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RESEARCH ARTICLE / ARTIKEL PENELITIAN

The Role of Peer Support and Occupational Identity on Career Adaptability in Fresh Graduates

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ABSTRACT

In the era of globalization and uncertain economic conditions, the phenomenon of unemployment among fresh graduates due to lack of job competencies remains a significant challenge. This research aims to investigate the impact of peer support on career adaptability and the moderating role of various occupational identity types (achievement, moratorium, foreclosure, and diffusion). Data collection was carried out by involving 99 unemployed fresh graduates. It was analyzed using moderated multiple regression. The findings of this study indicated that peer support had a positive effect on career adaptability. Occupational identity achievement did not moderate this positive effect, while occupational identity moratorium, foreclosure, and diffusion strengthen this positive influence. The results highlight the importance of utilizing peer support effectively peer tailored to an individual's specific occupational identity to foster career development.

Keywords: *career adaptability, fresh graduate, occupational identity, peer support*

ABSTRAK

Di era globalisasi dan dinamika ekonomi yang penuh ketidakpastian, fenomena pengangguran pada *fresh graduate* akibat rendahnya kompetensi kerja masih menjadi tantangan yang perlu mendapatkan perhatian. Penelitian ini bertujuan untuk mengetahui pengaruh *peer support* terhadap *career adaptability* serta peran moderasi tipe-tipe *occupational identity* (*achievement, moratorium, foreclosure, diffusion*). Pengambilan data dilakukan dengan melibatkan 99 *fresh graduate* yang belum bekerja. Data diolah dengan analisis *moderated multiple regression*. Temuan penelitian menunjukkan bahwa *peer support* berpengaruh positif terhadap *career adaptability*. *Occupational identity achievement* tidak memoderasi pengaruh positif dengan *career adaptability*. Sedangkan *occupational identity moratorium, foreclosure, dan diffusion* memoderasi hubungan dengan memperkuat pengaruh positif tersebut. Hasil penelitian menekankan pentingnya pemanfaatan *peer support* yang disesuaikan secara efektif dengan tipe *occupational identity* yang dimiliki individu demi mendukung pengembangan karier.

Kata kunci: *adaptabilitas karier, dukungan teman dekat, identitas okupasional, lulusan baru*

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INTRODUCTION

Adaptability is essential to remain resilient and thrive in everyday life, particularly in the era of globalization. In the workforce context, the concept of career adaptability refers to an individual's ability to prepare and gather the necessary resources to complete tasks in the realm of current and future career development (Savickas & Porfeli, 2012).

Career adaptability will help individuals adapt to career changes, maintain work performance, and build a bright career path in the future (Chen et al., 2020). Low career adaptability will hinder individuals in long-term career planning, inhibit the growth of relevant career skills, and fail in future professional growth. On a broader scale, this can exacerbate unemployment, leading to poverty, crime and social conflict (Franita & Fuady, 2019).

The number of unemployment in Indonesia reached 7,990,000 (Indonesian Central Bureau of Statistics, 2023). Based on data from the Ministry of Education, Culture, Research and Technology (2023), there were 1,120,128 unemployed college graduates in 2022, including 235,559 vocational college graduates and 884,759 university graduates. This number had increased by 55,447 from 2021. One of the causes of the high unemployment rate for fresh graduates is related to lack of competence. According to data from the National Development Planning Agency (2018), almost 33 percents prospective workers in the industrial and service sectors were of low competence. This could be due to university curricula that are still too focused on theoretical aspects rather than practical ones. In addition to creating an imbalance in practical employability, many seem to focus only on degrees and not seriously consider career advancement and competence in the field of study (Hia, 2013).

Individuals' career adaptability is necessary to overcome the unemployment problem due to the lack of career resources. However, the literature related to the career adaptability in Indonesia (during 2018-2023) mostly focused on the role of personal psychological aspects, such as self-efficacy (Amalia & Kurniawati, 2019), emotional intelligence (Agustini, 2022), and optimism (Ahmad & Nasir, 2023). Other studies focused on the scale adaptation (Nurfitriana et al., 2021; Sulistiani & Handoyo, 2018; van Rensburg et al., 2022). Cristy and Kurniawati (2023) emphasized that career adaptability study in Indonesia needs to target the influence of sociocultural aspects, such as the influence of close friends, social environment, and collectivism culture. Salim et al. (2023) stated that previous literature were more likely to separate the role of internal and external determinants of career adaptability. It is implied the necessity to integrate both aspects. Furthermore, Chen et al. (2020) suggested to examine peer support as one of the determinants of career adaptability development.

Based on the phenomenon of school-to-work transition, fresh graduates need peer support to increase career knowledge and build confidence to handle career-related tasks (Ragelienė, 2016). Peer support is defined as a process of obtaining and using information as well as advice, emotional support, and role models provided by one's close friends (Zhang & Huang, 2018). Peer support can help fresh graduates navigate their career path, make appropriate decisions, and develop the required skills and resilience to succeed in their chosen field (Walker et al., 2018).

There is a research gap in the effect of peer support on career adaptability. According to Hlad'ová et al. (2020), peer support had a significant positive effect on career adaptability. On the other hand, Salim et al. (2023) explained peer support as an external factor can contribute to career adaptability if supported by internal factors.

Based on those studies, we decided to investigate the role of an internal variable explaining the relationship between peer support and career adaptability, namely occupational identity. Occupational Identity is an individual's personal identity involving cognitive processes which include aspects of abilities, values, interests, and goals in their current and future careers (Kielhofner, 2008; Skorikov & Vondracek, 2011). There are several types of identity in occupational identity, i.e. achievement, moratorium, foreclosure, and diffusion.

Social Cognitive Career Theory (SCCT) suggested contextual aspects (such as social support provided by parents, family, and friends) and personal aspects as significant contributing factors of individuals' current and future career development preparation (Lent & Brown, 2019). Social support might influence individuals' access to knowledge, learning, and experiences shaping self-efficacy and outcome expectations. It also facilitates goal setting and their actions in achieving career goals (Lent & Brown, 2019). Based on these assumptions, we formulate the first hypothesis as follows: peer support predict positively influence career adaptability.

Contextual aspects may interact with personal aspects such as cognitive and affective abilities (Lent & Brown, 1996). In this study, personal aspects were represented by occupational identity (i.e. achievement, moratorium, foreclosure, and diffusion). It was assumed the interaction between personal aspects and contextual aspect could impact personal outcome. The occupational identity achievement refers to individuals who are committed to their careers and are able to set long-term career goals through a process of in-depth job exploration (Skorikov & Vondracek, 2011). Based on the SCCT, peers will provide more support to individuals with achievement identity types to achieve their career goals. This provides insight into hypothesis 2A, namely occupational identity achievement can moderate (strengthen) the positive effect of peer support on career adaptability.

Occupational identity moratorium refers to individuals who are in the process of exploring various career opportunities, while not yet able to make long-term career commitments (Skorikov & Vondracek, 2011). It was expected that peers would support or facilitate individuals with identity moratorium who had explored careers but had not been able to establish a career so that they could immediately establish a long-term career commitment. From this point, hypothesis 2B is occupational identity moratorium may strengthen the positive influence of peer support on career adaptability.

Occupational identity foreclosure refers to an individual's long-term commitment to a job, but without adequate career consideration and exploration (Skorikov & Vondracek, 2011). It was assumed that peer support would facilitate individuals with identity foreclosure who had set career goals but had not yet explored so that they can immediately pursue their careers. Hypothesis 2C is that occupational identity foreclosure can strengthen the positive influence of peer support on career adaptability.

