# THE EFFECT OF PSYCHOLOGICAL WELL-BEING ON CAREER ADAPTABILITY MEDIATED EMOTIONAL INTELLIGENCE IN YOGYAKARTA PGSD STUDENTS

**Adeline Hega Puspa**
PT. Henra Course Indonesia
E-mail: ebookpsikologi16@gmail.com

***Abstract***

*Elementary School (SD) teachers have a psychological workload because their students are still children. These demands must be adapted by elementary school teacher education students in order to be ideal as elementary teachers. The research aimed to determine the effect of psychological well-being on career adaptability mediated by emotional intelligence in early adult students of Elementary School Teacher Education in the Special Region of Yogyakarta. Participants totaled 101 students aged 18-25 years. The research was designed by nonprobability sampling which was analyzed using path analysis. The career adaptability scale used Career Adapt-Abilities Short Form 5 Factor with a validity of 0.716-0.98 with a significance of 0.000-0.001 and a reliability of 0.75-0.93; psychological well-being applied Psychological Well-Being with a validity and reliability of 0.6-0.97 and a significance of 0.000-0.001; and emotional intelligence adapted Emotional Intelligence with a validity of 0.603-0.72 with a significance of 0.000 and a reliability of 0.742-0.9061. The results showed the accumulation of Standardized Coefficients Beta as much as 0.159 with a significance of 0.000-0.001. Meanwhile, the Standardized Coefficients Beta between psychological well-being and career adaptability is only 0.094. Thus, psychological well-being has a significant indirect effect as much as 0.159 on career adaptability through emotional intelligence. Further research suggestions examine the advanced assessments and intervention of psychological well-being effect's on career adaptability through emotional intelligence in college students.*

***Keywords:*** *Adaptability Career, Emotional Intelligence, Psychological Well-being*

## 1. INTRODUCTION

Polyhart and Bliese (as cited in Ramdhani et al., 2019) found that students have not thought about careers. This phenomenon is supported by research results that show 44 out of 92 students in Makassar did not determine the career they wanted to pursue, 35 of them have not made preparations and thought about future professions, 56 participants have not pursued career prospects, and 34 people are doubtful about their career prospects. The results indicate that they are not curious and concerned about career prospects, leading to a lack of career adaptability. The output of the lack of career adaptability of early adult students resulted in a report from the Ministry of Manpower that of the average worker growth of 2 million per year, 63% of them did not work according to their educational background (Atqakum et al., 2022). The lack of career adaptability is a serious issue for early adult students because more than half of the growth rate of workers, they do not work according to their educational background.

Students of the Elementary School Teacher Education (PGSD) study program have demands for career adaptability, especially for large psychological work demands. The ideal psychological skills of an elementary school teacher that must be adapted by early adult PGSD students include: being sympathetic, friendly, patient, compassionate, having a pleasant disposition when teaching, being a catalyst for the process of student creativity in the classroom, taking the initiative to shape constructive student actions and characters, inspiring, motivating, having good personal communication skills with students, being wise, having a good influence on the environment, being an ideal teacher role model for the environment, being confident, having a great sense of responsibility, and having adaptability (Surya, 2013).The PGSD students involved came from Yogyakarta because Yogyakarta as the capital of the province of Yogyakarta is known as the city of education, so there are many campuses spread across DIY Province. The number of campuses in DIY indicates that there are also many PGSD majors. Mastery of career adaptability, especially adaptation of psychological aspects in early adult PGSD students in DIY, does not need to wait to graduate or become a teacher.

The lack of career adaptability in PGSD students has a negative impact on psychology while being a student to a career becoming an elementary school teacher. Early adult PGSD students who have not tried to adapt to careers are assumed not to have an orientation towards career prospects, prepare themselves as elementary school teachers, and have an idea of their ability to do the that's workload. This is relevant to the negative psychological impact of the lack of career adaptability described by Savickas (2005), including helplessness in preparing for the future, underestimating career challenges, being pessimistic about completing work demands, and uncertainty about self-image. (Ramdhani et al., 2019).

Increased career adaptability is influenced by various positive psychological factors that lead to psychological well-being. Othman et al. (as cited in Atqakum et al., 2022) and Atqakum et al. (2022) agree that robustness, optimism, resilience and hope influence career adaptability. The influence of optimism and social support to support career adaptability was found to be up to 46% (Karacan-Ozdemis & Guneri, 2017, as cited in Atqakum et al., 2022). The influence of these positive psychological traits on career adaptability was proven by Othman et al. (as cited in Atqakum et al., 2022) with the finding of a positive and significant effect of 62%. Some other researchers complement the findings that career adaptability is related to happiness orientation (Johnson et al., 2013, as cited in Abqari et al., 2022; Maggiori, et al., 2013, as cited in Abqari et al., 2022). Happiness is proven to have a role in improving career adaptability in 525 students with an average age of 25 years and 74% of them are female (Oztemel & Akyol (2021, as cited in Handayani & Kurniawati, 2023). Happiness is theoretically included in the concept of psychological well-being (Hamburger, 2009, as cited in Aisyah & Chisol, 2018). Pan et al. (as cited in Abqari et al., 2022) found that career adaptability is related to both professional and general well-being. In this case, psychological well-being is included in the general well-being stated by Pan et al. (as cited in Abqari et al., 2022) because the scope of well-being is limited to general psychological well-being. These positive psychological factors as triggers for career adaptability are included in the factors that form psychological well-being.

The demands of psychological aspects as elementary school teachers that must be adapted by PGSD students in Yogyakarta since college, unfortunately, are not balanced

with psychological well-being during college. The early adult phase is a phase of individuals who experience a lot and often experience mental tension to psychological crises. Negative psychological aspects that often hit early adult students include frustration, stress, anger, anxiety, loneliness, pessimism, feeling miserable, and alienating themselves (Alhuseini, 2011, as cited in Matarneh, 2014; Sharma, 2012, as cited in Izzah et al, 2021). The results of the researcher's survey showed that the largest category of future anxiety out of 1009 early adult students in Yogyakarta, namely the high category with 356 (35%) students participating. Ceyhan (as cited in Siregar et al., 2021) found that students' future anxiety stressors cannot be separated from career plans. This makes the effect of psychological well-being on career adaptability weaker than previous research.

