

Analysis of the Mediation Role of Career Adaptability In the Relationship Between Emotional Intelligence and Achievement Motivation For Generation Z Students in West Kalimantan

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Abstract

This research involves all students of Generation Z who study in West Kalimantan as a population. The questionnaire was designed in google-form and distributed using snowball sampling technique through WhatsApp, Telegram and Line social media, resulting in 6,721 responses. The selection process from the total responses decided 5,178 respondents were eligible and fit the research targets, while 1,543 others were dropped because some were studying outside West Kalimantan and some were still in high school. The age of the respondents spread from 19 to 23 years old and by gender, 1,890 of them were male and 3,288 were female. The campuses where they study are spread out at Tanjungpura University, Widya Dharma University, IKIP PGRI, Polnep, Panca Bhakti University, Kapuas Sintang University, Muhamadiyah University and other campuses in West Kalimantan.

The collected data was processed using WarpPLs version 6. The results of data processing and testing stated that all research hypotheses were acceptable. Acceptance of the hypothesis is the basis for researchers to draw conclusions that emotional intelligence variables and career adaptability variables are positive and significant shapers for achievement motivation, emotional intelligence variables are positive and significant shapers for career adaptability, career adaptability variables are a partial mediation in the relationship between emotional intelligence and achievement motivation in generation Z students in West Kalimantan when facing face-to-face lectures after the COVID-19 pandemic.

Keywords: *Emotional Intelligence, Career Adaptability and Achievement Motivation*

1. Introduction

Face-to-face lectures are a normal teaching and learning process in the national education system in Indonesia. This system was suddenly changed to online lectures as a way to break the chain and reduce the spread of the Covid-19 virus during the pandemic. After four semesters of online lectures, in the odd semester of 2022/2023 the government plans to return to 100% face-to-face lectures while still implementing health protocols [1].

These drastic changes have brought many problems to the world of education. At the beginning of the pandemic, many universities were not ready to conduct lectures online,



because they did not have qualified supporting technology, lecturers who lacked the skills to use technology as an online teaching medium, students who experienced limited internet signal constraints in their respective areas and the tendency of lecturers to using different learning media so that it is difficult for students to follow lectures. When the pandemic continues, some students and teaching staff have started to adapt and feel some comfort from the ease of online learning. The initial study of this research found several conveniences such as: 1. Attending lectures without having to leave home. 2. Attending lectures with a modest attitude, so that it is enough to make modest preparations without having to follow the performance standards set by the campus. 3. Minimal interaction with friends and lecturers, so that they are more free to express personal feelings while attending online lectures. 4. Learning through multimedia that presents short news makes them think more practically and is reluctant to read long writings. 5. Work on assignments and exams with various easy googling facilities. 6. Some lectures do not require students to open the camera so that their attitude when attending lectures looks more relaxed and even while doing other tasks that have nothing to do with lectures. 7. Less learning effort but significantly increased course scores even though it is not followed by an increase in knowledge and scientific thinking skills. 8. Minimal interaction with other people [2].

Entering face-to-face lectures means that students enter the normal lecture process with all its charms. At this time they have to rebuild relationships with classmates, campus friends, lecturers and administrative staff which has been done online. All of these aspects will be a supporting factor for a sense of autonomy, connectedness in the classroom which can increase the success of the learning process if it is perceived properly. Perceptions of the learning environment [3]. A sense of autonomy and connectedness in learning [4] are important for a student because it directly affects their achievement motivation. Problems arise when not all students perceive a change as interesting and do not even want the change to occur. An initial study conducted by researchers on 245 students who in the even semester of the 2021/2022 academic year were still taking lectures online, found that there were still 89 people or 36.33% of respondents who preferred online lectures to face-to-face if possible. This refusal arises due to the fact that they have to leave the various conveniences obtained during online lectures. In this condition, achievement motivation will decrease if it is not supported by career adaptability and emotional intelligence.

