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## The effect of future time perspective, emotional intelligence and peer support on career maturity in students

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### ABSTRACT

Career maturity is very important for students because it becomes foundation for students after finishing their study. Student career maturity can be influenced by several factors, including future time perspective, emotional intelligence, and peer support. The purpose of this research is to analyze the effect of the future time perspective, emotional intelligence, and peer support either partially or simultaneously on career maturity. The type of this research was quantitative research. The type of quantitative research used in this research is causal comparative research. The sample of this research were 110 students of Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto taken using convenience sampling technique. The instruments used in this research are Carstensen and Lang Future Time Perspective scale (CL-FTP), Emotional Intelligence Scale referring to the aspects proposed by Salovey, social support scale proposed by Sarafino, and career maturity scale using career maturity dimension from Rehfuss & Sickinger. The data analysis used multiple linear regression test. The result of this research concludes that the future time perspective and emotional intelligence partially affect career maturity. Peer support partially has no effect on career maturity. Career maturity is a continuous process influenced by several variables and students need careful preparation and career planning. On the other hand, the combination of future time perspective, emotional intelligence, and peer support effect career maturity.



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## Introduction

Career maturity is one of the superior abilities that need to be glorified during the lecture period. Tough competition in job-seeking requires students to have superior abilities in order to be able to get the job position. Job-seeking world is a challenge faced by students after completing their education. Students compete for job positions both with their own friends and with students from other universities, requiring mature career skills. Career maturity is an individual's readiness in a career, the process is continuous and requires careful planning. Students who have career maturity are characterized by the form of vocational identity, thus when they graduate from university, they are able to adapt to have various skills and make students more dynamic in choosing jobs (Rasyidi et al., 2021). The working world is a challenge faced by students after completing their education. Students compete for job positions with friends and students from other universities.

Competition in the working world requires students to have career maturity. Career maturity is the ability to make career decisions independently and responsibly, and also obtain the best available information about the working world. However, the phenomenon that occurs is that there are still many students who experience uncertainty after graduating from study. Career maturity in teenagers is important to support future careers. One of them is a program for providing decision-making skills. This program is structured so

that students understand their characteristics and make it easier for them to determine their future careers. Furthermore, the urgent tasks for teenager development in career that must be achieved are recognizing talents, interests, and career trends (Sugiyarlin and Supriatna, 2020).

The results and findings of other research from literature reviews of several journals stated that during the Covid 19 pandemic, there were many victims of layoffs and workers in general that lost their jobs. Including students who are currently studying or looking for work, many of them face challenges in their careers. This problem can be solved through functioning the career guidance service. Essentially, it is to anticipate all possibilities in the future and become a solution for preparation and planning, one of which is by having excellent abilities, in the form of career maturity (Suwidagho and Dewi, 2020).

Career maturity is important in this research because currently mentoring to pursue a career among students needs its own challenges for educators and counselors. The number of educators and counselors who are concerned with career development is limited. The existence of career services has not shown any useful implementation, considering that the ratio of students compared to career counselors in higher education is not equal. There are too many students, but the number of career counselors is limited. The success of career maturity is influenced by several factors. Based on a literature review of seven journals systematically, it was found that there are several factors that support career maturity, including attention, self-control, curiosity, self-confidence, and problem-solving skills. Career maturity is an ongoing process that requires preparation and planning. It is also added that there are factors of self-perception, emotional management, and support from the environment that influence career adaptation (Rasyidi et al., 2021). Also related to students who are in their teenage years, it is important to recognize their talents, interests, and career trends (Sugiyarlin & Supriatna, 2020).

Career maturity can be influenced by a future time perspective. Environmental changes and rapid technological advances, especially facing the future, are complex problems. If students do not acquire knowledge and supervision, changes and actions of future time perspective have negative impact. This is because the individual's view of the future will make students more enthusiastic to improve their abilities and be the best when they have to compete for job positions. Research from Grashita et al. mentions that the future time perspective has a significant positive effect on career maturity (Grashinta, Istiqomah, & Wiroko, 2018).