Occupational identity diffusion refers to individuals who are less active in exploring careers and experience an inability to commit to work (Skorikov & Vondracek, 2011). It was predicted that peers would provide a supportive influence on individuals with identity diffusion to immediately explore and set career goals. Hypotheses 2D is occupational identity diffusion may strengthen the positive influence of peer support on career adaptability.

Based on the hypotheses that have been presented, this study aims to determine the effect of peer support on career adaptability, as well as the moderating effect of identity types (i.e. achievement, moratorium, foreclosure, and diffusion) on the relationship between those variables. The findings may contribute as a basis for the design of career support programs organized by career development institutions and provide guidance for fresh graduates in maximizing their career adaptability.

METHOD

Research Design

This is a cross-sectional study with three variables, i.e. independent variable (peer support), moderator variable (occupational identity), and dependent variable (career adaptability). Data collection was conducted through a questionnaire presented on the LimeSurvey platform. The instruments were used in the form of Likert scales. Data collection was carried out from February 28th, 2024, to March 22nd, 2024.

Participants

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Participants were recruited using purposive sampling. The sample size calculation was carried out with a priori power analysis using G*Power 3.1.9.7 software with statistical test linear multiple regression: Fixed model, R^2 deviation from zero. By inputting an effect size of 0.20; power ($1-\beta$ error probability) of 0.95; α error probability of 0.05; and the number of predictors as many as 9, the sample results needed in this study were 127 participants.

The criteria for participants in this study were fresh graduate job seekers who graduated from 2022 to 2024. All participants had been given informed consent which containing the purpose of the study, participant rights, confidentiality, the right to withdraw at any time without consequences, and voluntary participation.

We initially received 258 participant responses. Of these, only 178 participants completed the questionnaire, but we still filtered them with attention check items and removed the responses of participants who answered the questions is less than 8 minutes. From this procedure, only 99 participants were left for analysis. These participants consisted of 34 individuals with achievement identity type, 41 individuals with moratorium identity type, 17 individuals with foreclosure identity type, and 11 individuals with diffusion identity type.

Participants ranged in age from 20 to 26 years old ($M=22.1$; $SD=1.14$). It was dominated by women with 80 participants (80.8%) and men with 19 participants (19.2%). There were 20 participants who graduated in 2022 (20.2%), 31 participants in 2023 (31.3%), and 48 participants in 2024 (48.5%). Furthermore, descriptive analysis on each variable was conducted with the following results: peer support ($M=4.64$; $SD=0.61$), occupational identity achievement ($M=5.04$; $SD=0.57$), occupational identity moratorium ($M=4.54$; $SD=0.81$), occupational identity foreclosure ($M=4.59$; $SD=0.79$) occupational identity diffusion ($M=3.25$; $SD=0.94$), and career adaptability ($M=3.09$; $SD=0.98$).

Measurements

In measuring peer support, we used Career Related Peer Support Scale (Zhang & Huang, 2018). CRPSS has three dimensions, i.e. career information & suggestions (7 items), emotional support (4 items), and peer role models (4 items) with a total number of 15 items. The reliability of CRPSS is high in each dimension, career information and suggestion ($\alpha=0.80$), emotional support ($\alpha=0.81$), peer role models ($\alpha=0.80$), and overall CRPSS ($\alpha=0.87$), as well as internal validity $CVI=1$, and CFA loading factor >0.3 on each item.

The occupational identity is measured by Occupational Identity Scale (OIS; Melgosa, 1987). OIS has four dimensions, namely achievement (7 items), moratorium (8 items), foreclosure (7 items), and diffusion (6 items), with a total number of 28 items. The highest mean score on any of the four dimensions on the OIS scale indicates the type of occupational identity of the participants. This instrument has high reliability in each dimension, achievement ($\alpha=0.88$), moratorium ($\alpha=0.84$), foreclosure ($\alpha=0.85$), diffusion ($\alpha=0.83$), as well as internal validity $CVI=0.99$, and CFA loading factor >0.3 on each item.

We used the Career Adapt-Abilities Scale (CAAS; Savickas & Porfeli, 2012) to measure career adaptability. CAAS measures four dimensions, i.e. concern (6 items), control (6 items), curiosity (6 items), and confidence (6 items), with a total of 24 items. CAAS has high reliability in each dimension, concern ($\alpha=0.85$), control ($\alpha=0.86$), curiosity ($\alpha=0.89$), confidence ($\alpha=0.87$), and overall CAAS ($\alpha=0.95$), as well as internal validity $CVI=1$, and CFA loading factor >0.3 on each item.

All scales used a 6-point Likert scale, 1 (strongly disagree) to 6 (strongly agree). The three scales were translated and adopted into Indonesian through the review of three expert judgments. All of them were researchers and lecturers who had studied the construct of career adaptability. They validated it through the calculation of CVI with 3 indicators namely relevance, representativeness, and clarity.

Data Analysis

Data analysis used IBM SPSS 26 and Jamovi 2.3.18 software. This study used model 1 by activating the multicategorical option from PROCESS macro v.4.2 by Andrew F. Hayes to conduct hypothesis testing with moderated multiple regression analysis. The reference group used as a basis for comparison is the diffusion identity type. The selection of identity diffusion was based on the characteristics of this identity which tends not to have clarity or commitment regarding career choices. This was assumed to be easier to use as a basis for comparison with other identity types. With this analysis, we could test the moderating effect of identity types (achievement, moratorium, foreclosure, diffusion) on the relationship between peer support and career adaptability.

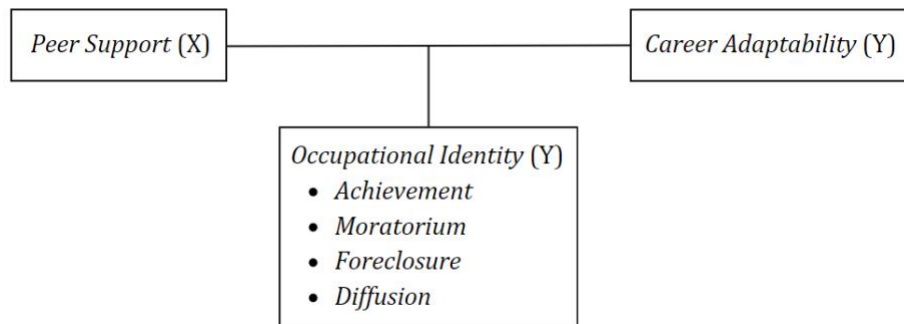


Figure 1. Research Model

RESULTS

We tested common method bias using Harman's single factor test to identify possible bias in cross-sectional research (Podsakoff et al., 2003). Results found that there was no common method bias because the variance percentage results were at 25.66%.

Table 1. Dummy Variable Coding

Categories	W1	W2	W3
Diffusion	0	0	0
Foreclosure	1	0	0
Moratorium	0	1	0
Achievement	0	0	1

Before conducting moderation analysis, the four identity types in occupational identity were re-coded into three dummy variables (W1, W2, W3). Diffusion identity type had a pattern with 0 in all dummy variables. The foreclosure identity type had a pattern with 1 in dummy variable W1 and 0 in other dummy variables. The moratorium identity type had a pattern with a number 1 in the W2 dummy variable and a number 0 in the other dummy variables. The achievement identity type had a pattern with a number 1 in the W3 dummy variable and a number 0 in the other dummy variables.

Recoding was used to simplify the analysis of slope comparisons between identity types. The diffusion identity category (with 0 in all dummy variables) was used as the reference group when performing slope comparisons, W1 would be interpreted as a comparison of foreclosure identity with diffusion identity, W2 as a comparison of moratorium identity with diffusion identity, and W3 as a comparison of achievement identity with diffusion identity.