Researchers place these two variables as determinants of success in the formation of achievement motivation in generation Z students in entering face-to-face lectures, because they believe that the lack of interaction during online lectures has made their ability to understand other people's feelings very minimal. In this condition, we need lever variables that can generate motivation for achievement. Research has proven that career adaptability has been shown to be positively and significantly correlated with increasing motivation [5]. More specifically, it is said that a good career career adaptability will increase self-efficacy [6] and one's achievement motivation [7].

2. Research Methods

2.1 Measurement of Research Variables

- **Emotional Intelligence**

The concept of emotional intelligence is still an interesting topic of discussion considering its broad impact on social behavior, performance and motivation. Research attention to this aspect began to develop since 1983 when Gardner proposed the theory of multiple intelligences, and has become more popular since Daniel Goleman popularized his book which developed a measurement of the construct of emotional intelligence in 1995. From various studies, there is research conducted by Sternberg in 1985. and Salovey and Mayer in 1990 which are still the main recommendations and references to this day [8].

Emotional intelligence refers to a person's capacity to recognize his emotions and the emotions of others and to manage emotions as the basis for regulating behavior [9]. Other experts state that emotional intelligence describes a person's ability to manage emotions intelligently so that they are able to maintain a balance between the emotions they feel and those they express [10]. This aspect is categorized as intelligence and not a specific way of behaving [11]. Goleman defines emotional intelligence as a set of competencies and personality traits that describe a person's ability to manage awareness and manage other emotions [12], Mayer & Salovey define it as a cognitive ability that allows a person to understand, use and

regulate his emotions well [13]. The existence of this intelligence allows a person to be able to cope with various environmental demands related to oneself and others [14].

The existence of emotional intelligence variables is considered important because people who have good emotional intelligence are generally better able to recognize and manage their emotions and improve relationships with themselves and others [15], recognize, distinguish and utilize various emotional information both from oneself and others as the basis for positive thinking and acting [16], managing emotion-related activities well [17]. Research has also proven that emotional intelligence is a positive and significant forming variable for work motivation, motivation and constructive behavior [18], motivation to build career advancement [19], achievement motivation [20], academic achievement motivation, student professionalism, the ability to build interpersonal relationships and find solutions when conflicts occur [21].

This research specifically measures emotional intelligence with 4 dimensions as developed by Mayer & Salovey in 1997 and re-adapted by Wong & Low in 2002. This selection is based on the assessment that this questionnaire is the simplest, has been associated with behavior and has been well validated [22]. A concise measure of emotional intelligence looks at a person's ability to accurately identify his emotions about himself and others as well as his ability to regulate and use emotions well [23]. Specifically, the research measures emotional intelligence through four dimensions consisting of Self-emotion appraisal, Others' emotion appraisal, Use of emotion, Regulation of emotion. Each of these variable dimensions is translated into positive statement items [22].

- **Career Adaptability**

This study involved the variable of career adaptability because the study period was included in the Exploration group in career stages [24]. The success of exploring a career is largely determined by the ability to adapt. Career adaptability is a transactional competency resulting from learning from past experiences [25]. The quality of adaptability is reflected in a person's readiness to face various changes related to the conditions he faces [26]. This ability has been proven to play a major role in senior female workers in building and maintaining relationships in the workplace [27]. Even other research states that career adaptability has become a major resource for adolescents, adults and elderly workers when facing a period of transition. A person is said to adapt well if he continues to make adjustments so that he remains in tune with changing situations [28].

Career adaptability is important in the face of changing online learning systems to face-to-face learning systems. This variable is believed to be important in the formation of student achievement motivation, because its existence is proven to be able to increase the formation of positive responses in the face of various difficulties [29] environment, makes a person more open to new experiences and situations, more aware of the existence of his career, more successful and more satisfied than others [30]. Specifically, research has also proven that the better the career adaptability, the better one's motivation [31] especially the self-efficacy aspect of motivation [39] because of the existence of this aspect of motivation. this has made a person able to survive well in changing situations [32]. The existence of adaptability in forming the ability to survive change has been tested in all age groups.