The evolution of the theory of emotional intelligence on non-intellectual elements was introduced in the early 1920s by Thorndike. This was followed by David Wechsler in 1940, non-intellectual abilities called affective and conative abilities. Research states that non-intellectual factors were revived with Howard Gardner's theory of Multiple Intelligence in 1983. Salovey and John Mayer conducted further research and introduced the concept of Emotional Intelligence (EI). Emotional intelligence is the ability to recognize/manage the feelings and emotions of oneself and others, as well as direct the activities of thinking and acting about the future (Gayathri & Meenakshi, 2013).

The results of a systematic review and meta-analysis found that peer support is important to support personal development. At the same time, it is an effective effort in pursuing a career in the future. Peer support is a quite recommended intervention, especially for the fulfillment of mental health services (Lyons, Cooper, and Lloyd-Evans, 2021). Good friends will invite friends to do positive things together. The results of Hendayani and Abdullah's research conclude that there is a positive relationship between peer support and career maturity in students (Hendayani and Abdullah, 2018).

The purpose of this study is to determine the effect of the future time perspective, emotional intelligence and peer support, either partially or simultaneously, on the career maturity of students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto. Students who are studying in the final semester need to have preparation and planning to make their careers more mature when they graduate. Some of the supporters include good emotional management, having a mature perception of the future, as well as having peer support. The research problems are as follows: (a). Does the future time perspective partially affect the career maturity of the students of Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto?, (b). Does emotional intelligence partially affect career maturity in students of Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto?, (c). Does peer support partially affect career maturity for students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto? (d). Does the future time perspective, emotional intelligence and peer support simultaneously affect career maturity for students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto?

## Method

The type of this research was quantitative research. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know. Type of quantitative research used in this research is causal comparative research to see the cause of a phenomenon by involving two or more variables. This research uses a quantitative method of causal comparative research by involving two or more variables to see the cause of a phenomenon. In this research, the independent variables are future time perspective, emotional intelligence, and peer support. The dependent variable is career maturity. The research took place from March 5, 2020 to August 31, 2021. This research used quantitative methods. Based on academic data from Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto, the number of students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto in 2018 was 9,977 students. The research sample was taken using the Slovin formula. The minimum sample used in the research was 99 respondents. The sampling technique used in this research is using the convenience sampling technique. Scale distributed using google form got 110 respondents as research subjects. Research procedures with the following stages: collecting data for description (gender, faculty, study duration/semester of students), validity and reliability testing, normality test, multicollinearity test, heteroscedasticity test, and hypothesis test or data analysis using multiple linear regression test (hypothesis test I, II, III, and IV), as well as discussions and conclusions.

Future time perspective is measured using the Carstensen & Lang Future Time Perspective (CL-FTP) Scale compiled (Lang and Carstensen, 2002). This scale is based on two dimensions: focus on opportunities and a focus on limitations. CL-FTP consists of 10 items, with a combination of 7 items to focus on opportunities and 3 items to focus on limitations. Emotional Intelligence is compiled referring to the aspects proposed by Salovey which include aspects of self-awareness, self-regulation, self-motivation, empathy and social skills(Goleman, 2009).

Peer support is measured using a peer support scale compiled by the author with reference to the forms of social support proposed (Sarafino, 2007), namely: (a) emotional support, (b) appreciation support, (c) support instrumental, and (d) informational support. Career maturity is measured using career maturity dimensions, namely concern, curiosity, confidence, and consultation(Rehfuß & Sickinger, 2015).