Tabel 2. Model Summary

<i>R</i>	<i>R</i> ²	<i>MSE</i>	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
0.68	0.46	0.18	11.39	7.00	91.00	.000

The results of the analysis above (table 2) indicated that the predictors were significant for career adaptability ($R^2=0.46$; $F(7.91)=11.39$; $p=0.00$).

Table 3. Multicategorical Analysis

<i>Model</i>	<i>Coeff</i>	<i>se</i>	<i>t</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
<i>Constant</i>	4.93	0.13	36.03	0.00	4.66	5.20
<i>PS</i>	0.80	0.14	5.75	0.00	0.52	1.08
<i>W1</i>	0.03	0.25	0.13	0.89	-0.46	0.52
<i>W2</i>	0.03	0.15	0.23	0.81	-0.26	0.33
<i>W3</i>	0.25	0.15	1.64	0.10	-0.05	0.56
<i>Int_For</i>	-0.07	0.34	-0.23	0.81	-0.75	0.60
<i>Int_Mor</i>	-0.14	0.19	-0.74	0.44	-0.52	0.23
<i>Int_Ach</i>	-0.64	0.18	-3.44	0.00	-1.02	-0.27

Note. *PS*=Peer Support, *W1*=Foreclosure vs Diffusion, *W2*=Moratorium vs Diffusion, *W3*=Achievement vs Diffusion, *Int_For*=Peer Support**W1*, *Int_Mor*=Peer Support**W2*, *Int_Ach*=Peer Support**W3*

In the PS model, peer support was significantly positively related to career adaptability ($\beta=0.80$; $p=0.00$). It means that when peer support increased, career adaptability will also increase. Therefore, hypothesis 1 of this study was supported by the data.

In model W1, the results indicated that individuals with foreclosure and diffusion identity types had not significantly different in career adaptability ($\beta=0.03$; $p=0.89$). In model W2, individuals with moratorium and diffusion identity types had not significantly differ in career adaptability ($\beta=0.03$; $p=0.81$). Furthermore, in model W3 there was also no significant difference between achievement and diffusion identity types towards career adaptability ($\beta=0.25$; $p=0.10$).

The Int_For model (interaction between peer support and W1) indicated no significant slope differences in individuals with foreclosure and diffusion identities in the relationship between peer support and career adaptability ($\beta=-0.07$; $p=0.81$). Similarly, the Int_Mor model (peer support interacts with W2) indicated no significant slope differences in individuals with moratorium and diffusion identities in the correlation between peer support and career adaptability ($\beta=-0.14$; $p=0.44$).

Different results in the Int_Ach model (peer support interacts with W3) indicated a significant slope difference between peer support and career adaptability in individuals with achievement identity when compared to diffusion identity ($\beta=-0.64$; $p=0.00$).

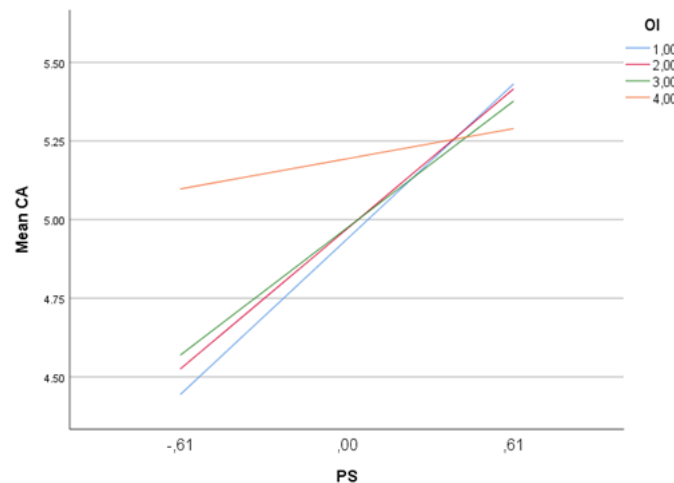


Figure 2. Simple Slope Plot

Table 4. Moderation Analysis

<i>Model</i>	<i>Effect</i>	<i>se</i>	<i>t</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
<i>Achievement</i>	0.15	0.12	1.24	0.21	-0.09	0.40
<i>Moratorium</i>	0.65	0.12	5.08	0.00	0.40	0.91
<i>Foreclosure</i>	0.72	0.31	2.32	0.02	0.10	1.34
<i>Diffusion</i>	0.80	0.14	5.75	0.00	0.52	1.08

The results on the achievement model showed that peer support was not significantly related to career adaptability in individuals with achievement identity type ($\beta=0.15$; $p=0.21$). This means that achievement identity type did not moderate the positive effect of peer support on career adaptability. Hypothesis 2A of this study was not supported by the data.

In contrast to the previous results, peer support was significantly positively related to career adaptability (see the moratorium model; $\beta=0.65$; $p=0.00$). This implied that moratorium identity could moderate the positive effect of peer support on career adaptability. Hypothesis 2B of this study was supported by the data.

The foreclosure model ($\beta=0.72$; $p=0.02$) and diffusion model ($\beta=0.80$; $p=0.00$) revealed significant results. This demonstrated that identity foreclosure moderated the positive influence between peer support and career adaptability. Likewise, identity diffusion also moderated the positive influence between peer support and career adaptability. Therefore, hypotheses 2C and 2D were supported by the data.

With the number of sample and based on the results of the moderation analysis above, we conducted post-hoc power analysis testing using the G*Power 3.1.9.7 application with the analysis option: statistical test linear multiple regression (Fixed model, R^2 deviation from zero). By inserting the effect size=0.46; β error probability=0.05; n sample=99; and the number of predictors=9, we get a power result ($1-\beta$ error probability) of 0.99. This result indicated that the power in this study was adequate because it was above 0.80 (Cohen, 1988).

DISCUSSION

The first finding proved that the effect of peer support on career adaptability was positive and significant. Thus, it can be interpreted that higher level of peer support are associated with higher level of career adaptability.

This result is in line with the research of Hlad' o et al. (2020) who also found that peer support had a positive relationship with the four aspects of career adaptability. In the aspect of concern, peer support plays a role in fostering attention and awareness of self-development tasks. In the control aspect, peer support acts to increase self-control over future life and foster a sense of responsibility for the control that has been possessed. In the aspect of curiosity, peer support contributes to curiosity and explorative behavior. In the aspect of confidence, peer support leads to planning behavior and confidence when facing challenges in achieving career goals.

The second finding of this study proved that occupational identity achievement type did not moderate the positive effect of peer support on career adaptability. This result is assumed to be due to the characteristics of achievement identity. According to SCCT, individuals with achievement identity tend to be able to explore careers and set future career goals (Lent & Brown, 2006). It means they already have independence, directed attention, and clear goals in planning and developing their careers. Marcia (1983) also stated that individuals with achievement identity type have independent and autonomous characters. They are more free in developing careers according to their own preferences and styles. Consequently, peer support is not meaningful enough when someone has an achievement identity type. The presence or absence of peer support in individuals with achievement identity type will not provide significant reinforcement on career adaptability.