The pattern of adaptation is different for each person [33]. The addition of age has been shown to have an impact on decreasing cognitive abilities which ultimately has an impact on decreasing adaptability. This statement is supported by research findings which state that young people have better adaptability than older people [34]. Adaptability can be seen from the speed with which a person adapts to changes [35]. This research measures the existence of adaptability through four dimensions consisting of the power of attention (concern), control (control), curiosity (curiosity) and one's confidence (confidence). These four dimensions are developed into reflective statement items that measure the attention and maturity of career planning, the courage to take full responsibility and control over career development, curiosity and positive efforts in exploring possible career opportunities, as well as confidence and self-confidence. that he is able to solve various problems related to his future career [36].

- **Achievement Motivation**

Achievement motivation is a measure of the extent to which a person is willing to expend more effort to achieve his learning goals. The measurement for this variable uses six dimensions of scientific achievement motivation measurement developed by Tuan, Chin & Shieh in 2005. The questionnaire measures achievement motivation with six dimensions consisting of self-efficacy or self-efficacy, active learning strategies or active strategies, science learning values or learning values, performance goals or learning objectives, achievement goals or achievement goals, learning environment stimulation or stimulation from the environment.

- **Theoretical review**

The basic concept behind this research is the theory of career construction. This theory states that everyone tries to build a career with a special pattern of behavior after considering various options as the basis for taking adjustment actions [37]. The discussion of this theory focuses on a person's efforts to continue to make adjustments to various job changes for his personal progress. This theory also states that adaptation is important for a person because the success of adapting describes his success in forming a self-concept and the ability to implement self-concept in the advancement of his career. The selection of this theory is based on the opinion that this theory is appropriate to be used to test career adaptability in dealing with transitions and career instability. Researchers believe that a student who has emotional intelligence resources and good career adaptability will continue to make adjustments to the progress of his studies, because the success of building a study is a picture of the success of building a self-concept that makes a student feel important. This belief is based on the view that resource ownership will greatly determine a person's adaptability.

- **Research Hypothesis**

This study aims to test the significance of the three hypotheses consisting of:

1. H1: Emotional intelligence is a positive and significant shaper for the achievement motivation of Generation Z students in West Kalimantan when attending face-to-face lectures after the COVID-19 pandemic
2. H2: Emotional intelligence is a positive and significant shaper for the career adaptability of Generation Z students in West Kalimantan when attending face-to-face lectures after the COVID-19 pandemic
3. H3: The ability to adapt careers is a positive and significant shaper for the achievement motivation of Generation Z students in West Kalimantan when attending face-to-face lectures after the COVID-19 pandemic
4. H4: Career adaptability is a positive and significant mediating variable in the role of emotional intelligence for the formation of achievement motivation of Generation Z students in West Kalimantan when attending face-to-face lectures after the COVID-19 pandemic

3. Research result

3.1 Research Contextual Overview

This research was conducted in West Kalimantan with a period of 6 months, starting from preparation in June, continued by distributing questionnaires in July and August, processing data and drawing conclusions in September and preparing for publication from October to October. December 2022. The respondents of this research are active students in the odd semester of the academic year 2022/2023, who come from public and private campuses in West Kalimantan. They came from Tanjungpura University Pontianak as many as 1,773 people, Widya Dharma University 2,188 people, IKIP PGRI 522 people, Polnep 188 people, Panca Bhakti University 120 people, Kapuas Sintang University 113 people, Muhamadiyah University 77 people and 197 other campuses. The average respondent is 22 years old, the youngest is 19 years old and the oldest is 23 years old. Based on gender, 1,890 of them are male and 3,288 are female. The distribution of the questionnaire using the snowbal sampling technique resulted in the questionnaire being responded to by 6,721 potential respondents, but only 5,178 were considered to meet the requirements, while the

other 1,543 had to be eliminated because they took studies outside West Kalimantan and some had not yet graduated from high school [38].