The research data was taken using Likert scale. This scale generally contains certain statements. The Likert Scale Model is used with 5 answers, namely: (a) SS: Strongly Agree with a score of 5, (b) S: Agree with a score of 4, (c) N: Neutral with a score of 3, (d) TS: Disagree with a score of 2, and (e) STS: Strongly Disagree with the score 1. The validity test used is to calculate the correlation between the scores of each question item and the total score of each construct. The questionnaire is said to be valid if the Pearson Correlation is more than 0.3 or the significant value is less than 0.05 (Floyd & Fowler, 2014).

Validity test is a test of the accuracy or precision of a measuring instrument in calculating what is being measured. Validity test is a test that aims to assess whether a set of measuring instruments has accurately measured components that need to be measured. The validity of this research instrument can be seen from the significance value. If the significance value is less than 0.05, then the question item is said to be valid. If the significance value is more than 0.05, then the question item is invalid. Based on the data, it is known that all question items can be said to be valid with a significant value of less than 0.05.

This reliability test uses internal consistency reliability which is the Cronbach Alpha ( $\alpha$ ) technique. According to Arikunto, the reliability test criteria can use the reliability coefficient index criteria table. The normality test uses the Kolmogorov-Smirnov test. This test is done using SPSS for windows. The data is said to be normally distributed if the significance is greater than 5% or 0.05. Another step that can be taken to test whether the regression model in this study has a normal distribution or not, can be seen from the normal probability plot graph. Normality can be detected by looking at the spread of data (points) on the diagonal axis of the graph. If the data spreads around the diagonal line and follows the direction of the diagonal line, the regression model meets the assumption of normality. If the data spreads away from the diagonal and does not follow the diagonal line, the regression model does not meet the assumption of normality (Moleong, 2017).

The reliability of the measuring instrument is the level of stability of the measurement results of a symptom. The higher the reliability is, the higher the stability of the measurement results are. The criteria for testing the reliability test can use the criteria table for the reliability coefficient index (Floyd & Fowler, 2014). Based on the results of the research, it is found that all variables have a Cronbach Alpha value greater than 0.400, thus it could be concluded that the questionnaire is reliable.

**Table 1.** Reliability Test Result

Variable	<i>Cronbach Alpha</i>	Information
<i>Future Time Perspective</i>	0,655	<b>High</b>
<b>Emotional Intelligence</b>	0,757	<b>High</b>
<b>Peer support</b>	0,890	<b>Very High</b>
<b>Career Maturity</b>	<b>0,814</b>	<b>Very High</b>

Multicollinearity test can be measured by Collinearity Statistics using the VIF (Variance Inflation Factor) method, if the VIF Tolerance value is > 0.1 or the VIF value is < 10, it can be indicated that the regression equation does not experience multicollinearity. Furthermore, the heteroscedasticity symptom test, namely the presence or absence of a pattern that occurs in the residual value in the model in this research uses the scatterplots method, if the plots spread above and below the number 0 on the Y axis, it can be concluded that the data is free from heteroscedasticity problems (Floyd & Fowler, 2014). Hypothesis testing in this study is as follows:

$$Y_1 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

- $Y_1$  = Career Maturity
- $\alpha$  = Constant
- $\beta_{1,2,3}$  = Regression coefficient
- $X_1$  = Future time perspective
- $X_2$  = Emotional intelligence
- $X_3$  = Peer support

Testing the first hypothesis used the t test. The formulation of the hypothesis is as follows:  $H_{01} : \beta_1 = 0$ : Future time perspective partially has no effect on career maturity for students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto.

$H_{a1} : \beta_1 \neq 0$  Future time perspective partially affects career maturity of students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto. Testing the second hypothesis used the t test. The formulation of the hypothesis is as follows:  $H_{02} : \beta_2 = 0$ : Emotional intelligence partially has no effect on career maturity in students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto.  $H_{a2} : \beta_2 \neq 0$  Emotional intelligence partially affects career maturity in students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto.