The third, fourth, and fifth findings of this study indicated that occupational identity types moratorium, foreclosure, and diffusion moderated the positive relationship between peer support and career adaptability. It is important to note that those with identity moratorium demonstrate a wide exploration of career opportunities and are not yet able to make long term career commitments. In contrast, individuals with foreclosure identity exhibit a long-term commitment to a career even though it is made without adequate consideration and career exploration. In these two identity types, the presence of peer support as a contextual aspect can help those who are still exploring (moratorium identity) and do not have mature considerations (foreclosure identity) to set career goals and implicate their career adaptability. Those with diffusion identities show no interest in career exploration and are unable to set future career goals. In this type of identity, they may tend to rely solely on contextual support to determine appropriate behavior. Bandura (1986) stated that when individuals do not feel fully confident, they tend to rely on contextual support. This situation allows peer support to take the role of individuals who tend to be directionless or uncaring so they just rely on external factors.

There are several limitations to this study. First, the participants were fresh graduates with bachelor's degree. The results may not be fully generalizable to all fresh graduates, as fresh graduates may include those with a 3 or 4-year diploma. Furthermore, there was an unbalanced proportion of women and men. Participants were predominantly female at 80%. According to Coetzee and Harry (2015), gender differences have a significant impact in projecting participants' career adaptability where men tend to show low career adaptability. The results of this study may be more inclined to the career adaptability of female participants and have not been able to describe career adaptability in men to the utmost. Finally, this study did not depict the stages of individual adaptation in their careers. According to Savickas (2005), individuals need to go through several stages of adaptation. The study did not describe the stages of individual adaptation from the emergence of the willingness to adapt to the success of aligning one's abilities with environmental needs.

CONCLUSION

This study found that peer support had a significant and positive influence on career adaptability. In addition, occupational identity achievement type did not moderate the positive influence of peer support on career adaptability. Meanwhile, occupational identity types like moratorium, foreclosure, and diffusion were able to moderate by reinforcing the positive influence of peer support on career

adaptability. When an individual has an achievement identity type, their type of identity will not change the positive effect of peer support on career adaptability. Meanwhile, when individuals have moratorium, foreclosure, and diffusion identity types, their identity types will strengthen the positive influence of peer support on career adaptability.

Peer support can perform optimally when fresh graduates still need: i.e. 1) career direction, 2) to explore career options, and 3) to build a foundation for long-term career success. For those who are mature and independent in exploring careers, the role of peer support on career adaptability is less intense than for other types of occupational identity. Peer support could serve as an important point in career support programs, especially for those in the early stages of their careers. This program can be provided by parents, universities, career mentors, and career development agencies. Occupational identity differences among individuals in career programs need to be taken into account to ensure that peer support is relevant and effective. It means that career development institutions providing training or mentoring should ensure that participants are individuals with moratorium, foreclosure and diffusion identity types.

Peran *Peer Support* dan *Occupational Identity* pada Adaptabilitas Karier para Lulusan Baru

Kemampuan beradaptasi sangat penting untuk tetap bertahan dan berkembang dalam kehidupan sehari-hari, terutama di era globalisasi. Dalam konteks dunia kerja, konsep adaptabilitas karier mengacu pada kemampuan individu untuk mempersiapkan dan mengumpulkan sumber daya yang diperlukan untuk menyelesaikan tugas-tugas dalam ranah pengembangan karier saat ini dan masa depan (Savickas & Porfeli, 2012).

Adaptabilitas karier akan membantu individu beradaptasi dengan perubahan karier, mempertahankan performa kerja, dan membangun jalur karier yang cerah di masa depan (Chen dkk., 2020). Adaptabilitas karier yang rendah akan menghambat individu dalam perencanaan karier jangka panjang, menghambat pertumbuhan keterampilan karier yang relevan, dan gagal dalam pertumbuhan profesional di masa depan. Dalam skala yang lebih luas, hal ini dapat meningkatkan angka pengangguran yang berujung pada kemiskinan, kriminalitas, dan konflik sosial (Franita & Fuady, 2019).

Jumlah pengangguran di Indonesia mencapai 7.990.000 orang (Badan Pusat Statistik, 2023). Berdasarkan data dari Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2023), terdapat 1.120.128 lulusan perguruan tinggi yang menganggur pada tahun 2022, termasuk 235.559 lulusan vokasi dan 884.759 lulusan universitas. Jumlah ini meningkat 55.447 orang dari tahun 2021. Salah satu penyebab tingginya angka pengangguran lulusan baru adalah kurangnya kompetensi. Menurut data Badan Perencanaan Pembangunan Nasional (2018), hampir 33 persen calon tenaga kerja di sektor industri dan jasa memiliki kompetensi yang rendah. Hal ini bisa jadi disebabkan oleh kurikulum perguruan tinggi yang masih terlalu fokus pada aspek teoretis dibandingkan aspek praktis. Selain menciptakan ketidakseimbangan dalam kemampuan kerja praktis, banyak yang tampaknya hanya berfokus pada gelar dan tidak terlalu mempertimbangkan kemajuan karier dan kompetensi dalam bidang studi (Hia, 2013).

Adaptabilitas karier individu diperlukan untuk mengatasi masalah pengangguran karena kurangnya sumber daya karier. Namun, literatur yang terkait dengan adaptabilitas karier di Indonesia (selama tahun 2018-2023) sebagian besar berfokus pada peran aspek psikologis pribadi, seperti efikasi diri (Amalia & Kurniawati, 2019), kecerdasan emosional (Agustini, 2022), dan optimisme (Ahmad & Nasir, 2023). Penelitian lain berfokus pada adaptasi skala (Nurfitriana dkk., 2021; Sulistiani & Handoyo, 2018; van Rensburg dkk., 2022). Cristy dan Kurniawati (2023) menekankan bahwa penelitian adaptabilitas karier di Indonesia perlu menyoroti pengaruh aspek sosiokultural, seperti pengaruh teman dekat, lingkungan sosial, dan budaya kolektivisme. Salim dkk. (2023) menyatakan bahwa literatur terdahulu cenderung memisahkan peran faktor penentu internal dan eksternal dari adaptabilitas karier. Hal ini menyiratkan perlunya mengintegrasikan kedua aspek tersebut. Lebih lanjut, Chen dkk. (2020) menyarankan untuk meneliti dukungan teman sebaya sebagai salah satu faktor penentu pengembangan adaptabilitas karier.

Berdasarkan fenomena transisi sekolah ke dunia kerja, lulusan baru membutuhkan dukungan teman sebaya untuk meningkatkan pengetahuan karier dan membangun kepercayaan diri dalam mengerjakan tugas-tugas yang berhubungan dengan karier (Rageliené, 2016). Dukungan teman sebaya didefinisikan sebagai proses memperoleh dan menggunakan informasi serta saran, dukungan emosional, dan panutan yang diberikan oleh teman dekat (Zhang & Huang, 2018). Dukungan teman sebaya dapat membantu lulusan baru dalam menavigasi jenjang karier mereka, membuat keputusan yang tepat, dan mengembangkan keterampilan yang dibutuhkan serta resiliensi untuk mencapai kesuksesan di bidang yang mereka pilih (Walker dkk., 2018).

Terdapat kesenjangan penelitian mengenai pengaruh dukungan teman sebaya terhadap adaptabilitas karier. Menurut Hlad'ó dkk. (2020), dukungan teman sebaya berpengaruh positif signifikan terhadap adaptabilitas karier. Di sisi lain, Salim dkk. (2023) menjelaskan dukungan teman sebaya sebagai faktor eksternal dapat berkontribusi terhadap adaptabilitas karier jika didukung oleh faktor internal.