This research is interesting because 4,245 people or 81.98% of respondents stated that online lectures have more convenience, are more relaxed and have less preparation when taking exams. In fact, with minimal preparation for online lectures, the semester IP of 2,389 respondents experienced an increase compared to when taking offline lectures, 1,914 of them had the same IP but there were 675 respondents who actually experienced a decrease in semester IP. When respondents were asked about the choice of the lecture system, there were still 2,008 people who preferred online lectures if possible and 3,170 people who chose offline lectures. When the government determined that tuition was re-entered the offline system, there were 794 respondents who believed that this system would make their grades go down, 2,315 respondents doubted whether they could maintain their grades or even go down, and only 2,069 respondents believed their grades would increase [39].

3.2 Research Variable Profile

This study involved three latent variables consisting of emotional intelligence as the independent variable, career adaptability as a mediating variable and achievement motivation as the dependent variable. The variable of emotional intelligence is measured through the dimensions of the ability to assess one's own emotions, to assess the emotions of others, to use emotions and to regulate emotions. The career adaptability variable is measured through the dimensions of attention, control, curiosity and self-confidence. The achievement motivation variable is measured through the dimensions of self-efficacy, active learning strategies, values adopted in learning, goals to be achieved from learning, responses to achievement and responses to stimuli from the environment. The items used to explain all latent variables are reflective items with a standard loading factor of 0.63 or a valid measurement of very good convergence.

Tabel 1. WarpPLs Output and Average Respondents' Answers
For All Research Indicators and Variables

Var	Ind	X(EQ)	M(Adpt)	Y(MB)	Type (a)	SE	P value	Rata2	CRC	CAC	AVE	R ²	Q ²	FCVIFs	Cor A 1 sqr AVEs		
															X	M	Y
X	X.1.1	0.64	-0.10	-0.15	Reflect	0.01	<0.001	3.51	0,85	0,80	0,51	-	-	1,73	0,65	0,64	0,50
	X.1.2	0.64	0.01	-0.08	Reflect	0.01	<0.001	3.74									
	X.2.1	0.64	-0.07	-0.01	Reflect	0.01	<0.001	3.80									
	X.2.2	0.63	-0.10	0.06	Reflect	0.01	<0.001	3.69									
	X.3.1	0.68	0.17	0.01	Reflect	0.01	<0.001	3.96									
	X.3.2	0.68	-0.02	0.14	Reflect	0.01	<0.001	3.94									
	X.4.1	0.70	0.04	0.06	Reflect	0.01	<0.001	3.88									
M	X.4.2	0.67	0.04	-0.04	Reflect	0.01	<0.001	3.64									
	M.1.1	0.08	0.65	0.07	Reflect	0.01	<0.001	3.98	0,92	0,90	0,55	0,41	0,41	2,37	0,64	0,71	0,67
	M.1.2	-0.03	0.71	-0.12	Reflect	0.01	<0.001	3.90									
	M.1.3	-0.06	0.75	0.04	Reflect	0.01	<0.001	4.14									
	M.2.1	-0.04	0.69	-0.00	Reflect	0.01	<0.001	3.89									
	M.2.2	-0.02	0.75	0.05	Reflect	0.01	<0.001	4.08									
	M.2.3	-0.01	0.72	-0.01	Reflect	0.01	<0.001	4.02									
	M.3.1	0.06	0.72	-0.15	Reflect	0.01	<0.001	3.76									
	M.3.2	0.04	0.70	-0.05	Reflect	0.01	<0.001	3.87									
	M.3.3	0.04	0.70	-0.12	Reflect	0.01	<0.001	3.76									
	M.4.1	-0.04	0.69	0.12	Reflect	0.01	<0.001	3.89									
Y	M.4.2	0.00	0.73	0.19	Reflect	0.01	<0.001	4.02									
	Y.1.1	0.01	0.30	0.70	Reflect	0.01	<0.001	4.02	0,94	0,93	0,62	0,47	0,47	1,85	0,50	0,67	0,72
	Y.1.2	0.07	0.35	0.66	Reflect	0.01	<0.001	3.82									
	Y.2.1	0.01	0.01	0.69	Reflect	0.01	<0.001	4.11									
	Y.2.2	0.08	0.22	0.70	Reflect	0.01	<0.001	4.00									
	Y.2.3	-0.03	0.10	0.76	Reflect	0.01	<0.001	4.10									
	Y.3.1	-0.04	0.09	0.79	Reflect	0.01	<0.001	4.18									
	Y.3.2	-0.04	0.09	0.78	Reflect	0.01	<0.001	4.12									
	Y.3.3	-0.02	0.04	0.75	Reflect	0.01	<0.001	4.06									
	Y.4.1	-0.07	-0.14	0.74	Reflect	0.01	<0.001	4.23									
	Y.4.2	-0.01	-0.10	0.75	Reflect	0.01	<0.001	4.11									
	Y.5.1	-0.03	-0.15	0.75	Reflect	0.01	<0.001	4.12									
	Y.5.2	0.02	-0.18	0.73	Reflect	0.01	<0.001	4.02									
	Y.5.3	0.03	-0.21	0.72	Reflect	0.01	<0.001	4.01									
	Y.6.1	0.02	-0.13	0.73	Reflect	0.01	<0.001	4.09									
	Y.6.2	0.03	-0.15	0.69	Reflect	0.01	<0.001	4.06									