Psychological well-being as a positive psychology variable in influencing career adaptability can be enhanced by fellow positive psychology variables such as emotional intelligence. This is because there is a positive relationship between psychological well-being and emotional intelligence (Konradus & Harsanti, 2017; Sudarnoto, 2020). On the other hand, evidence of emotional intelligence affecting career adaptability has been found to have a significant positive effect (Abqari et al., 2022; as cited in Sari et al., 2022; Sari et al., 2022). It is not surprising that other researchers also recognize that emotional intelligence is an important psychosocial capital to support the success of individuals adapting to their careers (Jain, 2012, as cited in Abqari et al., 2022; Puffer, 2011, as cited in Abqari et al., 2022; Sari et al., 2022).

In this research, variables dynamically influence each other starting from psychological well-being influencing career adaptability and increasing the influence of psychological well-being on career adaptability mediated by emotional intelligence. When individuals have positive emotions and thoughts, they can think and act better. This is in line with the findings of Wright et al. (as cited in David et al., 2024) that employees who have a positive mindset tend to experience increased motivation and performance. In this research, positive emotions and thoughts are associated with psychological well-being and emotional intelligence, which have a positive impact on career adaptability performance. Career adaptability can be easily achieved when individuals are in a state of psychological well-being. This is because psychological well-being allows individuals to think about strategies and apply career adaptability more smoothly without the distraction of negative emotions. Even when individuals feel psychological well-being, it is easier for them to regulate and express emotions appropriately. Konradus and Harsanti (2017) agree that good psychological well-being will support a person to mobilize their psychological potential. Thus, the addition of emotional intelligence will increase the ability of psychological well-being variables to influence career adaptability. Abqari et al. (2022) supported this with the finding of a positive and significant effect of emotional intelligence on career adaptability. Emotional intelligence can make workers more able to adapt to careers because someone who can regulate and express emotions appropriately indicates a feeling of resilience and strength in completing the workload (Oncel, 2014, as cited in Arta et al., 2023). This is because the process of adapting to a career requires not only a state of psychological well-being but also the ability to maintain this condition by understanding, regulating, and integrating emotions with actions to be in harmony, so as to face career challenges, achieve job satisfaction, and work targets (Abqari et al., 2022; Emmerling & Cherniss, 2003, as cited in Abqari et al., 2022; Fabio & Kenny, 2014, as cited in Abqari et al., 2022).

Early adult PGSD students in Yogyakarta who are aware of the psychological workload as elementary school teachers, the importance of positive psychological aspects of psychological well-being, and emotional intelligence to improve career adaptability as elementary school teachers, then they will be accustomed to conditioning psychological well-being and improving emotion regulation abilities. When working as elementary school teachers, the psychological work demands as elementary school teachers do not feel so heavy because they have been adapted since college. The phenomenon of positive emotion-based self-development is in line with the Positive Psychology Theory developed by Seligman (as cited in Sarmadi, 2018).

Previous research on these three research variables has weaknesses. Research on the effect of career adaptability on psychological well-being mediated by emotional intelligence has not previously been conducted, especially in the context of early adult PGSD students in the Special Region of Yogyakarta (Abqari et al., 2022; Maggiori et al., 2013 as cited in Abqari et al., 2022). There are no researchers who measure student welfare who take coverage of the entire province (Arista & Priyana 2023; Maghfiroh & Dewi, 2023). The variables included in psychological well-being research are still minimal, involving career adaptability (Carver et al., 2021; Maghfiroh & Dewi, 2023; Risnawati et al., 2022). The psychological well-being scale in previous research also experienced a reduction in dimensions and the same number of alternative answers as the emotional intelligence scale (Sudarnoto; 2020). Chisol (2018) suggested that research related to psychological well-being examines factors that have not been examined in the research, such as personality and personal competence.

Some early adult PGSD students do not have much work experience or even no experience at all, however, mastery of work skills should be prepared since college. This is because college is a period of learning for students to explore their potential and hone the skills needed in career prospects according to their majors. Super (as cited in Handayani & Kurniawati, 2023) agreed that the developmental task of early adult students is a period of career exploration. Career exploration includes exploration of tasks and demands both psychologically and behaviorally. The psychological skills of an ideal elementary school teacher cannot be created in an instant, but it requires such a process and time in order to emerge and last long (Surya, 2013).

If career adaptability during college is not honed, then the psychological burden as an elementary school teacher will feel heavier at the end of the lecture even until he becomes an elementary school teacher. PGSD students who lack career adaptability will make it difficult for themselves to work because of their inability to control elementary students and classroom conduction, so that they can threaten work performance, students, and schools. This assumption is related to the benefits of career adaptability that can be felt if the level of career adaptability of early adult PGSD students in Yogyakarta is not minimal. The benefits of career adaptability in students include: 1) Better prepared to overcome challenges in the transition to the world of work with a more psychosocial psyche (Anas & Hamzah, 2022, as cited in Sari et al., 2022; Kavas, 2016; 2) Better prepared to cope with career demands; 4) More quickly increase confidence to pursue goals and achieve success in career (Savickas, 2005, as cited in Sari et al., 2022). This is in line with Koen et al. (as cited in Handayani & Kurniawati, 2023) who state that career adaptability is important to boost future success. Therefore, the researcher took this research hypothesis based on the issue of career adaptability of early adult PGSD students

in DIY and its relationship with psychological well-being and emotional intelligence that there is a positive influence of psychological well-being on career adaptability mediated by emotional intelligence in early adult PGSD students in DIY.

## 2. RESEARCH METHODS

This research is included in the type of quantitative research path analysis. Hypothesis testing using Confirmatory Factor Analysis. Data collection using standard-scale questionnaires. Nonprobability sampling is of three different types, namely convenience, purposive, and snowball sampling. Assumption test applied, namely normality Test with Kolmogorov Smirnov Z, Heteroscedasticity, and Multicollinearity Test. All test data is conducted in the statistical package for Social Sciences (SPSS) version 25 application.

Career adaptability is the ability of students to adapt to the dynamics, trauma, stress, demands, challenges, and career development shown through attention, curiosity, control, and confidence will make a career in career prospects according to scientific background. Psychological well-being is defined operationally as a mental condition that is free from psychological problems and achieves positive psychological potential as measured through levels of self-acceptance, Independence, life goals, positive relationships, environmental mastery, and self-growth. While the operational definition of emotional intelligence, namely the ability of individuals to recognize and manage emotions to guide individuals to think and behave constructively and relevant to indicators of self-awareness, motivation, social skills, self-regulation, and social awareness or empathy.

Participants involved, 101 early adult students studying in the PGSD Department aged 18 years to 25 years. Provisions on the number of research participants, according to Malhotra (Realino et al., 2023) is one hundred. The participants involved were in the psychological phase of early adulthood (Santrock, 2011).

