

The Influence of Psychological Capital on Career Anxiety of Students of the Faculty of Tarbiyah and Teacher Training UIN Malang

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Abstract

Introduction: Career anxiety is frequently experienced by final-year students as they face uncertainties in entering the workforce. An initial survey of eighth-semester Faculty of Tarbiyah and Teacher Training students at UIN Malang and Tracer Study data (2023) indicate high levels of career anxiety and long job waiting periods. **Objective:** This study aims to analyze the effect of psychological capital on career anxiety among eighth-semester Faculty of Tarbiyah and Teacher Training students, class of 2021. **Method:** A quantitative cross-sectional design was used with purposive sampling involving 100 respondents. Data were collected through a Likert-scale survey using the Career Anxiety Scale and the Psychological Capital Questionnaire. Data were analyzed using multiple linear regression. **Result & Discussion:** Psychological capital showed a significant negative effect on career anxiety ($p = 0.000$). Higher psychological capital—self-efficacy, hope, optimism, and resilience—reduced students' career anxiety, highlighting its role in supporting students' readiness for the workforce. **Conclusion:** Psychological capital is an essential predictor of career anxiety and should be strengthened through institutional support programs

Introduction

Final year students are generally in the age range of 21 to 25 years, in career development theory, 8th semester students or final students enter the stage *implementation* and being in the transition phase, at this stage, students seek to develop an initial commitment to their career choices, and have expectations regarding the job they want, The transition from education to work is often a challenging phase that triggers anxiety and has the potential to disrupt the psychological well-being of final year students (Indasari, Pratitis, & Arifiana, 2023); (Dewi & Rochmani, 2020).

Career is part of the process of finding self-identity which is often a source of anxiety for students. This condition can trigger feelings of anxiety, fear, and worry, especially when facing job-related uncertainty (Noviyanti, 2021); (Laily & Andriyani, 2024); (Rizki & Pasaribu, 2021). In response to these challenges, career anxiety is defined as a negative reaction in the form of fear and worry about the difficulty of making ends meet through work (Razak & Hamid, 2022); (Stuart & Scott, 2023). Family expectations, job uncertainty, competition in the world of work and lack of support from around can trigger *Carrer Anxiety*. Many students underestimate their abilities, so they feel unable to carry out their duties well, lack self-esteem, and difficulty completing tasks or problems faced (Ramadan, 2025); (Ariyani, 2024). Determining a future career can trigger anxiety, as individuals may feel less confident in their abilities, face job limitations that match their majors or expectations, lack of experience, and high levels of competition (IPPI, 2022).

Ziglar explained that there are 40% of individuals who tend to feel anxious about something that will not necessarily happen, then there are 30% of individuals who feel anxious about something that has happened and there are 30% of individuals who feel anxious about something that is not basic such as anxiety about the future (Mariatun, Munir, & Metia, 2020). Based on a survey on the subject of 8th semester students class of 2021 Faculty of Tarbiyah and Teacher Training UIN Malang on October 17, 2024, it is known that most students experience *Career Anxiety*.

The results of the survey are in line with the opinion of Liu (2009, in (Santo & Alfian, 2021) who said that the increasing pressure in the world of work makes students' anxiety increase. Based on Reports *Tracer Study* UIN Maulana Malik Ibrahim Malang (2023), in 2021 and 2022, as many as 91% of alumni of the Faculty of Tarbiyah and Teacher Training tend to have a waiting period to get a professional job and in line with their field of education, with a waiting period of about 6 to 12 months after graduation to get their first job. This is based on the field of profession that is chosen to become an ASN in the area of a formal educational institution that takes approximately one year (UIN Maulana Malik Ibrahim Malang, 2023).

Faculty of Tarbiyah and Teacher Training students in the 8th semester of 2021 UIN Malang were chosen as research subjects because students in this faculty face different career challenges from the teaching profession faculty at other universities, the career opportunities of Faculty of Tarbiyah and Teacher Training graduates are relatively more limited, because there are many majors in the field of education that compete to become educators, so that the competition in the world of work is getting tighter. UIN Malang specifically implements an education system based on *the ulul albab paradigm* which emphasizes the integration of general knowledge and religious values (Malang Post, 2021).