Source: data olahan menggunakan WarpPLs versi 6, 2022

Note: Var: variabel, Ind: indikator variabel, X(EQ): variabel X atau kecerdasan emosional, M(Adpt): variabel mediasi atau variabel kemampuan beradaptasi, Y(MB): variabel Y atau variabel motivasi berprestasi, Type (a): tipe indikator, SE: simpangan baku indikator, Pvalue: signifikasi indikator, Rata-rata: rata-rata jawaban responden untuk tiap indikator, CRC: Composite reliability coefficient, CAC: Cronbach's alpha coefficient, AVE: Average variances extracted, R²: R-squared coefficients, Q²: Q-squared coefficients, FCVIFs: Full collinearity VIFs, Cor A 1 sqr AVEs: Correlations among 1. vs. with sq. rts. Of AVEs

From table 1 we can see that all the measurement instruments used for the three research variables have met the convergent valid requirements with very good criteria because the factor loading value is already 0.63 (Tabacnick & Fidel, 2007) and is valid discriminant because the factor loading value is already higher. greater than the cross-loadings. Even for some measurements such as M.1.4 which measures the level of effort made by the respondent for his personal progress, M.2.3 the level of responsibility of the respondent for each of his decisions, M.2.4 the suitability of actions with personal principles and beliefs, M.3.2 actively seeking opportunities for personal progress, M.4.3 personal efforts to overcome obstacles faced, Y.2.4 efforts to find out new things that are not understood, Y.3.1 the meaning of learning for respondents, Y.3.2 learning as a means of developing thinking skills, Y.3.3 learning as an opportunity to improve abilities solving problems, Y.4.3 learning as a means of building the future, Y.4.4 activeness in lectures as a means of developing argumentation skills, Y.5.1 satisfaction level when getting good grades, Y.5.2 satisfaction when being able to give good arguments in class, Y.5.3 satisfaction when able to solve difficult questions in class, Y.6.1 pleasure in participating in learning because the material is interesting, Y.6.2 k The pleasure of participating in learning because of the interesting teaching method, can be categorized as a very, very good marker for the latent

variable because the factor loading value is 0.71 (Tabacnick & Fidel, 2007). If the factor loading value is compared with the average respondent's answer, the respondent still has to improve its implementation for these items, because their average implementation has only reached <4.5 or at a good level, while the item is a very low measuring item. very good for the variable.