The career adaptability scale adapts the Career Adapt-Abilities Short Form 5 Factor (CAA-SF-5 Factor) (Sou et al., 2021). The dimensions of this scale consist of career concern, career curiosity, cooperation, career control, and career confidence. The CAA-SF-5 Factor response options were rated using a Likert Scale with the following categorizations:1 = 'Very Not Strong'; 2 = 'Not Strong'; 3 = 'Average Strength'; 4 = 'Strong'; and 5 = 'Very Strong' (Sou et al., 2021).

Psychometric CAA-SF-5 Factor has good validity and reliability scores. The validity of the CAA-SF-5 Factor obtained through the correlation of the CAA-SF-5 scale with Career Adapt-Abilities (CAA) resulted in the validity of the CAA-SF-5 construct of 0.98 and dimensions ranging from 0.91 to 0.96 which fall into the category of 'Very Strong' with the provisions of the significance level below 0.001 (Sou et al., 2021). Reliability of CAA-SF-5 was obtained from two research results. The first research by Nye et al. (as cited in Sou et al., 2021) provides reliability per dimension ranging from 0.83 to 0.91. The second research by Sou et al. (2021) with dimensional reliability between 0.75 to 0.85 and construct of 0.93.

The psychological well-being scale adapts Psychological Well-Being (PWB) (Ryff, 2014, as cited in Aisyah & Chisol, 2018; Ryff, 1995, as cited in Issom & Makbulah, 2017). Six dimensions of PWB, consisting of self-acceptance, independence or autonomy, life purpose, positive relationships with others, environmental mastery, and self-growth. The

types of items tested consisted of 20 construct-supporting items (favorable) and 22 construct-denying items (unfavorable) (Aisyah & Chisol, 2018).

PWB psychometry proved to be valid and reliable. PWB construct validity is shown by Li (2014) of 0.6. The reliability of the PWB dimension is in the range of 0.87 to 0.931 (Chisol, 2018; Maghfiroh & Dewi, 2023; Oruh et al., 2020). The power difference of each item is between 0.316 to 0.691 (Aisyah & Chisol, 2018). PWB scale answer options that are of the Likert scale type consist of seven pieces, including: 1 = 'Strongly Disagree'; 2 = 'Quite Disagree'; 3 = 'Slightly Disagree'; 4 = 'Agree'; 5 = 'Slightly Agree'; 6 = 'Quite Agree'; and 7 'Strongly Agree' (Issom & Makbulah, 2017; Leonardi & Astuti. 2023).

Goleman's (2018) Emotional Intelligence (EI) scale was adapted to measure emotional intelligence. The five dimensions of EI, consisting of self-awareness, motivation, social skills, self-regulation, and self-awareness or empathy. There are twelve items per dimension (Goleman, 2018).

Validity of EI is 0.603 and reliability of the scale between 0.815 to 0.857 (Lana & Indrawati, 2021). The EI response category includes five Likert scale categories, among others: 1 = 'Not All Describe Me'; 2 = 'Few Describe Me'; 3 = 'Describe Me Fairly Well'; 4 = 'Describe Me Well'; and 5 = 'Describe Me Very Well' (Goleman, 1998, as cited in Singh, 2014).

Researchers calculate the theoretical mean as the population mean and research as the empirical mean to compare and analyze the actual mean conditions. The indicator uses a significance score of 0.025 (Santoso, 2012). Before testing the empirical mean, all variables must meet the normality test requirements. In addition, there is a Corrected Item-Total Correlation test to produce testable items (Periantalo, 2015). The result is that all items pass the Corrected Item-Total Correlation selection except item number one on the career adaptability variable, so that item must be dropped. The empirical mean test was conducted with the One Sample T-Test test in SPSS version 25 (Priyatno, 2018).

Categorization of data is done to see the high and low data of research variables. The number of categories used as many as five categories because this number is considered to have a higher differentiation than the three categories. Categorization is applied by accumulation between standard deviation and average scores. Previously, the standard deviation score was sought by calculating the spread distance. The five categories consist of 'Very High', 'High', 'Medium', 'Low', and 'Very Low' categories (Azwar, 1993).

## 3. RESULTS AND DISCUSSION

### 3.1. Research Results

#### 3.1.1. Description of Research Participants

There were 101 participants consisting of 81 female and 20 male PGSD students in DIY aged 18 to 25 years. In addition to the age demographic variable, other demographic variables were used, including place of residence; income and expenditure of participants per month; last Education and income of both parents. The level of education of the participants was in undergraduate and pre-position PPG. Participants residing in kos or hostels as many as 57 people. Below that, there were 41 participants who lived with their parents. While the other two participants live in DIY with relatives. On the other hand, the participants who lived in a private house had one student. Of the 101 participants, not

a single one remained contracted. The sample income, participant expenditure, and income of both parents were classified into three categories based on the DIY provincial Minimum wage in 2022. The lowest sample income category, which is below Rp 1,981,782.00, There were 85 participants. The income category above is in the range of Rp 1,981,782.00 to Rp 2,324,776. 00 There are 13 students. The rest, income above Rp 2.324.776, 00 only three students. While the expenditure of participants is translated from the highest category. The highest participant expenditure category, namely income above Rp 2,324,776.00 of which there were only six (6%) participants. Next, the middle category is between 1,981,782.00 to Rp 2,324,776. 00 with more participants, namely sixteen (16%) participants. The highest category of student expenditure is below Rp 1,981,782 with a total of 79 (78%) people. The education of both parents was identified from the lowest education of Elementary School (SD) to Strata three (S3) or Doctor. The primary school education level of parents was filled by 25 (12%) participants. The next level of education, there are 14 (7%) participants who have parents who graduated from junior high school (SMP). After that, the education level of Senior High School (SMA) or vocational high school (SMK) was filled by 94 (47%) people. Fewer than SMA or SMK, there were 64 (32%) participants who had parents who graduated with a Diploma to Bachelor's degree. The parents of Strata two (S2) / graduates or Master were only five (2%) people. Finally, the highest level of education of the participants ' parents, namely S3, did not exist (0%). The income of both participants ' parents is divided into the same level as student income and expenses. The two categories of parental income had the same number of participants at 24 (24%). The two categories are low category with parental income below 1,981,782.00 and medium category with parental income range between 1,981,782. 00 to Rp 2,324,776. 00. Meanwhile, the highest income category of parents was above Rp 2,324,776.00 with the largest number of participants, namely 53 (52%) people.