The Influence of Psychological Capital on Career Anxiety of Students of the Faculty of Tarbiyah and Teacher Training UIN Malang

All students of UIN Malang are required to live in ma'had (dormitory) and receive guidance about Islam, including the understanding that the sustenance and destiny of each individual have been determined by Allah, so they should not have to feel anxious about the future of their careers. Faculty of Tarbiyah and Teacher Training students in the 8th semester of 2021 in fact even though they have received Islamic education and spiritual strengthening, they still experience anxiety related to their careers. This shows that there is a gap between the religious values taught and the psychological condition of students in the field. In addition, the flexibility of the curriculum adapted to national policies, such as the independent curriculum, requires students to adapt quickly to technological innovation and learning, which is often a source of anxiety. This pressure is exacerbated by professional challenges, such as low salaries for honorary teachers, cross-department competition, and the complexity of professional certification, including Teacher Professional Education (PPG), which is an important requirement to increase the competitiveness of graduates. Therefore, Faculty of Tarbiyah and Teacher Training students in the 8th semester of 2021 UIN Malang are relevant to be researched more deeply and to find out the factors that affect *students'* career anxiety.

Fears and worries about future careers are generally related to limited job opportunities, as well as the high level of competition in the world of work (Zulfahmi & Andriany, 2021). Many students experience doubts about their abilities, which leads to feelings of inability to perform their tasks well, low self-esteem, and the belief that they cannot complete their assignments or face the problems they face. This condition worsens confidence and leads to *Career Anxiety*. *Career anxiety* that lasts for a long time can have a negative impact on mental health, psychological well-being, difficulty in communicating, and fear in facing new challenges (Maghfiroh & Dewi, 2023)

The job prospects of Faculty of Tarbiyah and Teacher Training graduates include becoming educators, Qur'an teachers, administrators of religious institutions, authors of educational books and religious education consultants (reported by pendidikanmaju.com on October 30, 2024). But in reality, the field of work is not only open to graduates from related majors, but can also be filled by graduates from other disciplines. . The Minister of Education, Culture, Research, and Technology, Nadiem Makarim, in his statement on October 26, 2021, revealed that 80% of Indonesian students work not in accordance with their majors,

This can cause competition to be fiercer in the world of work, and can cause *Anxiety* for the students. *Career anxiety* related to feelings of uncertainty that make individuals feel helpless (Saputri, 2024). Career anxiety is an anxiety condition that arises when individuals face uncertainty related to their career future, characterized by doubts, worries, and difficulties in making career decisions. Factors such as lack of career exploration, lack of understanding of the desired job, low self-confidence, and irrational thoughts about the world of work can increase this anxiety. Career anxiety is also related to cognitive and emotional processes that are more dominated by fear than expectations, thus hindering the individual's ability to make career decisions. Some researchers categorize career anxiety into dimensions such as personal ability, irrational beliefs, work environment, and professional training.

Psychological capital (PsyCap), which consists of self-efficacy, hope, resiliency, and optimism (HERO), plays an important role in reducing career anxiety and increasing career readiness. Individuals with a high PsyCap tend to be more confident, able to set goals, see opportunities positively, and be more resilient in facing obstacles. Previous research findings show that each component of PsyCap contributes to a decrease in

The Influence of Psychological Capital on Career Anxiety of Students of the Faculty of Tarbiyah and Teacher Training UIN Malang

anxiety and increased readiness for the world of work. This study takes a different focus by examining the relationship between psychological capital and career anxiety specifically in 8th semester students of Faculty of Tarbiyah and Teacher Training UIN Malang, who are in the transition stage to the world of work, especially in the field of education.

Method

This study is a quantitative research with a cross-sectional design, which aims to test the relationship between psychological capital as an independent variable and career anxiety as a dependent variable. The research was carried out on 8th semester students of the class of 2021 at the Faculty of Tarbiyah and Teacher Training UIN Malang in the research year. The study population was 954 students, and based on the error tolerance level ($\alpha = 0.1$), it was determined that the minimum sample size was 100 respondents. Data was collected using a survey method through a Likert scale questionnaire.

The instruments used include the Career Anxiety Scale (CAS) from Tsai et al. (2017) which consists of 25 items, and the Psychological Capital Questionnaire (PCQ-24) from Luthans et al. (2007) which contains 24 items. The validity of the instrument was tested using the validity of the content and the validity of the construct through expert judgement using the Content Validity Ratio (CVR) method. The experts involved provided an assessment of the suitability of the instrument items with variable indicators and provided suggestions for language improvements so that they were easy to understand by respondents.