The third hypothesis test used the t test. The formulation of the hypothesis is as follows:  $H_{03} : \beta_3 = 0$ : Peer support partially has no effect on career maturity for students at Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto. Testing the fourth hypothesis used the F test. The formulation of the hypothesis is as follows:  $H_{04} : \beta_{1,2,3} = 0$  : Future time perspective, emotional intelligence and peer support simultaneously have no effect on career maturity in Professor Kiai Haji Saifuddin Zuhri State Islamic University students Purwokerto.  $H_{a4} : \beta_{1,2,3} \neq 0$  : Future time perspective, emotional intelligence and peer support simultaneously affect the career maturity of the students of Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto. Hypothesis acceptance criteria: If the significant value is more than 0.05 then  $H_0$  is accepted, or if the significant value is less than 0.05 then  $H_a$  is accepted.

## Results and Discussion

This research uses 110 students of Professor Kiai Haji Saifuddin Zuhri State Islamic University Purwokerto as respondents. The descriptions of respondents can be seen in Table 2. From Table 2, it is known that the majority of respondents are women with total 71 students (71.8%). 31 respondents or 28.2% are men. Respondents are spread across five faculties at Professor K. H. Saifuddin Zuhri State Islamic University Purwokerto. The majority of respondents came from the Da'wah Faculty with total 43 respondents or 39.1% and the least respondents came from the Sharia Faculty with total 7 respondents or 6.4%. Respondents are spread out in semester II, IV, VI, VIII. The majority of respondents came from

semester 2 with total 64 respondents or 58.2% and respondents from semesters 6 and 8 are 3 students or 2.7%.

**Table 2.** Data Description of Gender, Faculty, and Respondents

Data Description	Data	N	%
Gender	Men	31	28,2
	Women	71	71,8
Faculty	Da'wah	43	39,1
	FEBI	22	20,0
	FTIK	24	21,8
	FUAH	14	12,7
	Syariah	7	6,4
Semester	II	64	58,2
	IV	40	36,4
	VI	3	2,7
	VIII	3	2,7

Classical assumption test uses normality test with one sample Kolmogorov Smirnov. By looking at the asymptotic significance value of 0.377, it can be concluded that the unstandardized residual data has been normally distributed, because the asymptotic significance value is more than 0.05 (Ghozali, 2011).

The results of the multicollinearity test have a VIF value below 10 and a tolerance number greater than 0.05. The data from the multicollinearity test aims to determine whether the regression model finds a correlation of variables. The results of the Multicollinearity Test show that the VIF value of all variables is less than 10, so it can be concluded that the regression model is free from multicollinearity.

The results of the heteroscedasticity test aim to test whether in the regression model there is an inequality of variance from the residuals of one observation to another observation. Heteroscedasticity test is carried out with the glejser test, the results of the glejser test found that the significant value of all variables is more than 0.05. Therefore, it can be concluded that the regression model is free from heteroscedasticity.

Furthermore, hypothesis tests use multiple linear regression test. The independent variable consists of 3 variables, namely future time perspective, emotional intelligence, peer support, thus it is appropriate when using multiple linear regression. The influence of the independent variable on the dependent variable is social maturity. It is explained by the regression equation as follows:

$$Y = -3,411 + 0,616X_1 + 0,308X_2 + 0,119X_3$$

- a)  $\alpha = -3,411$  means that if the future time perspective, emotional intelligence and peer support are zero, career maturity will be low.
- b)  $\beta_1 = 0,616$  means that career maturity will increase by 0.616 units if the future time perspective increases by one unit assuming the other variables are constant.
- c)  $\beta_2 = 0,308$  means that career maturity will increase by 0.308 units if emotional intelligence increases by one unit assuming the other variables are constant.
- d)  $\beta_3 = 0,119$  means that career maturity will increase by 0.119 units if peer support increases by one unit assuming the other variables are constant.