### 3.1.2. Results of Data Analysis

Normality test applied Kolmogorov Smirnov to the three variables with the help of SPSS version 25 application. Normal or not the data seen through the score Asymmp. Sig. (2-tailed). If the score is more than 0.05, then the data is said to be normally distributed (Dahlan, 2014, as cited in Mustikawati & Putri, 2018; Mustikawati & Putri, 2018). The variables used to test the normality using residual unstandardized variables because the test variables involve mediator variables. The normality significance score shows 0.053, so the data is said to be normal because it is above the minimum limit of 0.05.

The linearity test used, namely the Test for Linearity test through ANOVA table, especially the linearity significance score and deviation from linearity. The minimum requirement of deviation from linearity significance score is 0.05 ($p > 0.05$) (Priyatno, 2018). However, the score in this research is 0.13. Meanwhile, the maximum linearity significance score requirement is 0.05 ($p < 0.05$) (Priyatno, 2018). In this study the score was only 0.004. Therefore, the data is said to be linear because it meets both conditions of the linearity test. This means that an increase in the value of the career adaptability variable is followed by an increase in psychological well-being and emotional intelligence. Likewise, a decrease in career adaptability is accompanied by a decrease in emotional intelligence and psychological well-being.

The test of the classical assumption of multicollinearity of the research data was successful. In multicollinearity test the Tolerance value of psychological well-being and emotional intelligence variables was 0.737. The value is greater than 0.1 (Sarwono, 2015). In addition, the value of Variance Inflation Factor (VIF) in both variables as much as 1.358. The value was below 10.00 (Sarwono, 2015). That is, this research data based on the value of Tolerance and VIF concluded not experiencing symptoms of multicollinearity.

The test of classical assumption of heteroscedasticity of this research data using Glacier method was successful. It was shown that the significance value of the independent variable and mediator that was secreted with the residual absolute variable was above 0.05 (Madjidu et al., 2022). As a result, the significance of psychological well-being variables as much as 0.65. Meanwhile, the emotional intelligence variable is 0.51. Thus, the assumption of heteroscedasticity in this research is fulfilled.

Path analysis test results with Confirmatory Factor Analysis in SPSS application version 25. The results of this test were seen through the standardized coefficients Beta score. The score on the path analysis test between psychological well-being and career adaptability was only 0.094. However, that score on the variable pathway analysis test of career adaptability, psychological well-being, and emotional intelligence reached 0.159. Both Standardized Coefficients indicate that the accepted research hypothesis that there is an effect of psychological well-being on career adaptability mediated by emotional intelligence in early adult PGSD students in DIY. This is because the score of Standardized Coefficients from the third-variable pathway analysis is greater than the two-variable pathway analysis between career adaptability and psychological well-being without emotional intelligence.

### 3.2. Discussion

The results of this research are in line with the findings of previous research related to the influence of psychological well-being and emotional intelligence on career adaptability. Othman et al. (Atqakum et al., 2022) found that positive traits had a significant 62% effect on career adaptability. These positive traits, namely resilience, hope, and optimism. Three years later, Oztemel and Akyol (Handayani & Kurniawati, 2023) found research results that positive attitudes and happiness in 525 students with an average age of 25.09 and 74% of women can predict career adaptability to a significantly better direction. Positive traits are synonymous with a prosperous psychological state. This is because psychological well-being is a blend of positive affective aspects (Aisyah & Chisol, 2018; Arista & Priyana, 2023; Sudarnoto, 2020). In other words, the individual is said to be psychologically prosperous when he does not feel psychologically repressing negative feelings. Negative feelings such as symptoms of depression and anxiety (Mukhlisa & Nurmina, 2024). Negative emotions that inhibit psychological well-being in contrast to the positive traits studied by the researchers above it suggests that the positive traits that form psychological well-being in the research sample students of previous researchers and significantly positive effect on career adaptability.

Early adult PGSD students in DIY who in fact have not yet made a full-time career are often overwhelmed with career anxiety. Career anxiety will eventually minimize psychological well-being before hindering the process of career adaptability. This is in line with previous studies that agree that career anxiety has a negative impact on

psychological well-being, initiative to try new challenges, the process of finding life goals, and personal growth (Maghfiroh & Dewi, 2023). Nugroho (Maghfiroh & Dewi, 2023) also proved that career anxiety experienced by final year students of the Faculty of Psychology, Airlangga University (UNAIR) can reduce the level of psychological well-being and threaten the future, including future careers.

The effect of psychological well-being on career adaptability, namely psychological well-being can help individuals to plan for the future, adapt to labor market situations, face unpleasant work situations, and ultimately improve well-being (Sari et al., 2022). Thus, psychological well-being can reduce career anxiety in early adult PGSD students in DIY, so that they are able to prepare their careers well early. This is similar to what some researchers have revealed that psychological well-being can reduce career anxiety in final year students by enforcing personal goals; clarifying the meaning of life; managing demands and opportunities well; increasing positive self-esteem; maximizing potential; building relationships well; and increasing independence (Maghfiroh & Dewi, 2023). Issom and Makbulah (2017) have proven that psychological well-being has an impact on the performance of honorary teachers. Psychological well-being has six dimensions, including self-acceptance, autonomy, life goals, positive relationships, mastery of the environment, and self-growth (Ryff, 1989, as cited in Arista & Priyana, 2023). So, both constructively and dimensionally, psychological well-being can influence career adaptability.

Self-acceptance is a positive attitude in the form of awareness to the acceptance of strengths and weaknesses (Aisyah & Chisol, 2018; Prabowo, 2016); a positive perspective on the past (Arista & Priyana, 2023; Prabowo, 2016; and a good appreciation of oneself (Sudarnoto, 2020; Prabowo, 2016). Students who are able to realize and accept their strengths and weaknesses will be able to give a wise evaluation of themselves. Good self-evaluation skills will make students able to prepare a career adaptability process at the stage of making a curriculum vitae and job selection interviews to launch the interview execution. This is in line with the ideal level of self-acceptance according to Ryff (Prabowo, 2016) that individuals who are aware of their strengths and weaknesses will tend to be better able to function and behave positively. Good self-functioning will help him in portraying himself as a job applicant until he has become an elementary school teacher.