Berdasarkan penelitian-penelitian tersebut, kami memutuskan untuk menyelidiki peran variabel internal yang menjelaskan hubungan antara dukungan teman sebaya dan adaptabilitas karier, yaitu identitas pekerjaan. Identitas pekerjaan merupakan identitas pribadi individu yang melibatkan proses kognitif yang meliputi aspek kemampuan, nilai, minat, dan tujuan karier saat ini dan di masa depan (Kielhofner, 2008; Skorikov & Vondracek, 2011). Terdapat beberapa jenis identitas dalam identitas pekerjaan, yaitu *achievement*, *moratorium*, *foreclosure*, dan *diffusion*.

Social Cognitive Career Theory (SCCT) menyatakan bahwa aspek kontekstual (seperti dukungan sosial yang diberikan oleh orang tua, keluarga, dan teman) dan aspek personal merupakan faktor yang berkontribusi signifikan terhadap persiapan pengembangan karier individu saat ini dan di masa depan (Lent & Brown, 2019). Dukungan sosial dapat memengaruhi akses individu terhadap pengetahuan, pembelajaran, dan pengalaman yang membentuk efikasi diri dan ekspektasi hasil. Dukungan sosial juga memfasilitasi penetapan tujuan dan tindakan mereka dalam mencapai tujuan karier (Lent & Brown, 2019). Berdasarkan asumsi-asumsi tersebut, kami merumuskan hipotesis pertama sebagai berikut: dukungan teman sebaya diprediksi berpengaruh positif terhadap adaptabilitas karier.

Aspek kontekstual dapat berinteraksi dengan aspek personal seperti kemampuan kognitif dan afektif (Lent & Brown, 1996). Dalam penelitian ini, aspek personal diwakili oleh identitas pekerjaan (*achievement*, *moratorium*, *foreclosure*, dan *diffusion*). Diasumsikan bahwa interaksi antara aspek personal dan aspek kontekstual dapat memengaruhi hasil personal. Pencapaian identitas pekerjaan mengacu pada individu yang berkomitmen pada karier mereka dan mampu menetapkan tujuan karier jangka panjang melalui proses eksplorasi pekerjaan yang mendalam (Skorikov & Vondracek, 2011). Berdasarkan SCCT, teman sebaya akan memberikan dukungan yang lebih besar kepada individu dengan tipe *achievement identity* untuk mencapai tujuan karier mereka. Hal ini memberikan gambaran mengenai hipotesis 2A, yaitu *occupational identity achievement* dapat memoderasi (memperkuat) pengaruh positif dukungan teman sebaya terhadap adaptabilitas karier.

Occupational identity moratorium mengacu pada individu yang sedang dalam proses mengeksplorasi berbagai peluang karier, namun belum mampu membuat komitmen karier jangka panjang (Skorikov & Vondracek, 2011). Diharapkan teman sebaya akan mendukung atau memfasilitasi individu dengan identitas *moratorium* yang telah melakukan eksplorasi karier namun belum mampu menetapkan karier supaya dapat segera menetapkan komitmen karier jangka panjang. Dari hal tersebut, dirumuskan hipotesis 2B, yaitu *occupational identity moratorium* dapat memperkuat pengaruh positif dari dukungan teman sebaya terhadap adaptabilitas karier.

Occupational identity foreclosure mengacu pada komitmen jangka panjang individu terhadap suatu pekerjaan, namun tanpa pertimbangan dan eksplorasi karier yang memadai (Skorikov & Vondracek, 2011). Diasumsikan bahwa dukungan teman sebaya akan memfasilitasi individu dengan *identity foreclosure* yang telah menetapkan tujuan karier namun belum melakukan eksplorasi sehingga dapat segera mengejar kariernya. Hipotesis 2C adalah *occupational identity foreclosure* dapat memperkuat pengaruh positif dukungan teman sebaya terhadap adaptabilitas karier.

Occupational identity diffusion mengacu pada individu yang kurang aktif dalam mengeksplorasi karier dan tidak mampu berkomitmen dalam bekerja (Skorikov & Vondracek, 2011). Diprediksi bahwa teman sebaya akan memberikan pengaruh yang mendukung individu dengan difusi identitas untuk segera

mengeksplorasi dan menetapkan tujuan karier. Hipotesis 2D adalah *occupational identity diffusion* dapat memperkuat pengaruh positif dukungan teman sebaya terhadap adaptabilitas karier.

Berdasarkan hipotesis yang telah dipaparkan, penelitian ini bertujuan untuk mengetahui pengaruh dukungan teman sebaya terhadap adaptabilitas karier, serta efek moderasi dari tipe identitas (*achievement, moratorium, foreclosure, dan diffusion*) terhadap hubungan antara variabel-variabel tersebut. Temuan dari penelitian ini dapat memberikan kontribusi sebagai dasar dalam perancangan program dukungan karier yang diselenggarakan oleh lembaga pengembangan karier dan memberikan panduan bagi lulusan baru dalam memaksimalkan adaptabilitas karier mereka.

METODE

Desain Penelitian

Penelitian ini merupakan penelitian cross-sectional dengan tiga variabel, yaitu variabel independen (dukungan teman sebaya), variabel moderator (identitas pekerjaan), dan variabel dependen (adaptabilitas karier). Pengumpulan data dilakukan melalui kuesioner yang disajikan pada LimeSurvey. Instrumen yang digunakan berupa skala Likert. Pengumpulan data dilakukan pada tanggal 28 Februari 2024 hingga 22 Maret 2024.

Partisipan

Partisipan direkrut dengan menggunakan purposive sampling. Perhitungan ukuran sampel dilakukan dengan analisis kekuatan apriori menggunakan perangkat lunak G*Power 3.1.9.7 dengan uji statistik regresi berganda linier: Model tetap, R^2 deviasi dari nol. Dengan memasukkan *effect size* sebesar 0,20; power ($1-\beta$ *error probability*) sebesar 0,95; α *error probability* sebesar 0,05; dan jumlah prediktor sebanyak 9, maka diperoleh hasil sampel yang dibutuhkan dalam penelitian ini sebanyak 127 partisipan.

Kriteria partisipan adalah para lulusan baru (tahun 2022 – 2024) yang sedang mencari kerja. Seluruh partisipan telah diberikan lembar persetujuan yang berisi tujuan penelitian, hak-hak partisipan, kerahasiaan data, hak untuk mengundurkan diri sewaktu-waktu tanpa konsekuensi, dan keikutsertaan secara sukarela.

Pada awalnya kami menerima 258 tanggapan peserta. Dari jumlah tersebut, hanya 178 partisipan yang melengkapi kuesioner, namun kami masih menyaringnya dengan butir *attention check* dan menghapus tanggapan partisipan yang menjawab pertanyaan kurang dari 8 menit. Dari prosedur ini, hanya tersisa 99 partisipan yang dapat dianalisis. Partisipan ini terdiri dari 34 orang dengan tipe identitas *achievement*, 41 orang dengan tipe identitas *moratorium*, 17 orang dengan tipe identitas *foreclosure*, dan 11 orang dengan tipe identitas *diffusion*.

Usia partisipan berkisar antara 20 hingga 26 tahun ($M=22,1$; $SD=1,14$). Partisipan didominasi oleh perempuan dengan 80 partisipan (80,8%) dan laki-laki dengan 19 partisipan (19,2%). Terdapat 20 partisipan yang lulus pada tahun 2022 (20,2%), 31 partisipan pada tahun 2023 (31,3%), dan 48 partisipan pada tahun 2024 (48,5%). Selanjutnya dilakukan analisis deskriptif pada masing-masing variabel dengan hasil sebagai berikut: *peer support* ($M=4,64$; $SD=0,61$), *occupational identity achievement* ($M=5,04$; $SD=0,57$), *occupational identity moratorium* ($M=4,54$; $SD=0,81$), *occupational identity foreclosure* ($M=4,59$; $SD=0,79$) *occupational identity diffusion* ($M=3,25$; $SD=0,94$), dan *career adaptability* ($M=3,09$; $SD=0,98$).