The first hypothesis test is known that the value of the future time perspective variable has a significant value of 0.000 less than 0.05. This means that the future time perspective affects career maturity, thus the first hypothesis is accepted. The second hypothesis test shows that the value of the emotional intelligence variable has a significant value of 0.002 less than 0.05. This means that emotional intelligence affects career maturity, thus the second hypothesis is accepted.

The third hypothesis test shows that the value of the peer support variable has a significant value of 0.000 less than 0.05. This means that peer support has an effect on career maturity, thus the third hypothesis is rejected. The fourth hypothesis test results that the significant value of the F test of 0.000 is less than 0.05, meaning that future time perspective, emotional intelligence and peer support simultaneously affect career maturity. Thus the fourth hypothesis is accepted.

In addition, the value of Adjusted R2 is 0.487 (48.6%). This means that future time perspective, emotional intelligence, and peer support affect career maturity by 48.6%. The remaining 51.4% is influenced

by other variables, such as the effectiveness of career guidance, WDEP techniques, and other techniques. The contribution of each independent variable to career maturity as the dependent variable consists of 41.0% Future Time Perspective, 28.8% emotional intelligence, and 14.3% peer support.

Career maturity requires more careful planning than just getting something temporary. Students who have career maturity are able to complete developmental tasks related to careers. Actual problem-solving strategies and coping behaviors are mainly used by students in synthesizing self-concept and job choices (Rasyidi et al., 2021). The findings of this research show that career maturity is influenced by the future time perspective and emotional intelligence, and together with the future time perspective, emotional intelligence, and peer support to affect career maturity.

If students lack career maturity, they are unable to make decisions, are unrealistic, and hold back from achieving their careers. Those results are proven by a review of 47 articles published in 17 journals. Articles from journals have been researched in various countries in Asia, Europe, South America, South Africa, China, Korea, and Australia to design future programs for students in the future. The results of a systematic review show that career maturity includes aspects of caring, control, curiosity, and self-confidence. All of these aspects are dominantly discussed in emotional intelligence. Other findings show that career maturity has a positive contribution to mature and psychologically mature attitudes (Rasyidi et al., 2021). Other supporting research states that career maturity has an indication of a positive attitude towards work and has readiness when faced with career problems, both predictable and unpredictable, all of which are related to the future time perspective. (Ivey G, 2013; Savickas, 2001)).

A survey has been conducted on 150 high school students, who were randomly selected. The results of the research found that the career maturity profile is in the low category, and it was also found that after graduation students are forced to make decisions about their future work. Teenagers do not have strong self-confidence for their future careers (Sugiyarlin and Supriatna, 2020). In addition, there is a need for students who have the ability and desire to pursue a career are also needed, especially in science, technology, engineering, mathematics, and other fields. Career Maturity, Career Decision Making Self Efficacy & Socioeconomic Status are very important elements to have for students. There has been a shift in interest in the fields that are more innovative and effective to support their careers and quality of life.

In fact, career exploration is one of the career development tasks carried out by individuals in pursuit of their goals. One of them is through career guidance. This research aims to validate career planning guidebook. The content validity test was conducted by professional judgment and functional validity was conducted via a quasi-experiment. The results show that all the contents of the career planning guidebook are aligned with supporting career goals to establish a career. The results of other studies conclude that the career planning guidebook is valid, both in terms of content and function (Kinayung et al., 2020). A study conducted by Hidayat & Alsa (2018) shows that many 12th-grade-students find it difficult to choose their university major. This shows that there are still many 12th-grade-students with low career maturity. After that, PLANS Training from a tutoring institution was given to the students. The contribution of this training is 40.4% in the attitude domain and 62.5% in the competence domain. The findings show that "PLANS" training can significantly enhance careers.