The positive relationship dimension is a dimension that reveals the ability to relate interpersonal with positive, close, trusting, caring, empathic, reciprocal relationships (Aisyah & Chisol, 2018; Arista & Priyana, 2023; 2020). The ability to positively relate to others who are instilled since college will help research participants to build good professional relationships with the parents of elementary school students and elementary school students themselves. The impact of the dimensions felt by the participants in accordance with the indicators, such as a good relationship, warm, there is trust, satisfied, familiar, meaningful, mutual benefits, there is concern for well-being, and there is empathy between the parties in the relationship (Prabowo, 2016). The relationship between elementary school teachers and elementary school students is something that must be adapted as early as possible by PGSD students because the emotional level of elementary school students is fluctuating sometimes makes it difficult for elementary school teachers to be able to behave properly and appropriately.

Self-autonomy is defined as a person's ability to convince themselves that they are able to control themselves in the midst of environmental pressure, make decisions independently, and evaluate behavior and decisions made in accordance with established standards (Arista & Priyana, 2023; Prabowo, 2016; Sudarnoto, 2020). Early adult PGSD students in DIY who hone their independence will be better able to apply this Independence when teaching elementary school students. Thus, when PGSD students become elementary school teachers, they will be better able to overcome problems that occur in students without dependence on fellow peers who also have the same psychological burden. This opinion is in line with the ideal condition of self-autonomy, that is, individuals are able to fully actualize themselves in surviving in the midst of conflict without dependence on others (Prabowo, 2016).

Environmental mastery is an individual's ability to control the environment in accordance with personal needs and values, so that they can take advantage of opportunities well (Aisyah & Chisol, 2018; Prabowo, 2016). Early adult PGSD students in DIY with good mastery of the environment will be better able to master the environment of elementary school classes that are often chaotic because of the psychological instability of the students and can create a more conducive and constructive classroom feel to support learning for elementary school students. The assumption is in line with the indicators of the emergence of the ability to control the environment, including being able to control others; realizing the environment in accordance with its will; making relationships in accordance with the needs and values adopted; and make relevant rules to control the activity situation (Abbott et al., 2010; Prabowo, 2016).

The purpose of life as a dimension of psychological well-being is interpreted as an individual's focus on goals, meaningfulness, and life learning to be achieved (Aisyah & Chisol, 2018; Sudarnoto, 2020). PGSD students who have focused on their career goals as an elementary teacher, the meaning of the elementary teacher profession, and the learning learned during college as a working capital as an elementary teacher will make it easier for them to adapt to the profession. This is because the clear purpose of life as an elementary school teacher carried out by early adult PGSD students in DIY will direct themselves psychologically such as internalizing the positive qualities of elementary school teachers who are full of patience, perseverance, friendliness, and assertiveness in educating elementary school students. In addition, the purpose of life as an elementary school teacher can direct PGSD students psychomotor also become more creative and productive in teaching later. For example, creative in teaching methods so that elementary students do not get bored quickly and longer focus in class. Finally, elementary school teachers can be more productive because their time is not wasted to overcome elementary student conflicts. Even so, student productivity is increasing due to increased concentration of learning. Indicators of the objective dimension of life validate the causation of this dimension to early adult PGSD students. Some of these indicators include, the presence of directed emotions, productivity, and increased creativity (Prabowo, 2016).

When the individual feels psychological well-being, it is easier for him to be able to regulate and express emotions appropriately. Konradus and Harsanti (2017) agree that good psychological well-being will support a person to exert their psychological potentials. This is in line with the findings of some researchers that high psychological

well-being is directly proportional to high emotional intelligence (Konradus & Harsanti, 2017). In other words, psychological well-being affects emotional intelligence.

In a career context, emotional intelligence is needed for individuals to adjust in the workplace. This is in line with research results that emotional intelligence is a psychosocial metacapacity needed for successful adaptation including career adaptation (Sari et al., 2022; Jain, 2012, Abqari et al., 2022). Abqari et al. (2022) proved in workers in direct consumer contact (front line) that emotional intelligence affects career adaptability significantly positively. The greater the emotional intelligence of the worker, the Greater his career adaptability. Vice versa, the smaller the emotional intelligence of workers, the smaller the career adaptability. Similar research results were also produced by Sari et al. (2022) on 117 new graduate participants at Hang Tuah University Surabaya. In participants who have been undergraduates in Aceh, both new and old graduates found a relationship between emotional intelligence and career adaptability as well (Arta et al., 2023).

The existence of a significant positive influence of psychological well-being on career adaptability and emotional intelligence and the influence of emotional intelligence on career adaptability suggests that emotional intelligence can mediate the influence of psychological well-being on career adaptability. The effect of psychological well-being on career adaptability is seen when individuals feel psychologically well-being then individuals have the potential to contribute positively and last a long time in their work (David et al., 2024). Finally, with a happy mood and positive thoughts individuals can improve work performance (David et al., 2024; Wright et al., 2007, as cited in David et al., 2024). In the context of early adult PGSD students in DIY, the psychological well-being that is honed and maintained until graduation will help them to make a positive contribution, work resilience, and improve work performance as elementary school teachers. A prosperous psychological atmosphere can support the ability to regulate emotions intelligently (Konradus & Harsanti, 2017). Individuals who feel positive psychological conditions are better able to regulate emotions intelligently longer and often (Konradus & Harsanti, 2017). Likewise, early adult PGSD students in DIY who are able to maintain psychological well-being in the midst of college dynamics, they will be easier to control their emotions during college and will eventually get used to working as elementary school teachers. It is moreover that as an elementary school teacher is required to be rich in patience, compassion, and perseverance to educate childhood students.

When a person intelligently regulates emotions, then he will be easier to adapt to a new career environment. That's because emotionally intelligent individuals will be more careful in expressing emotions in a new workplace. Emotional intelligence affects career adaptability in different ways. Coetzee & Potter (Sari et al., 2022) agreed that emotional intelligence increases individual perseverance to master tasks, creativity, decision-making effectiveness due to increased understanding of emotional reactions, control of emotions as well as negative thoughts of the individual while working, and directs the individual in the process of career adaptability to achieve career achievements. Nugraheni et al. (Arta et al., 2023) added that emotional intelligence makes it easier for a person to make career planning. Positive emotions that affect career adaptability, among others, mental stability, high psychological energy, and the positive influence of individuals in the work environment (Arta et al., 2023). The presence of emotional intelligence in the process of career adaptability can also help individuals in resolving career pressures that

require psychological adjustment (Abqari et al., 2022). That way individuals who are aware of and regulate emotions intelligently will achieve more effectiveness in work including the effectiveness of the process of career adaptability (Arta et al., 2023). Early adult PGSD students in DIY who have high emotional intelligence during college, will be more diligent in carrying the workload as an elementary teacher, creative in using teaching methods, effective in making decisions to educate children with a good understanding of emotional reactions, mature in planning the career path of elementary teachers, skilled in controlling emotions and negative thoughts when teaching students who need psychological assistance, and adaptive in a career as an elementary teacher.