Table 1
Validity of Psychological Capital Variables

Statement	r-Count	r-Table	P (sig.)	Description
PC1	0.669	0.361	0.000	Valid
PC2	0.262	0.361	0.162	Not Valid
PC3	0.199	0.361	0.293	Not Valid
PC4	0.608	0.361	0.000	Valid
PC5	0.344	0.361	0.063	Not Valid
PC6	0.602	0.361	0.000	Valid
PC7	0.768	0.361	0.000	Valid
PC8	0.371	0.361	0.043	Valid
PC9	0.735	0.361	0.000	Valid
PC10	0.658	0.361	0.000	Valid
PC11	0.680	0.361	0.000	Valid
PC12	0.730	0.361	0.000	Valid
PC13	0.103	0.361	0.590	Not Valid
PC14	0.352	0.361	0.057	Not Valid
PC15	0.626	0.361	0.000	Valid
PC16	0.529	0.361	0.003	Valid
PC17	0.239	0.361	0.203	Not Valid
PC18	0.600	0.361	0.000	Valid
PC19	0.374	0.361	0.042	Valid
PC20	0.467	0.361	0.009	Valid
PC21	0.800	0.361	0.000	Valid
PC22	0.378	0.361	0.039	Valid

The Influence of Psychological Capital on Career Anxiety of Students of the Faculty of Tarbiyah and Teacher Training UIN Malang

Statement	r-Count	r-Table	P (sig.)	Description
PC23	0.237	0.361	0.208	Not Valid
PC24	0.754	0.361	0.000	Valid

Based on the results of the calculation with the SPSS (*Statistical Package for Social Science*) version 25.0 program, it is known that after testing the data on 30 respondents, the *psychological capital* variable consisting of 24 items, there are 17 valid items with r-count > r-table (0.361). Some items are declared invalid, such as PC2, PC3, PC5, PC13, PC14, PC17, and PC23.

Table 2
Career Anxiety Variable Validity Table

Statement	r-Count	r-Table	P (sig.)	Description
CA1	0.382	0.361	0.037	Valid
CA2	0.445	0.361	0.014	Valid
CA3	0.496	0.361	0.005	Valid
CA4	0.464	0.361	0.010	Valid
CA5	0.455	0.361	0.012	Valid
CA6	0.382	0.361	0.037	Valid
CA7	0.407	0.361	0.026	Valid
CA8	0.416	0.361	0.022	Valid
CA9	0.298	0.361	0.109	Not Valid
CA10	0.485	0.361	0.007	Valid
CA11	0.702	0.361	0.000	Valid
CA12	0.715	0.361	0.000	Valid
CA13	0.671	0.361	0.000	Valid
CA14	0.317	0.361	0.088	Not Valid
CA15	0.179	0.361	0.345	Not Valid
CA16	0.743	0.361	0.000	Valid
CA17	0.681	0.361	0.000	Valid
CA18	0.819	0.361	0.000	Valid
CA19	0.650	0.361	0.000	Valid
CA20	0.573	0.361	0.001	Valid
CA21	0.807	0.361	0.000	Valid
CA22	0.592	0.361	0.001	Valid
CA23	0.793	0.361	0.000	Valid
CA24	0.785	0.361	0.000	Valid
CA25	0.724	0.361	0.000	Valid

The *career anxiety* variable consists of 25 items, there are 22 valid items with r-count > r-table (0.361). There are a total of 25 items, and 3 items are declared invalid (CA9, CA14, and CA15), while the rest are valid.

Table 3
Variable Reliability Table

Variable	Number of Statements	Cronbach's Alpha	Condition	Information
<i>Psychological capital</i>	17	0.900	0.7	Reliable
<i>Career anxiety</i>	22	0.920	0.7	Reliable

Cronbach's Alpha value of 0.900 indicates that the *Psychological Capital* scale has a very high internal consistency, so it can be validly used in research. Cronbach's Alpha value of 0.920 indicates that the *Career Anxiety* scale has a very high internal consistency, so it can be validly used in research. These results show that the scales used in the study have good internal consistency and can be used to measure the constructs being studied consistently.

The data analysis technique used in this study is simple regression analysis. Simple regression was developed to study relationship patterns and measure the influence of independent variables on dependent variables. This technique is useful in social research, especially in analyzing the cause-and-effect relationship between research variables. In this study, regression analysis was used to measure the influence of (Sulistyono and Sulistiyowati, 2017) psychological capital on career anxiety in 8th semester students of the 2021 batch of Faculty of Tarbiyah and Teacher Training UIN Malang.