Research findings show that Asian students tend to be dependent and collective, while Western students are more free and individualistic. There has been a study carried out to examine the maturity stage and choice of job interests of students in Malaysia. The result is that there is no significant difference between respondents from various academic levels with the choice of career maturity. However, new students have a higher career maturity stage compared to upper semester students (Tekke and Bin Adam Ghani, 2013)

Ismail, Abdullah, Mohamad, & Khairuldin (2018) conducted a survey research involving 1.060 respondents aiming to examine the level of career maturity and its implications for the major using descriptive analysis such as frequency, percentage, t-test, mean, and standard deviation. In addition, it uses inferential analysis such as ANOVA and linear regression to test the hypothesis. The results showed that the career maturity of the respondents is in the low to medium category. It was also found that the career maturity of students differ significantly based on gender, study path, academic achievement, and family socioeconomic status, meaning that these variables play an important role in the respondents' future careers. However, there is no significant difference between students' career maturity based on race.

Future time perspective is an understanding of the role of time experienced by individuals to tread the future. The discussion is more on the antecedents and consequences of remaining time in life (Lang and Carstensen, 2002). The results of other studies, (Tracey, 2012) found a relationship between valence and career decision-making self-efficacy, choice/commitment anxiety and lack of readiness. Future time

perspective is an important factor in career decision making. Another finding showed that psychologists, counselors, and teachers play an important role in the career development of students.

Priastanti and Pratitis conducted a quantitative study to determine the role of the future time perspective with Career Anxiety. Tougher job competition during the pandemic caused many companies to lay off their employees, thus increasing the unemployment rate in Indonesia (Priastanti & Pratitis, 2021). This situation also has an impact on anxiety increase related to future careers in final-year-students who are preparing to enter the world of work. Anxiety about future careers is closely related to the ability of final-year-students, especially in designing careers about the time and place of work in the future. The result is that the future time perspective has an important effect in reducing student career anxiety. For further researchers, it is necessary to examine the relationship of other independent variables, such as social support, self-control, or self-efficacy. Henry stated that an individual's perception of the time remaining for their future is related to career opportunities. For implications of future research and practice, the results of a systematic review show that there is a strong negative relationship between the future time perspective and individual characteristics (eg, personality traits) and contextual variables (eg, job characteristics) (Henry et al., 2017).

Indirasari, Purba, Anindita stated that the turnover intention of employees in the organization is starting to be taken seriously because it affects the sustainability of the organization. The effect of resilience as a mediator variable is involved in exploring the relationship between the future time perspective variable and turnover intention. Data collection used convenience sampling from various State-Owned Enterprises (BUMN). The results show that Future Time Perspective has a negative and significant effect on turnover intention, fully mediated by the resilience variable. The implication is that this research provides information for organizations to improve employee performance in the future (Dyah Triarini Indirasari, Debora Eflina Purba, 2019).

Poliak mention emotional intelligence as an individual's ability to be aware of one's emotions, identify and manage oneself in different situations (Poliak et al., 2020). Furthermore, emotional intelligence and career development are psychosocial capacities for successful adaptation of professional life, including career management. Individuals who have developed emotional skills have the ability to act better, and make the right decisions, compared to other individuals who have not developed emotional skills, thus they think more clearly, more constructively even when in extreme situations or when working under pressure. The results of other studies, conducted a survey with 254 respondents as research subjects (Di Fabio & Saklofske, 2018). The results showed that the dimensions of Emotional Intelligence and support were positively related to resilience and employability, although the results of this study contribute to the individual's knowledge and relational abilities. Another study conducted by Jakhar (2018) involving 200 respondents stated that emotional intelligence is self-awareness, managing one's emotions, levels of motivation and empathy, and social management. Career maturity of teenagers is a determining factor for choosing the right career according to one's needs and interests. This research is focused on knowing the relationship between emotional intelligence and teenagers career maturity. It was found that there was a significant relationship.

Suresh explained that students often experience various financial, social and emotional stresses that can affect mental health. The Peer Support Center (PSC) is a pilot program established to provide support to individuals experiencing stress. The data were collected from 1,043 students and 797 volunteers from September 2016 to March 2020. The peer support provider plays an overall role in being able to provide benefits for students (Suresh et al., 2021).