Emotional intelligence has five dimensions, each of which can also affect career adaptability in particular. Salovey (Sudarnoto, 2020) defines the dimension of self-awareness as an individual's ability to be aware of their emotions. Another thing with Surya (2013) WHO defines this dimension as an individual's ability to recognize himself. Early adult PGSD students in DIY who have good self-awareness, it will be easier for them to recognize their position as an elementary teacher with all the demands of positive psychology and realize their emotions when teaching, so they are more careful to express emotions to elementary students. This is because according to Salovey (Sudarnoto, 2020) individuals who have good self-awareness, then they will be more careful and sensitive to the mood of both themselves and others and able to sort out decisions and actions that will be taken responsibly. The dimension of self-regulation is stated by Salovey (s cited in Sudarnoto, 2020) as the ability to manage emotions. Surya (2013) adds that this ability is related to the ability to express oneself. Early adult PGSD students in DIY who are able to manage emotions and express themselves well, it is possible for them to more easily manage emotions when dealing with delinquency elementary school students both psychologically as more patient and calmer and psychomotor as softer when reprimanding students. This is in line with the supporting characteristics of Salovey's self-regulation ability (Sudarnoto, 2020) that individuals will be more confident and able to control actions. It is more detailed that the supporting characteristics of self-regulation are described by the presence of greater tolerance for anger and frustration; the lack of distraction from debates and fights in the classroom because the ability to express anger well increases; the lack of aggressiveness towards oneself, so that anger does not self-destruct; more positive emotions towards the environment; and decreased levels of anxiety and loneliness in the social environment (Goleman, 2018). Motivation is defined Salovey (Sudarnoto, 2020) as an individual's ability to control themselves if faced with momentary gratification and direct behavior to a goal. Participants who are able to motivate themselves well will be better able to motivate themselves when educating elementary school students and direct their students to learning goals. The dimension of social consciousness is interpreted by Salovey (Sudarnoto, 2020) as the ability to understand the feelings of other individuals. Participants who have good social awareness will be more able to empathize with elementary school students when they tantrum. This is in harmony with the characteristics of social awareness, that is, empathy with the psychological of others (Goleman, 2018). The last dimension of social skills is interpreted by Salovey (Sudarnoto, 2020) as an individual's ability to establish relationships and cooperate with other individuals. Participants who are skilled in socializing on campus will be trained in their social skills when they become elementary school teachers who must network not only with elementary school students but also peers to parents. This is

in line with indicators of social skills demonstrated by a person's ability to foster relationships (Surya, 2013).

The sample mean on the career adaptability variable is higher than the population mean. This indicates that the level of attention or concern, curiosity about career, career control or control, and self-confidence of the sample exceeds the level of adaptability dimensions in the population of early adult PGSD students in DIY. Students who have attention or concern for their careers will later have optimism and focus on the opportunities that are open to their career prospects as elementary school teachers. This is consistent with the focus of this dimension is on a sense of optimism and consideration of career opportunities (Arta et al., 2023; Atqakum et al., 2022). In addition, it is also in line with the function of this dimension, which is to encourage individuals to have orientation in the career they want to achieve (Handayani & Kurniawati, 2023). High self-control or self-control in early adult PGSD students in DIY will help them to have a sense of responsibility, perseverance, and discipline in pursuing their career prospects. Savickas et al. (Atqakum et al., 2022) supports that statement by finding the function of this dimension in the process of individual career adaptability, namely to bring up the responsibility of choosing a career that is also diligently and disciplined. Early adult PGSD students in DIY who have a curiosity about the career of an elementary teacher will train their minds to evaluate between the ability and the role that will be carried out as an elementary teacher. In addition, high curiosity tends to encourage a person to explore things that need to be adapted in the context of work, so that early adult PGSD students in DIY are likely to conduct in-depth exploration around a career as a GUU SD. It is aligned with the dimension of curiosity function of adaptability construct according to Muqoddam et al. (Arta et al., 2023) and Savickas (Panjaitan & Sarah, 2023). Meanwhile, high self-confidence in participants will help them to be able to show performance and overcome college conflicts which then continue in the world of work as an elementary school teacher with full self-esteem. This is similar to the recognition of some previous researchers that confidence in career adaptability will help individuals to persevere to fight for a career and overcome career problems with feelings that are overwhelmed with self-worth (Ramdhani et al., 2019).

The sample mean on the psychological well-being variable proved to be higher than that of the population. This suggests that the dimensions of psychological well-being in the sample were also higher than in the population. The dimension of high self-acceptance can support the sample to have a positive attitude towards themselves even positive with weaknesses and an unpleasant past during college in the Pgsd Department. Later they as elementary school teachers will also be better able to accept themselves in the role of elementary school teachers, so that they are more sincere and diligent in working and do not regret their career choices. This is in line with previous findings that individuals with good self-acceptance will accept themselves positively and will have minimal past regrets (Aisyah & Chisol, 2018). The dimension of positive relationship with other individuals if owned sufficiently by early adult PGSD students in DIY, then this dimension will spur a healthy and satisfied relationship between the sample and college colleagues, be it younger siblings, older siblings, lecturers, campus employees, to external campus partners. If, on the other hand, positively related skills continue to be honed and improved by the participant during college, it is not impossible that in the world of work he is more sociable professionally regardless of socioeconomic status. This is in line with the

