing conflict between employees	My internship partners have clear mechanisms for managing conflicts between employees
13	<i>I find it easy to talk to coworkers</i>	I find it easy to talk to my colleagues	I find it easy to start conversations with colleagues at the Kampus Merdeka Certified Internship
Career Decision Self-Efficacy (Betz et al., 2005)			
14	<i>Accurately assess my abilities</i>	Assess my abilities accurately	I am able to accurately assess my own abilities during my internship at the Independent Campus Certified Internship
15	<i>Use the internet to find information about jobs that I find interesting</i>	Use the internet to find information about jobs that interest me	I use the internet to search for information about internships at the Independent Campus Certified Internship
16	<i>Select one job from several jobs that I am considering</i>	Choose one job from several that I am considering	I consider one job from several jobs at the Independent Campus Certified Internship
17	<i>Make a plan to achieve my goals in the next 5 years</i>	Make a plan to achieve my goals in the next 5 years	I make a career plan for the next 5 years
18	<i>Change majors when I do not like what I have selected</i>	Change majors when I don't like what I choose	I change my field of work if I don't like the field of work
Career Adaptability (Savickas dan Porfeli, 2012)			
19	<i>Realize that the choices you make today will affect my future</i>	Realizing that today's choices will affect my future	I realize that every decision today will affect the future.
20	<i>Preparing for the future</i>	Preparing for the future	I am preparing myself for the desired future
21	<i>Stay optimistic</i>	Keep optimistic	I remain optimistic in achieving my career goals
22	<i>Take responsibility for my every action</i>	Take responsibility for my every action	I am responsible for every decision and action during the Independent Campus Certified Internship
23	<i>Exploring my surroundings</i>	Exploring my surroundings	I love learning new things at the Merdeka Campus Certified Internship
24	<i>Looking for opportunities to grow</i>	Look for opportunities to grow	I am always looking for opportunities to grow during the Merdeka Campus Certified Internship process.
25	<i>Work on tasks efficiently</i>	Perform tasks efficiently	I did my internship efficiently
26	<i>problem solving</i>	Solve the problem	I am able to solve problems effectively in the work environment.