Overall, the questionnaire used to measure the research variables also met the Convergent Validity element because the average variance extracted was > 0.50. Statistical calculations resulted in the average variances extracted for emotional intelligence variables of 0.51, career adaptability of 0.55 and achievement motivation of 0.62. As an independent variable, the emotional intelligence variable is said to have very strong predictor validity because the Q2 value of the career adaptability variable reaches 0.41. When combined exogenous variables and mediating variables, these two variables also have very strong predictor validity. This statement is supported by the value of the achievement motivation variable Q2 reaching 0.47. The value (Square roots of average variances extracted / AVEs) of emotional intelligence variable is 0.65, career adaptability is 0.71 and achievement motivation is 0.72 which is greater than the correlation coefficient for other variables, proving that the research questionnaire has met good discriminant validity.

3.3 Model Fit and Quality Indices

Of the ten roles of thump set by WarpPIs, the model can be said to be fit because all the fit requirements have been determined. In detail, it is explained that the value of the average path coefficient, average R-squared (ARS) and average adjusted R-squared (AARS) with $P < 0.001$ or less than the required 0.05, the value of average block VIF (AVIF) 1.69, Average block full collienarity VIF (AFVIF) also meets the ideal requirements, the Tenenhaus GoF (GoF) value of 0.46 in the large category, the value of Simpson's paradox ratio (SPR) and r-squared contribution ratio (RSCR) 1.00 meets the ideal requirements, and the statistical value suppression ratio (SSR) and nonlinear bivariate causality direction ratio (NLBCDR) 1.00 met the acceptance requirements. From the calculation of the goodness of fit (GOF) value index, the overall model of the model can be said to have great performance or fit because it is able to produce a goodness of fit (GOF) value of 0.50.

3.4 Hypothesis Testing

Overall the results of the calculation of and Pvalue from the direct relationship between research variables can be seen in Figure 1 below.

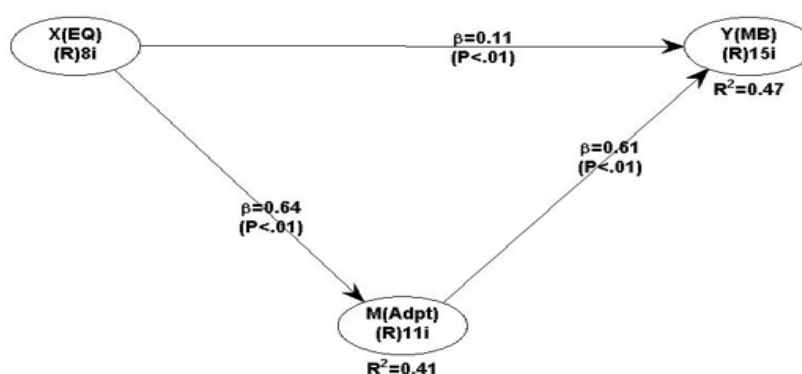


Figure 1. β Direct Influence, Pvalue & R2 Result

H1 tries to test the direct effect of emotional intelligence (X) on the formation of

achievement motivation (Y) in generation Z students in West Kalimantan when facing face-to-face lectures after the COVID-19 pandemic. Statistical calculations using WarpPLs version 6 produce a value of 0.11 with Pvalue < 0.001. This finding indicates that the variable X has a positive and significant effect on Y in the sense that emotional intelligence is a positive and significant shaper for the achievement motivation variable of Generation Z students in West Kalimantan in facing face-to-face lectures after the COVID-19 pandemic. This finding is in line with previous research that stated that emotional intelligence affects the formation of achievement motivation, work motivation in public services, motivation to build a career in nursing undergraduates, academic achievement in dental hygiene students, professionalism of dental hygiene students, motivation to behave constructively in athletes.

H2 examines the direct effect of the emotional intelligence variable (X) on the career adaptability (M) of generation Z students in West Kalimantan when facing face-to-face lectures after the COVID-19 pandemic. The calculation results show the value of 0.64 with P value < 0.001. This figure explains that the emotional intelligence variable is a positive and significant shaper for the career adaptability of Generation Z students in West Kalimantan in facing face-to-face lectures after the COVID-19 pandemic.