indicators of the emergence of this dimension, namely the management of quality interpersonal relationships, so that ultimately achieve relationship satisfaction among the parties involved (Abbott et al., 2010). The high level of self-autonomy in the sample shows that they are able to overcome college conflicts do not always depend on others. The self-autonomy maintained by the sample in college will be easier to apply when they have worked as elementary school teachers, so they will not depend so much on others in solving professional problems. Supporting indicators of the self-autonomy dimension are that individuals who have independence will be better able to actualize themselves with confidence and independence even when they have to actualize themselves under social pressure (Prabowo, 2016). Mastery of the environment that is owned by the participants will help them overcome the dynamics of the college environment with fellow early adult college colleagues who in fact have not been stable psychologically. This skill will help participants in mastering the classroom environment that is prone to chaos because students are still classified as children and active. This is in line with the definition of environmental mastery dimension by Ryff (Prabowo, 2016) as the ability to control to master the environment both with psychological and physical environmental changes. Finally, mastering the environment that participants have trained since college will be easier for them when they become elementary school teachers to master the classroom environment that in fact contains early childhood children. Clear life goals on the sample will make it easier for them to determine the goals they want to achieve during college. For example, the goal of early adult PGSD students in DIY is to get a cumulative Achievement Index with a satisfactory predicate so that it is easier to pass the job selection as an elementary school teacher. Clarity of life goals that are accustomed to since college will carry over until participants become elementary school teachers in making career goals. This is in accordance with the indicators of the dimension of life goals consisting of a sense of direction, have a strong meaning of life, firmly believe in the meaning of life to be achieved (Prabowo, 2016; Abbott et al., 2010). Finally, the dimension of high self-growth in participants will motivate them to continue to enrich themselves with elementary school teaching Sciences to become ideal elementary school teachers, especially psychologically ideal. For example, the sample continued to learn to adapt to a career as an elementary school teacher even though they were still in college. This is in line with the definition of this dimension from the perspective of Clinical Psychology, which is the need to actualize self-potential. In addition, it is also in line with the Lifetime theory which reveals that the dimension of self-growth is shown by the existence of continuous self-development in order to resolve life conflicts that will not end as long as the individual is still alive (Prabowo, 2016).

The participants emotional intelligence was higher on average than the early adult PGSD student population in DIY. This suggests that the five dimensions, such as self-awareness, motivation, social skills, self-regulation and social awareness in participants are also larger than the population. When participants have a high self-awareness during college and work, it will help them to be aware of their emotions so that they can be more controlled in expressing emotions. This is in line with the self-awareness dimension indicator revealed by Salovey (Sudarnoto, 2020), which is sensitive to feelings so that it has a sense of responsibility in expressing its feelings. High motivation in the sample will support their achievement during their studies at PGSD and later when working as an elementary school teacher. This is because motivation, is a psychological driver of the

individual to do something to achieve achievements with self-management in such a way. This is in line with the definition of motivation based on Salovey (Sudarnoto, 2020) as an individual's self-organizing ability to achieve goals. Scarlet (Arta et al., 2023) also aligns motivation with the term self-management. The social skills of the sample that are above the PGSD student population in DIY are very beneficial for the sample in associating with college partners. If social skills continue to be improved during college, then the sample will not be overwhelmed to be skilled in socializing in the world of work, especially dealing with the social environment of elementary school students who need patience. This is in accordance with the definition of the dimension of social skills by Salovey (Sudarnoto, 2020) and Surya (2013) as the skills of fostering relationships with others. Participants who have good self-regulation means they can control themselves well in various conditions during college and undoubtedly when working as an elementary school teacher. This is in line with the self-regulation dimension indicator that people who have good self-regulation are shown to be able to manage emotions and behavior well (Sudarnoto, 2020). Samples who have good social awareness, will most likely have more empathy with others when experiencing difficulties. This ability will be useful in helping participants empathize with the learning difficulties of elementary school students in the future. This is in line with the meaning of the dimension of social awareness, namely the ability to identify the feelings of others, so that they can be more receptive to perspectives and empathy with other individuals (Sudarnoto, 2020; Surya, 2013).

The level of career adaptability category in this research includes 'Medium'. This indicates that although the average career adaptability in the sample is higher than the population of early adult PGSD students in DIY, the height of career adaptability is still classified as ‘Medium’. Thus, the levels of the dimensions of career attention or concern, career curiosity, career control or control, and career confidence in the sample were also common. The usual care or concern for a career suggests that a person does not think much, considers and expects job prospects. In this case the job prospects of participants in accordance with the educational background, namely elementary school teachers. The explanation is based on the meaning of the dimension of attention or career concern as the ability to pay attention, care, think, consider, expect, to plan their career prospects (Arta et al., 2023; Handayani & Kurniawati, 2023). Career curiosity is not high as a whole indicates that the sample is not so curious about the career world of elementary school teachers. In fact, their job prospects are greatest as elementary school teachers. This becomes a psychological conflict that can become a conflict of educational institutions if the prospective elementary school teachers do not have the desire to educate elementary school students. The dilemma is based on the meaning of the dimension of curiosity as the student's need for curiosity related to career prospects, the tendency to engage in activities that are close to career prospects, seeking psychological help to overcome psychological conflicts related to career prospects (Ramdhani et al., 2019). Control or career control is not high in participants prove that they have not been able to overcome the conflict that will occur in the work as an elementary school teacher. In fact, conflicts as an elementary school teacher can also be learned in college. For example, how to overcome social and psychological conflicts as a PGSD student that can be modified the pattern of the solution as an elementary school teacher later. This is in harmony with the emphasis on the dimension of Career control as the ability to self-regulate to deal with

work challenges both psychologically and socially (Atqakum et al., 2022). Not high career confidence in a sample of early adult PGSD students indicates that they are not very confident about a career as an elementary school teacher. This is a concern for the world of elementary education because the prospective teachers do not really want a career as an elementary teacher. It is in accordance with the description of the dimension of confidence in the career that this dimension encourages the confidence of individuals to fight for their career prospects (Ramdhani et al., 2019; Panjaitan & Sarah, 2023; Handayani & Kurniawati, 2023).