Pengukuran

Dalam mengukur dukungan teman sebaya, kami menggunakan *Career Related Peer Support Scale* (Zhang & Huang, 2018). CRPSS memiliki tiga dimensi, yaitu *career information & suggestions* (7 butir), *emotional*

support (4 butir), dan *peer role models* (4 butir) dengan total jumlah butir sebanyak 15. Reliabilitas CRPSS tergolong tinggi pada masing-masing dimensi, *career information and suggestion* ($\alpha=0,80$), *emotional support* ($\alpha=0,81$), *peer role models* ($\alpha=0,80$), keseluruhan CRPSS ($\alpha=0,87$), serta validitas internal CVI=1, dan *loading factor* CFA >0,3 pada setiap butir.

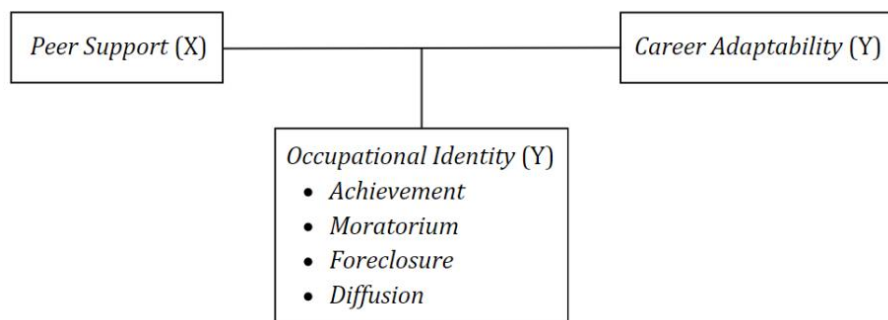
Occupational identity diukur dengan *Occupational Identity Scale* (OIS; Melgosa, 1987). OIS memiliki empat dimensi, yaitu *achievement* (7 butir), *moratorium* (8 butir), *foreclosure* (7 butir), dan *diffusion* (6 butir) dengan total 28 butir. Nilai *mean* tertinggi pada salah satu dari keempat dimensi menunjukkan jenis *occupational identity* partisipan. Alat ukur ini memiliki reliabilitas yang tergolong tinggi pada masing-masing dimensi, *achievement* ($\alpha=0,88$), *moratorium* ($\alpha=0,84$), *foreclosure* ($\alpha=0,85$), *diffusion* ($\alpha=0,83$), serta validitas internal CVI=0,99, dan *loading factor* CFA>0,3 pada setiap butir.

Kami menggunakan *Career Adapt-Abilities Scale* (CAAS; Savickas & Porfeli, 2012) untuk mengukur adaptabilitas karier. CAAS mengukur empat dimensi, yaitu *concern* (6 butir), *control* (6 butir), *curiosity* (6 butir), dan *confidence* (6 butir), dengan total 24 butir. CASS memiliki reliabilitas yang tergolong tinggi pada masing-masing dimensi, *concern* ($\alpha=0,85$), *control* ($\alpha=0,86$), *curiosity* ($\alpha=0,89$), *confidence* ($\alpha=0,87$), dan keseluruhan CAAS ($\alpha=0,95$), serta validitas internal CVI=1, dan *loading factor* CFA>0,3 pada setiap butir.

Semua skala menggunakan skala Likert 6 poin, 1 (sangat tidak setuju) hingga 6 (sangat setuju). Ketiga skala tersebut diterjemahkan dan diadopsi ke dalam bahasa Indonesia melalui tinjauan dari tiga orang penilai ahli. Mereka adalah peneliti dan dosen yang telah mempelajari konstruk adaptabilitas karier. Mereka melakukan validasi melalui perhitungan CVI dengan 3 indikator yaitu *relevance*, *representativeness*, dan *clarity*.

Analisis Data

Analisis data menggunakan perangkat lunak IBM SPSS 26 dan Jamovi 2.3.18. Penelitian ini menggunakan model 1 dengan mengaktifkan opsi multikategori dari macro PROCESS v.4.2 oleh Andrew F. Hayes untuk melakukan pengujian hipotesis dengan analisis regresi berganda yang dimoderasi. Kelompok referensi yang digunakan sebagai dasar perbandingan adalah tipe identitas *diffusion*. Pemilihan *diffusion* didasarkan pada karakteristik identitas ini yang cenderung tidak memiliki kejelasan atau komitmen mengenai pilihan karier. Hal ini diasumsikan lebih mudah digunakan sebagai dasar perbandingan dengan tipe identitas lainnya. Dengan analisis ini, kita dapat menguji efek moderasi dari tipe identitas (*achievement*, *moratorium*, *foreclosure*, *diffusion*) terhadap hubungan antara *peer support* dan adaptabilitas karier.



Gambar 1. Model Riset

HASIL PENELITIAN

Kami menguji *common method bias* menggunakan uji faktor tunggal Harman untuk mengidentifikasi kemungkinan bias dalam penelitian *cross-sectional* (Podsakoff dkk., 2003). Hasilnya menunjukkan bahwa tidak ada *common method bias* karena hasil persentase varians berada pada angka 25,66%.

Tabel 1. Koding Variabel *Dummy*

Kategori	W1	W2	W3
<i>Diffusion</i>	0	0	0
<i>Foreclosure</i>	1	0	0
<i>Moratorium</i>	0	1	0
<i>Achievement</i>	0	0	1

Sebelum melakukan analisis moderasi, keempat tipe identitas dalam *occupational identity* dikoding ulang menjadi tiga variabel *dummy* (W1, W2, W3). Tipe identitas *diffusion* memiliki pola dengan nilai 0 pada semua variabel *dummy*. Tipe identitas *foreclosure* memiliki pola dengan nilai 1 pada variabel *dummy* W1 dan 0 pada variabel *dummy* lainnya. Tipe identitas *moratorium* memiliki pola dengan angka 1 pada variabel *dummy* W2 dan angka 0 pada variabel *dummy* lainnya. Tipe identitas *achievement* memiliki pola dengan angka 1 pada variabel *dummy* W3 dan angka 0 pada variabel *dummy* lainnya. memiliki pola dengan angka 0 di semua variabel *dummy*.

Pengkodean ulang digunakan untuk menyederhanakan analisis perbandingan slope antara tipe identitas. Identitas *diffusion* (dengan 0 pada semua variabel *dummy*) digunakan sebagai kelompok referensi ketika melakukan perbandingan slope, W1 akan ditafsirkan sebagai perbandingan identitas *foreclosure* dengan identitas *diffusion*, W2 sebagai perbandingan identitas *moratorium* dengan identitas *diffusion*, dan W3 sebagai perbandingan identitas *achievement* dengan identitas *diffusion*.

Tabel 2. Ringkasan Model

R	R ²	MSE	F	df1	df2	p
0,68	0,46	0,18	11,39	7,00	91,00	0,000

Hasil analisis di atas menunjukkan bahwa prediktor-prediktor dalam penelitian ini memiliki nilai yang signifikan dengan adaptabilitas karier ($R^2=0,46$; $F(7,91)=11,39$; $p=0,00$).