Result and Discussion

1. Result

The results of this descriptive analysis provide an overview of the research data, the data presented includes minimum, maximum, average values and also presented standard deviation. Mean is used to determine the categorization of a variable's score. The following are the results of the descriptive analysis:

Table 4
Descriptive Analysis Table

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Psycap	100	33	68	52.60	6.080
Career anxiety	100	59	85	73.01	5.062
Valid N (listwise)	100				

The psychological capital (X2) variable of the data is described as a minimum value of 33, a maximum value of 68, and an average of 52.60, while the standard deviation is 6.080. Meanwhile, the *variable of career anxiety* (Y) from the data is described as a minimum value of 59, a maximum value of 85, and an average of 73.01, while the standard deviation is 5.062.

The Influence of Psychological Capital on Career Anxiety of Students of the Faculty of Tarbiyah and Teacher Training UIN Malang

Table 5
ANOVA Table

			Total of Squares	Df	Mean Square	F	Sig.
AC * PC	(Combined)		1792.915	25	71.717	.752	.786
	Between Groups	Linearity	257.395	1	257.395	2.699	.105
		Deviation from Linearity	1535.521	24	63.980	.671	.864
	Within Groups		7057.925	74	95.377		
	Total		8850.840	99			

The results of the linear test of the *Psychological Capital* (PC) variable on *Career Anxiety* (CA) also had two results. The significance value (Sig.) on the Linearity line is 0.105. Since p is $0.105 > 0.05$, there is no significant linear relationship between *Psychological Capital* and *Career Anxiety*. Second, the significance value (Sig.) on the line of Deviation from Linearity is 0.864. Since p is $0.864 > 0.05$, this means that the linearity assumption is met. Thus, even if the linear relationship is not significant, the form of relationship between the two variables is worthy of being modeled linearly in a linear manner.

The partial test or T test is if the Sig. value is < 0.05 , then it can be concluded that there is a significant influence, and if the Sig. value is exactly 0.05, then to find out whether or not there is an influence of Independent Variables on Dependent Variables, you can use the comparison of T Calculation with T Table.

Table 6
Test Table T

		Coefficient				
		Unstandardized Coefficients		Standardized Coefficients		
Type		B	Std. Error	Beta	t	Sig.
1	(Constant)	60.154	8.624		6.975	.000
	Psychap	-.595	.159	-.383	-3.735	.000

a. Variable Dependent: CA

This test determines whether the influence of PC on CA is statistically significant. Statistic t (t Calculate): -3.735, while Significance Value (Sig.): 0.000 Because the value of Sig. (0.000) is less than $\alpha = 0.05$, it can be concluded that *Psychological Capital* has a significant effect on *Career Anxiety*.

To find out the strength or magnitude of the influence partially, we look at the standardized coefficient of the Beta value: -0.383. This shows that *Psychological Capital* has a significant influence in a negative direction on *Career Anxiety* (CA). The power of influence is standardized to 0.383.

Table 7
Table of Regression Test Results

		Coefficient				
		Unstandardized Coefficients		Standardized Coefficients		
Type		B	Std. Error	Beta	t	Sig.
1	(Constant)	60.154	8.624		6.975	.000
	Psychap	-.595	.159	-.383	-3.735	.000

a. Variable Dependent: CA

The Influence of Psychological Capital on Career Anxiety of Students of the Faculty of Tarbiyah and Teacher Training UIN Malang

The variables analyzed were Psychological Capital as an independent variable and Career Anxiety as a dependent variable. The alpha constant is 60.154, while the regression coefficient: -0.595. The regression equations formed are:

$$Y = \alpha + b_2X_2$$

$$\text{Career Anxiety} = 60,154 + (-0,595)\text{Psychological Capital}$$

Interpretation of the Regression Coefficient shows a constant (60,154). So, if *Psychological Capital* is considered zero, then *the Career Anxiety* score is predicted to be 60.154. While the beta coefficient (-0.595), it shows a negative regression coefficient (-0.595). This means that every one unit increase in the *Psychological Capital* (Psycap) score will lead to a decrease in *the Career Anxiety* (CA) score of 0.595 points. These results can be concluded that there is a negative direction of influence, which theoretically supports that high psychological capital will lower anxiety.