Meanwhile, the psychological well-being category of participants indicated that as PGSD students, they did not feel positive emotions too much. Positive emotions in this case speak of the sixth dimension of psychological well-being. The participants' mediocre self-acceptance showed that they were not satisfied with the achievement of the PGSD major and the learning process. If the participant is not so receptive to his field of study, then this will hinder him from striving to become an ideal elementary school teacher both psychologically and psychologically. Indicators of decreased self-acceptance also say that individuals will be disappointed with events in the past, dissatisfied with themselves, to cause difficulties to improve self-quality (Prabowo, 2016). Moderate independence in participants indicates that when they become elementary school teachers, they will more easily rely on others to overcome work conflicts such as destructive learning situations in the classroom due to the actions of elementary school students rather than relying on themselves. This is in accordance with the indicator of the absence of independence dimension that a person rests more on the evaluation and decisions of others to overcome self-adjustment and social conflicts (Prabowo, 2016). Life goals that do not excite the sample too much related to career goals will make it difficult for them to process to become elementary school teachers. Finally, the learning period as an elementary school teacher during college is not used to the maximum, so when it is time to actualize yourself as an elementary school teacher, the competence shown is minimal. The basis of the study is the indicator of the life purpose dimension which shows that people who lack the level of the life purpose dimension will have little and low life targets; lack of self-direction on life goals, in this case the life goal for a career as an elementary school teacher; do not have expectations of their lives which in this case hope to work as an elementary school teacher (Prabowo, 2016). The ability to build good relationships with participants who are going to hinder their work as elementary school teachers later if this level of ability is left alone this is because the idealism dimension is supported if individuals can build healthy, positive, and satisfying relationships (Prabowo, 2016; Abbott et al., 2010). The mastery of the usual environment gives a hint that the participants are not qualified in controlling the environmental situation in college. If this ability is not intervened constructively, then they will be overwhelmed when the class becomes chaotic situation due to the ego of immature childhood students. This is expressed because the repellent indicator of the existence of this dimension, consists of the inability to regulate to change the environment into a better social environment (Prabowo, 2016). The usual desire for self-growth causes early adult PGSD students in DIY not to be motivated to equip themselves with knowledge and competence as elementary school teachers. In fact, the workload as an elementary school teacher is not only a professional workload but also psychological. This is because the students are taught including children who have not been able to manage psychologically. The indication was based on indicators that

eliminate the dimension of self-growth, including the absence of desire to grow and develop; easily bored with life, in this case life as a PGSD student; feeling stopped, especially in the learning process as an elementary school teacher (Prabowo, 2016).

The category of emotional intelligence that is not high in the sample, represents that they have not been able to manage emotions intelligently. In fact, emotional intelligence is needed in a career as an elementary school teacher because PGSD students will encounter many psychological conflicts in the classroom that occur due to the development of their students who are still children. The usual dimension of self-awareness in the participants showed that they were not yet so sensitive to recognize their emotions and themselves. If this is allowed to drag on, it will be a threat to the psychological to academic elementary school students who are educated by teachers who are not able to identify emotions and know themselves well. This is in harmony with the meaning of the dimension of self-awareness, namely the ability to be sensitive in identifying emotions and recognizing oneself, so that the actions to be taken do not harm any party (Sudarnoto, 2020; Surya, 2013). Ordinary motivation in the participants will eventually make it difficult for them to achieve career goals as elementary school teachers. In fact, achievement targets as an elementary school teacher can be started and achieved since still studying at PGSD. This is expressed based on the meaning of the dimension of motivation as the ability to manage themselves towards life goals (Arta et al., 2023; Sudarnoto, 2020). In this case the goal is to have a career as an elementary school teacher. Moderate social skills in early adult PGSD students in DIY indicate that they are not so skilled at building good, healthy, and satisfying relationships in the campus context. In fact, as elementary school teachers, they are required to be able to establish good, satisfying, and positive professional relationships independently with students, peers, school employees, and external partners of schools of different ages. This is in accordance with the indicators of the emergence of this dimension, including better communication, socialization, friendship, tolerance, cooperation with others (Goleman, 2018). The usual self-regulation in early adult PGSD students in DIY shows that in college they have not been able to control their emotions and self well. In fact, in the workplace, they are required to be able to control their emotions and manage themselves independently. Especially as an elementary school teacher, a profession that is hailed for being a second parent to childhood students. This is in line with the indicators of the self-regulation dimension, namely individuals can control emotions and themselves to follow up their emotions into constructive and responsible behavior (Sudarnoto, 2020). Social awareness or empathy in early adult PGSD students in DIY will also keep them from the criteria of an ideal elementary school teacher psychologically. If the social awareness of prospective elementary school teachers in DIY is not immediately sharpened during college, then when becoming an elementary school teacher and there is a conflict between elementary school students in the classroom, it is possible that prospective elementary school teachers in DIY will leave them indifferent to the state of the classroom environment, which actually depends a lot on the role of elementary school teachers. The fear corresponds to the implied indicators of social awareness items as the ability to understand others, anticipate needs, provide services, communicate initiative, cooperate, and exert influence on others (Singh, 2014).

The sample average above the population average was supported by the category of all variables that included being. This suggests that although the average career

adaptability, psychological well-being, and emotional intelligence of the sample was larger than the population of early adult PGSD students in DIY, the data was included in the moderate category when measured by the level of all three variables theoretical. The sample average above the population average was supported by the category of all variables that included being. This suggests that although the average career adaptability, psychological well-being, and emotional intelligence of the sample was larger than the population of early adult PGSD students in DIY, the data was included in the moderate category when measured by the level of all three variables theoretically. Researchers assume that the level of career adaptability, psychological well-being. Researchers assume that the level of career adaptability, psychological well-being, and emotional intelligence in the population of early adult PGSD students in DIY levels below the moderate category owned by the participants, that is, low or even very low. The phenomenon of low career adaptability, psychological well-being, and low or very low emotional intelligence in the early adult PGSD student population in DIY if not handled professionally will be a threat to the Indonesian education industry. Moreover, students majoring in PGSD who play an important role in shaping the early life of the educated generation are expected by the Indonesian government as a generation of national change. Surya (2013) even asserted that elementary teachers are educators who have the most important role in the school context.

The limitation of this research lies in both the method, theoretical, and practical. The research limitation of the method, namely the sample involved although it has met the minimum requirements of the research sample, but has not been representative of the population of early adult.

## 4. CONCLUSION

Research hypothesis accepted, psychological well-being has a significant indirect influence on career adaptability through emotional intelligence. Further research suggestion to examine the follow-up assessment and intervention of the effect of psychological well-being on career adaptability through emotional intelligence in early adult PGSD students in DIY. Further research is suggested to involve discussion of the dimensions of career adaptability that are influenced by psychological well-being mediated by emotional intelligence. In addition, further researchers have the opportunity to uncover the dimensions of psychological well-being and emotional intelligence that have the greatest and smallest influence on career adaptability. Theoretical research suggestion on psychological well - being and emotional intelligence, i.e. the researcher may examine the initial profile of participants to help broaden the discussion and support the research results. That way, the cause of not maximizing career adaptability can be known from the cause of not maximizing psychological well-being and emotional intelligence as well. Practical research suggestions to the campus, psychologists, companies, and practitioners in the field of self-development in order to assist PGSD students in DIY to adapt to their careers so that they are better prepared to carry out tasks and responsibilities as elementary teachers both professionally and psychologically. On the other hand, suggestions for improving psychological well-being and emotional intelligence in early adult PGSD students in DIY also need to be submitted to support their future performance as elementary school teachers.

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