Tabel 3. Analisis Multikategorikal

Model	Coeff	se	t	p	LLCI	ULCI
<i>Constant</i>	4,93	0,13	36,03	0,00	4,66	5,20
<i>PS</i>	0,80	0,14	5,75	0,00	0,52	1,08
<i>W1</i>	0,03	0,25	0,13	0,89	-0,46	0,52
<i>W2</i>	0,03	0,15	0,23	0,81	-0,26	0,33
<i>W3</i>	0,25	0,15	1,64	0,10	-0,05	0,56
<i>Int_For</i>	-0,07	0,34	-0,23	0,81	-0,75	0,60
<i>Int_Mor</i>	-0,14	0,19	-0,74	0,44	-0,52	0,23
<i>Int_Ach</i>	-0,64	0,18	-3,44	0,00	-1,02	-0,27

Catatan. *PS*=Peer Support, *W1*=Foreclosure vs Diffusion, *W2*=Moratorium vs Diffusion, *W3*=Achievement vs Diffusion, *Int_For*=Peer Support*W1, *Int_Mor*=Peer Support*W2, *Int_Ach*=Peer Support*W3

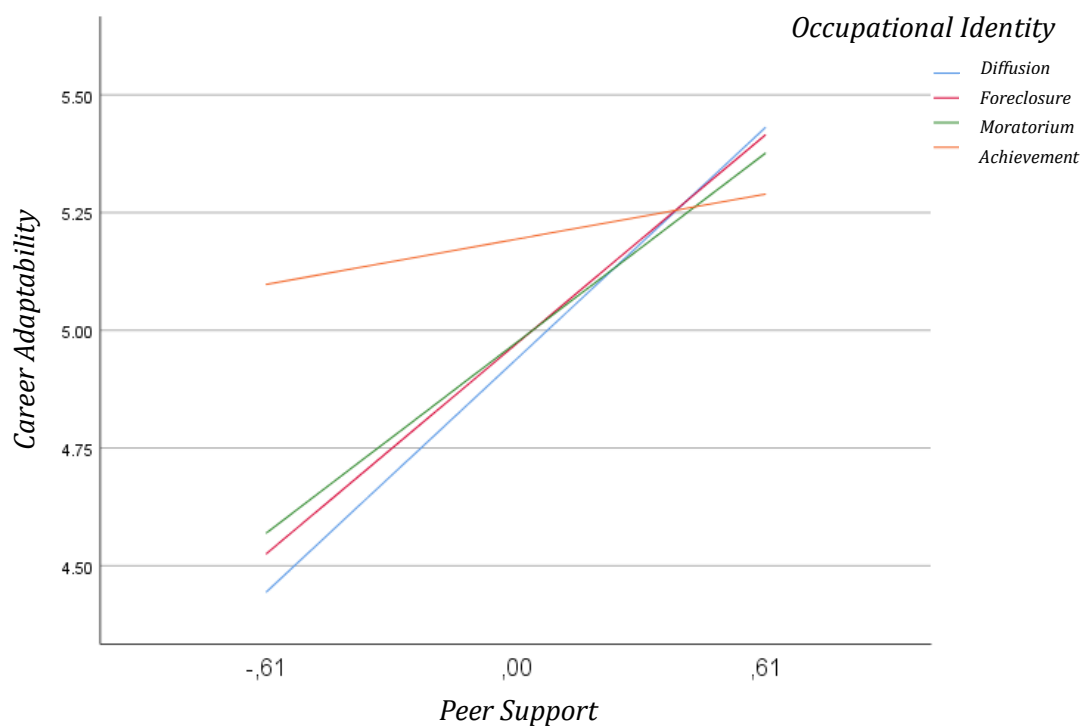
Pada model *PS*, *peer support* berhubungan positif yang signifikan dengan adaptabilitas karier ($\beta=0,80$; $p=0,00$), ketika *peer support* meningkat, adaptabilitas karier juga akan meningkat. Oleh karena itu, hipotesis 1 dari penelitian ini didukung oleh data.

Pada model *W1*, hasil penelitian menunjukkan bahwa individu dengan tipe identitas *foreclosure* dan *diffusion* tidak berbeda secara signifikan dalam hal adaptabilitas karier ($\beta=0,03$; $p=0,89$). Pada model

W2, individu dengan tipe identitas *moratorium* dan *diffusion* tidak memiliki perbedaan yang signifikan dalam adaptabilitas karier ($\beta=0,03$; $p=0,81$). Lebih lanjut, pada model W3 juga tidak terdapat perbedaan yang signifikan antara tipe identitas *achievement* dan *diffusion* terhadap adaptabilitas karier ($\beta=-0,14$; $p=0,44$).

Model Int_For (interaksi antara *peer support* dan W1) menunjukkan tidak ada perbedaan slope yang signifikan pada individu dengan identitas *foreclosure* dan *diffusion* dalam hubungan antara *peer support* dan adaptabilitas karier ($\beta=-0,07$; $p=0,81$). Demikian pula, model Int_Mor (*peer support* berinteraksi dengan W2) menunjukkan tidak ada perbedaan slope yang signifikan pada individu dengan identitas *moratorium* dan *diffusion* dalam hubungan antara *peer support* dan adaptabilitas karier ($\beta=-0,14$; $p=0,44$).

Hasil yang berbeda pada model Int_Ach (*peer support* berinteraksi dengan W3) mengindikasikan adanya perbedaan slope yang signifikan antara *peer support* dan adaptabilitas karier pada individu dengan identitas *achievement* jika dibandingkan dengan *diffusion* ($\beta=-0,64$; $p=0,00$).



Gambar 2. Plot Simple Slope

Tabel 4. Analisis Moderasi

Model	Effect	se	t	p	LLCI	ULCI
Achievement	0,15	0,12	1,24	0,21	-0,09	0,40
Moratorium	0,65	0,12	5,08	0,00	0,40	0,91
Foreclosure	0,72	0,31	2,32	0,02	0,10	1,34
Diffusion	0,80	0,14	5,75	0,00	0,52	1,08

Hasil pada model *achievement* menunjukkan bahwa *peer support* tidak berhubungan secara signifikan dengan adaptabilitas karier pada individu dengan tipe identitas *achievement* ($\beta=0,15$; $p=0,21$). Artinya,

tipe identitas *achievement* tidak memoderasi pengaruh positif dari *peer support* terhadap adaptabilitas karier. Hipotesis 2A dari penelitian ini tidak didukung oleh data.

Berbeda dengan hasil sebelumnya, *peer support* secara signifikan berhubungan positif dengan adaptabilitas karier (lihat model *moratorium*; $\beta=0,65$; $p=0,00$). Hal ini mengimplikasikan bahwa identitas *moratorium* dapat memoderasi efek positif dari *peer support* terhadap adaptabilitas karier. Hipotesis 2B dari penelitian ini didukung oleh data.

Model *foreclosure* ($\beta=0,72$; $p=0,02$) dan model *diffusion* ($\beta=0,80$; $p=0,00$) menunjukkan hasil yang signifikan. Hal ini menunjukkan bahwa identitas *foreclosure* memoderasi pengaruh positif antara *peer support* dan adaptabilitas karier. Demikian juga, identitas *diffusion* juga memoderasi pengaruh positif antara *peer support* dan adaptabilitas karier. Oleh karena itu, hipotesis 2C dan 2D didukung oleh data.

Dengan jumlah sampel dan berdasarkan hasil analisis moderasi di atas, kami melakukan *post-hoc power analysis* menggunakan aplikasi G*Power 3.1.9.7 dengan pilihan analisis: *statistical test linear multiple regression (Fixed model, R² deviasi dari nol)*. Dengan memasukkan *effect size* sebesar 0,46; *an error probability* sebesar 0,05; total sampel sebesar 99; dan jumlah prediktor sebanyak 9, didapatkan hasil *power (1- β error probability)* sebesar 0,99. Hasil tersebut menunjukkan bahwa *power* pada penelitian ini telah memadai dengan berada di atas angka 0,80 (Cohen, 1988).