The Covid-19 pandemic opens up opportunities for career guidance services to build roles in the wider community. From the results of literature review, career guidance services are still running even though several companies, workplaces are closed indefinitely. Career guidance services anticipate layoff victims and assist students who graduate and will work. The result is that the nature of career guidance is as a stimulus about the ability to anticipate future possibilities and achieve career maturity. Through stimulus treatment, it motivates students to rise from adversity and get a job, therefore it is necessary to have a future time perspective according to their interests and expertise (Suwidagdo & Dewi, 2020).

Future time perspective partially affects career maturity. This means that the perspective of the future greatly affects the maturity of one's career, especially students, because if students have a perspective on a good future and are prepared as early as possible, their perspective on career will be more organized and future desires will be more easily achieved. This is in accordance with the opinion of Seginer which shows that future orientation or individual image of the future provides a reason for them to set goals and plans, therefore it is considered a very important adolescent development task. Students who focus on their future will also be more mature in planning their careers. As stated by Husman which states that the Future Time

Perspective mainly focuses on the extent to which people think about and place importance on the future. Future Time Perspective regulates behavior, sets goals and expectations, motivates performance, and monitors on different tasks, and evaluates whether performance meets goals (Hilpert et al., 2012).

In line with the research from Grashita et al, The study found evidence that the future time perspective has a significant positive effect on career maturity. And in line with Nafisah's research, the study concludes that there is a very significant positive relationship between future orientation and job readiness. In addition, this research is also in accordance with the research of Setiyowati, concluding that there is a very significant positive relationship between the effectiveness of career guidance and future orientation with adolescent career decisions (Grashinta, Istiqomah, and Wiroko, 2018).

Perspective in the psychological dictionary is defined by perception which contains the process of knowing and recognizing objects and situations of objective events with the help of the senses, experience. Each individual has a different perspective and perception in interpreting objects as well as in different ways. Perception contains an element of evaluation value on stimulus acceptance, because perception is an interpretation of an organized stimulus that affects individual attitudes and behavior. Each individual has a different perception of the same stimulus object. According to Kotler & Keller, individuals have their respective perspectives depending on the individual's tendency to carry out a selective process in achieving future goals. The results of the research indicate that perspective is influenced by the characteristics of the stimuli, the relationship of the stimuli to their surroundings and the conditions that exist within themselves. Everyone's perspective on objects will be different because they tend to be subjective. Emotional intelligence partially affects career maturity. This is because the better the student in managing his emotions that are at the bottom of the heart, as well as instincts that are hidden and respect it, it provides a deeper and more complete understanding of themselves and others, which is needed when students are in the world of work (Fabio & Kenny, 2015).

It is also in line with the findings of Howes and Herald that human emotions are in the area of feelings, subconscious, hidden instincts and emotional sensations which, when recognized and respected, provide a deeper and more complete understanding of oneself and others (Howes, R. & Herald, 1999). Students during university are also taught to be firm and express their opinions and feelings. In lectures, there are also group assignments which require students to work together with other students in order to train them to be more sociable and responsible. This is also a characteristic of high emotional intelligence according to Goleman (Goleman, 2009). The characteristics are as follows: a) Being assertive and able to express their feelings directly and proportionally, b) Skilled in fostering their emotions, where people are skilled in recognizing self-awareness of emotions and emotional expression, as well as emotional awareness of others, c) Have a positive outlook when dealing with situations in his life, and a great ability to assume responsibility and adapt to stress. They also have stability in socializing, easy to accept new people, open to experiences and optimal on the values of compassion or empathy (Sharf, 2016).