2. Discussion

The results of the T test showed that the Sig. *Psycap* Variable value was 0.000 (<0.05), so it can be concluded that *the Psycap* Variable had a significant effect on the Y variable <. This shows that *Psychological Capital* also has a significant effect on the *Career Anxiety* of 8th semester students of the 2021 batch of Faculty of Tarbiyah and Teacher Training UIN Malang. Based on the regression results, the value of the regression coefficient of the negative variable (-) is -0.595, so it can be interpreted that the higher a person's *psychological capital*, the lower the level of *career anxiety* they experience.

Psychological capital has a protective role in reducing *career anxiety*. Students who have a high level of *self-efficacy*, *hope*, *resilience*, and *optimism* are better able to face uncertainty in a more positive way (Luthans et al., 2015). Confidence in their abilities and realistic expectations allow them to be better prepared for the world of work.

Psychological capital (*PsyCap*) is a psychological resource that can improve the well-being of individuals in facing challenges, including career anxiety. Luthans et al. (2015), stated that *PsyCap* consists of four main dimensions:

1. Self-efficacy, an individual's confidence in his ability to complete tasks and face challenges (Luthans et al., 2015).
2. Hope, hope and motivation to achieve career goals despite facing obstacles.
3. Resilience, the ability to rise from failure and face pressure with a stronger attitude.
4. Optimism, the belief that future results will be positive.

These four dimensions contribute to shaping students' mental resilience when facing the uncertainty of the world of work (Luthans and Youssef-Morgan, 2017). Individuals with a high *PsyCap* are more confident in making career decisions and better prepared to face the challenges of the world of work (Nguyen et al., 2021). Students who have a high *PsyCap* level tend to be better able to manage *career anxiety* than those who have a low *PsyCap*. Individuals with strong *self-efficacy* have the belief that they can overcome challenges in finding a job and adapt to the demands of a career. This is in line with research conducted by Lathabhavan and Lathabhavan (2022), which found that individuals with high *self-efficacy* are more optimistic in dealing with career transitions and have lower levels of anxiety.

In addition, *hope* in *PsyCap* allows individuals to have a clear and alternative plan in achieving their career goals. Students who have high expectations tend to be more proactive in looking for job opportunities and more resistant to uncertainty (Snyder et al., 2000). In contrast, individuals with low *levels of hope* are more likely to feel hopeless and experience higher anxiety about their career future. *Resilience* also plays an important role in reducing *career anxiety*, because it helps students to rise from failures or obstacles in finding a job. Individuals who have high resilience are not easily affected by negative experiences, such as being rejected in job interviews or having difficulty getting a job that suits their wishes (Luthans et al., 2015). They are able to see failure as part of the learning process and not let anxiety get in the way of their steps.

Optimism in *PsyCap* allows students to view their career future more positively. Optimistic college students tend to be more confident that they will get a job that suits their abilities and interests. This reduces their fear of uncertainty and helps them stay focused on the steps they need to take to achieve their career goals (Baluku et al., 2021).

Some research supports the link between *PsyCap* and *career anxiety*. A study conducted by Liu et al. (2024) showed that *PsyCap* can lower anxiety by improving cognitive reassessment and reducing emotional distress. *Psychological Capital* can be a protective factor in dealing with *career anxiety*. Individuals who have good hope, optimism, and psychological resilience tend to experience less stress when facing their career future (Rabenu, Yaniv, et al., 2016). The conclusion is that students who have a high *PsyCap* are better able to deal with the pressures of the world of work without experiencing excessive anxiety.

Conclusion

Psychological capital has a significant influence on career anxiety. Psychological capital, which consists of self-efficacy, hope, resilience, and optimism, helps students develop a more positive and resilient mindset in the face of career uncertainty. The higher the psychological capital they have, the lower the level of career anxiety they feel. Students are expected to be more proactive in increasing psychological capital through personal skill development, job readiness training, and participation in career development programs. It is important for students to build a more resilient and optimistic mindset, as well as be confident in facing the challenges of the world of work. Students need to take advantage of resources and support from their families and seek more information about the world of work in order to reduce career uncertainty.

This study has limitations in the scope of the sample which only includes 8th semester students of Faculty of Tarbiyah and Teacher Training UIN Malang, so the results cannot be generalized to other faculties or other universities. In addition, the quantitative approach does not delve deeply into the subjective experiences of students. Further research is suggested to expand the scope of the sample, using a qualitative or mixed-method approach. Future research is recommended to use random sampling techniques so that each member of the population has the same opportunity to be selected as a sample, as well as add other variables such as economic factors, academic pressure, and work experience in order to provide a more comprehensive understanding of the factors that affect career anxiety in final year students.

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