DISKUSI

Temuan pertama membuktikan bahwa pengaruh *peer support* terhadap adaptabilitas karier adalah positif dan signifikan. Dengan demikian, dapat diartikan bahwa semakin tinggi *peer support*, maka semakin tinggi adaptabilitas karier.

Hasil ini sejalan dengan penelitian Hlad'ová dkk. (2020) yang juga menemukan bahwa *peer support* memiliki hubungan positif dengan keempat aspek adaptabilitas karier. Pada aspek *concern*, *peer support* berperan dalam menumbuhkan perhatian dan kesadaran akan tugas-tugas pengembangan diri. Pada aspek *control*, *peer support* berperan untuk meningkatkan kontrol diri terhadap kehidupan di masa depan dan menumbuhkan rasa tanggung jawab atas kontrol yang telah dimiliki. Pada aspek *curiosity*, *peer support* berperan untuk meningkatkan rasa ingin tahu dan perilaku eksploratif. Pada aspek *confidence*, *peer support* menimbulkan perilaku perencanaan dan kepercayaan diri ketika menghadapi tantangan dalam mencapai tujuan karier.

Temuan kedua dari penelitian ini membuktikan bahwa tipe *occupational identity achievement* tidak memoderasi pengaruh positif dari *peer support* terhadap adaptabilitas karier. Hasil ini diasumsikan karena karakteristik dari *achievement identity*. Menurut SCCT, individu dengan tipe *achievement identity* cenderung mampu mengeksplorasi karier dan menetapkan tujuan karier di masa depan (Lent & Brown, 2006). Hal ini berarti mereka telah memiliki kemandirian, perhatian yang terarah, dan tujuan yang jelas dalam merencanakan dan mengembangkan karier mereka. Marcia (1983) juga menyatakan bahwa individu dengan tipe *achievement identity* memiliki karakter yang mandiri dan otonom. Mereka lebih bebas dalam mengembangkan karier sesuai dengan preferensi dan gaya mereka sendiri. Oleh karena itu, *peer support* tidak cukup berarti ketika seseorang memiliki tipe *achievement identity*. Ada atau tidaknya dukungan teman sebaya pada individu dengan tipe identitas *achievement* tidak akan memberikan penguatan yang signifikan terhadap adaptabilitas karier.

Temuan ketiga, keempat, dan kelima dari penelitian ini menunjukkan bahwa tipe *occupational identity moratorium*, *foreclosure*, dan *diffusion* memoderasi hubungan positif antara *peer support* dan adaptabilitas karier. Penting untuk dicatat bahwa mereka yang memiliki identitas *moratorium*

menunjukkan eksplorasi yang luas terhadap peluang karier dan belum mampu membuat komitmen karier jangka panjang. Sebaliknya, individu dengan identitas *foreclosure* menunjukkan komitmen jangka panjang terhadap karier meskipun dibuat tanpa pertimbangan dan eksplorasi karier yang memadai. Pada kedua tipe identitas ini, kehadiran dukungan teman sebaya sebagai aspek kontekstual dapat membantu mereka yang masih dalam tahap eksplorasi (identitas *moratorium*) dan belum memiliki pertimbangan yang matang (identitas *foreclosure*) untuk menentukan tujuan karier dan berimplikasi pada kemampuan beradaptasi dalam berkarier. Mereka yang memiliki identitas *diffusion* tidak menunjukkan ketertarikan pada eksplorasi karier dan tidak dapat menetapkan tujuan karier di masa depan. Pada tipe identitas ini, mereka mungkin cenderung hanya mengandalkan dukungan kontekstual untuk menentukan perilaku yang sesuai. Bandura (1986) menyatakan bahwa ketika individu tidak sepenuhnya percaya diri, mereka cenderung mengandalkan dukungan kontekstual. Situasi ini memungkinkan dukungan teman sebaya untuk mengambil peran individu yang cenderung tidak memiliki arah atau tidak peduli sehingga hanya mengandalkan faktor eksternal.

Ada beberapa keterbatasan dalam penelitian ini. Pertama, seluruh partisipan adalah lulusan baru dengan gelar sarjana. Hasil mungkin tidak dapat digeneralisasi untuk semua lulusan baru, karena tidak mencakup lulusan D3 atau D4. Selain itu, terdapat rasio yang tidak seimbang antara perempuan dan laki-laki. Peserta didominasi oleh perempuan sebesar 80%. Menurut Coetzee dan Harry (2015), perbedaan jenis kelamin memiliki dampak yang signifikan dalam memproyeksikan adaptabilitas karier partisipan di mana pria cenderung menunjukkan adaptabilitas karier yang rendah. Hasil penelitian ini mungkin condong pada adaptabilitas karier partisipan perempuan dan belum dapat menggambarkan adaptabilitas karier laki-laki secara maksimal. Terakhir, penelitian ini tidak menggambarkan tahapan adaptasi individu dalam berkarier. Menurut Savickas (2005), individu perlu melalui beberapa tahapan adaptasi. Penelitian ini tidak menggambarkan tahapan adaptasi individu dari munculnya kemauan untuk beradaptasi hingga keberhasilan menyelaraskan kemampuan diri dengan kebutuhan lingkungan.

SIMPULAN

Penelitian ini menemukan bahwa *peer support* memiliki pengaruh yang signifikan dan positif terhadap adaptabilitas karier. Selain itu, *occupational identity* tipe *achievement* tidak memoderasi pengaruh positif *peer support* terhadap adaptabilitas karier. Sementara itu, tipe *occupational identity* seperti *moratorium*, *foreclosure*, dan *diffusion* mampu memoderasi dengan cara memperkuat pengaruh positif *peer support* terhadap adaptabilitas karier. Ketika individu memiliki tipe identitas *achievement*, maka tipe identitas tersebut tidak akan mengubah pengaruh positif *peer support* terhadap adaptabilitas karier. Sedangkan ketika individu memiliki tipe identitas *moratorium*, *foreclosure*, dan *diffusion*, maka tipe identitas yang dimiliki akan memperkuat pengaruh positif *peer support* terhadap adaptabilitas karier.

Peer support dapat bekerja secara optimal ketika lulusan baru masih membutuhkan: 1) arahan karier, 2) eksplorasi pilihan karier, dan 3) fondasi untuk kesuksesan karier jangka panjang. Bagi mereka yang sudah matang dan mandiri dalam mengeksplorasi karier, peran *peer support* terhadap adaptabilitas karier tidak terlalu kuat dibandingkan dengan jenis *occupational identity* lainnya. Dukungan teman sebaya dapat menjadi poin penting dalam program dukungan karier, terutama bagi mereka yang berada di tahap awal karier. Program ini dapat disediakan oleh orang tua, universitas, mentor karier, dan lembaga pengembangan karier. Perbedaan *occupational identity* di antara individu dalam program karier perlu diperhitungkan untuk memastikan bahwa dukungan teman sebaya relevan dan efektif. Hal ini menunjukkan bahwa lembaga pengembangan karier yang menyediakan pelatihan atau mentoring

harus memastikan bahwa peserta adalah individu dengan tipe identitas *moratorium*, *foreclosure*, dan *diffusion*.

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DECLARATION OF POTENTIAL CONFLICTS OF INTEREST / DEKLARASI POTENSI TERJADINYA KONFLIK KEPENTINGAN

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