There is a shift in focus, initially more related to feelings, but shifting research on cognitive-based emotional assessment shows that there is an effect of emotion on cognition. Cognition in this case is the ability to interpret, assess the situation. Emotional effects are further related to physiological, there are processes that individuals experience when managing emotions, namely event identification, assessment, physiological changes, actions/expressions, and emotion regulation (Gayathri and Meenakshi, 2013). Furthermore, Iqbal et al, added that emotional intelligence during the Covid-19 pandemic experienced by students shows that there is an increase in the use of digital platforms that affects academic performance and career maturity. Emotional intelligence as a result of this research consists of self-awareness, self-regulation, motivation, and social skills including peer support (Iqbal et al., 2021).

Integration of peer support in career services is to advance intervention development. Positive support effectively supports small improvements that the individual initially does not know, then suddenly becomes the initiator. Peer support partially has no effect on career maturity. This is possible because almost the last three semesters of learning are conducted online due to the pandemic and students from their respective homes rarely meet and exchange information and support each other between students, thus peer support does not affect career maturity (Lyons, Cooper, and Lloyd-Evans, 2021).

According to Rasyidi et al., during this period, adolescents spend more time with their peers than with their families. The intensity and time spent with friends is greater in adolescence than at any other time in the life span. In contrast to adulthood, the findings from a literature review of 47 articles systematically in various countries, including Asia, Europe, South America, Africa, China, Korea, and Australia that career



maturity or adaptability skills in adulthood are categorized as high if they have the ability to recognize self-strengths and self-weaknesses (Rasyidi et al., 2021).

Future time perspective, emotional intelligence and peer support together affect career maturity. This is because students are able to take responsibility for making decisions about their future careers. In addition to this, there is also support from university friends, although currently it is still not optimal due to the pandemic which requires all students to study from their respective homes (Kooij et al., 2018).

The study's limitations such as, the limited number of respondents makes the research insufficient to describe the actual situation. Research subjects are limited to the scope of one university, not involving other universities. In the data collection process, the information provided by the respondent through the scale sometimes does not show the respondent's actual opinion, this happens because sometimes there are differences in thoughts, assumptions and different understandings for each respondent, as well as other factors such as honesty factor in filling out the respondent's opinion on the scale. Suggestions for further research, students need to be directed to build quality habits/characters. There is a need for training regarding cognitive abilities critically and possessing positive strategies in achieving career goals, especially in terms of managing emotions and selectively choosing peers because the productive internal and external potential is able to further facilitate a mature career in the future. Furthermore, the campus environment should facilitate, support, and equip students with applicable competencies and skills that will benefit the community during their studies until they graduate. For further research, it is recommended to take more samples for better data accuracy in the research, conducting sustainable research, in order to see and assess any changes in respondent behavior from time to time. It is also hoped that there will be additional variables that may also affect many things in this research.

## Conclusion

The conclusions of the research are as follows (a) Future time perspective partially affects career maturity, (b) Emotional intelligence partially affects career maturity, (c) Peer support partially does not affect career maturity, (d) Future time perspective, emotional intelligence and peer support together affect career maturity. The existence of career services has not proven to be useful, considering that the ratio of students compared to career counselors in higher education is not equal. The number of educators and counselors who are concerned with career development is limited. There are many students, but the number of career assistants is limited. Students' perspective on the future is also too narrow with low emotional management, and the lack of peer support that affects career maturity. Therefore this issue is very important to be studied in this research.

Career maturity as an important aspect for individuals in meeting the need for knowledge and skills to make intelligent and realistic career decisions. It is also supported by other factors such as preparation and future planning, good emotional management, and peer support. Implications, career maturity is the ability to make career decisions independently and responsibly based on the integration of oneself and the world of work. High career maturity has implications for making career decisions because students possess self-awareness (their abilities and potentials) and knowledge of work, as well as adaptive emotional regulation from peer support around them. Accuracy and originality in conclusions: Career maturity is one of the psychological constructs viewed from a future time perspective. It is also supported by the individual readiness factor to overcome developmental tasks, especially in managing emotions and adjustments to get social support.

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