H3 examines the direct effect of the career adaptability variable (M) on achievement motivation (Y) for Z generation students in West Kalimantan taking offline lectures after the COVID-19 pandemic. Statistical calculations resulted in a value of 0.61 with a P-value < 0.001 which means that career adaptability is a positive and significant variable forming the variable of achievement motivation of West Kalimantan Z generation students attending face-to-face lectures after the COVID-19 pandemic. This finding is in line with the results of previous research which stated that career adaptability is a positive and significant shaper for increasing motivation (Machteld et al., 2013; Pouyaud et al., 2012) specifically self-efficacy and achievement motivation of students.

H4 examines the mediating role of career adaptability (M) in the indirect effect of emotional intelligence (X) on achievement motivation (Y) of West Kalimantan Z generation students in facing face-to-face lectures after the COVID-19 pandemic. Based on the path analysis there is Figure 1 it can be said that career adaptability variable is a positive and significant mediating variable because the path of influence from X to M is positive and significant and the influence of M to Y is also positive and significant. This statement is also corroborated by the results of statistical calculations using the Sobel test approach which produces a P value of 0.00161 with an indirect effect coefficient of 0.39. From these two analyzes, it can be stated that the career adaptability variable is a positive and significant partial mediation variable in the relationship between emotional intelligence and achievement motivation of Generation Z students in West Kalimantan in facing face-to-face lectures after the COVID-19 pandemic. It is referred to as partial mediation because of its direct influence. and the influence and indirect are both positive and significant.

3.4 Conclusion Research

From the results of hypothesis testing, it can be concluded that:

1. The emotional intelligence variable and the career adaptability variable are partially positive and significant shapers for achievement motivation, in the sense that the better emotional intelligence and the better career adaptability, the better achievement motivation in generation Z students of West Kalimantan in facing lectures. face to face during the post-covid 19 pandemic.
2. Emotional intelligence variable is a positive and significant shaper for career adaptability in the sense that the better emotional intelligence, the better the career adaptability for Generation Z students in West Kalimantan following face-to-face lectures after the COVID-19 pandemic.
3. The career adaptability variable is able to mediate positively and significantly the relationship between emotional intelligence and achievement motivation, in the sense that the better emotional intelligence, the better the career adaptability and the better achievement motivation in West Kalimantan Z generation students when facing lectures after the COVID-19 pandemic.
4. Overall, the variables of emotional intelligence and career adaptability were able to

form achievement motivation in generation Z students of West Kalimantan when facing lectures after the COVID-19 pandemic by 42%, the rest was formed by other variables not discussed in this research. The R2 index value of 0.42 indicates that the model is categorized as a moderate model.

4. Discussion

First, the dependent variable and mediation have a direct influence on the formation of achievement motivation in generation Z students in West Kalimantan when facing lectures after the COVID-19 pandemic. However, statistical figures prove that the influence of the emotional intelligence variable on the formation of achievement motivation is greater after being mediated by career adaptability versus direct influence. The difference in the value of the two variables is also very large, because the value of the direct influence of the emotional intelligence variable on achievement motivation is only 0.11 with a P value < 0.001, while the value of the direct influence of the career adaptability variable on achievement motivation reaches 0.61 with P value < 0.001. Although the value of has a fairly large direct effect, it should be remembered that the use of career adaptability variables as exogenous or mediating in the formation of achievement motivation is still in the process of debate, because quite a lot of research has actually placed motivational variables as positive and significant forming variables for career adaptability.

The second thing to be discussed, this research also recommends to respondents or policy makers on campuses to encourage respondents to further improve the implementation of indicators M.1.4, M.2.3, M.2.4, M.3.2, M.4.3, Y. 2.4, Y.3.1, Y.3.2, Y.3.3, Y.4.3, Y.4.4, Y.5.2, Y.5.3, Y.6.1, because all of these indicators are very, very good measures of the variables, while efforts respondents implement it only to a good stage. The findings of this study prove the truth of the career construction theory, that someone who has the ability in the concept of emotional intelligence, will continue to try to adapt to change. This adaptability will ultimately generate achievement motivation in generation Z students who study in West Kalimantan when facing face-to-face lectures.

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