



The Correlation Between Resilience And Career Readiness of SMA Negeri 1 Malang Students

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Abstract Adolescence is a crucial developmental stage because adolescents experience various important changes. The most important cognitive change in adolescence is an increase in executive function, which involves high-level cognitive activities such as reasoning, decision making, critical thinking skills, and increasing one's cognitive abilities. Adolescents in this stage are faced with new experiences to find identity, one of which is to explore interests and talents as well as career paths to be pursued. Currently, many changes are occurring, one of which is the transition from industry 4.0 to industry 5.0. This situation requires each individual to adapt and face freedom in the career transition period. The purpose of this study was to identify the effects of resilience on the career readiness of students at SMA Negeri 1 Malang. The technique used in this study is correlational descriptive quantitative research with a random sampling system. The results of the Pearson correlation show that there is a significant relationship between resilience and career readiness as evidenced by the results of the linearity test value of 0.876 ($p > 0.05$).

Keywords: Adolescence, Decision Making, Career

1. INTRODUCTION

Indonesia is currently transitioning from Industry 4.0 to Industry 5.0. Industry 5.0 has emerged as a result of the failure of industry 4.0, which required individuals to adapt to rapid changes in all aspects of their lives. The change causes an individual become impatient, impulsive, and eager to quickly achieve a desired satisfaction. It increases the challenges faced by individuals, decreasing their capability to overcome challenges until Japan successfully lead the establishment of Industrial Era 5.0. This was achieved by effectively integrating technology and problem-solving to address social issues and attain sustainable development objectives. One of the objectives of sustainable development is to enhance people's ability to adapt to rapid changes, such as the advent of the Industry 5.0 era. Consequently, by 2030, 23 million Indonesian positions are potentially at risk of being eliminated (McKinsey & Company, 2019). As per a study conducted by The SMERU Research Institute (2020), Indonesia has experienced a job reduction of 2.3 million job opportunities during the COVID-19 pandemic. The open unemployment rate (OPR) increased from 4.9% to 6.2-6.7% as a result of the employment restrictions. Therefore, resilience is an imperative measure that must be implemented to assist individuals in managing an extremely dynamic environment.

Indonesian government is currently launching an independent course learning program, encouraging stakeholders as curriculum developers to be able to present learning that is open to all students in Indonesia who want and need a learning system that can channel students'

talents and interests. The situation makes students adapt to the curriculum. However, not all students are able to cope with changes in academic demands due to a lack of academic resilience in themselves. Low levels of individual academic resistance are caused by the learning burden, high competence demands and are not accompanied by increased ability and academic adjustment resulting in individuals experiencing behavioural deviations. (Rachmawati, I., Multisari, W., Triyono, T., Simon, I. M., & da Costa, A., 2021).

Thus, it is crucial to comprehend the concept of academic resilience in the individual's present public. The presence of competence, confidence, character, commitment, interest, self-control, and connections contributes to an individual's academic resilience. According to a study by Supriatna (in Saputri, Purwati & Yusuf, 2018), teenagers often encounter challenges related to career readiness. . These challenges include: 1) The pressure to meet the expectations of others for success after graduation; 2) Limited autonomy in choosing their field of study or career path, as it is often influenced by external factors rather than their own desires; 3) Uncertainty about which career aligns with their talents and interests; 4) Difficulty in selecting a suitable career path that matches their abilities and talents; 5) Pessimism towards pursuing a career that aligns with others' expectations.

Senior high school students are individuals in the stage of late adolescence, typically ranging from 15 to 18 years old, who possess a keen interest in employment. It is also evident in the development of an individual's outlook, preferences, and aspirations for the future. (Desmita, 2009). According to Super's career development theory, senior high school students are in the exploration stage. During this stage, individuals consider different career options but have not yet made a final decision. (Winkel and Hastuti, 2006). According to Kuhn (as cited in Santrock, 2009), the primary cognitive change during adolescence is the enhancement of executive function. This refers to the improvement of higher-level cognitive activities such as reasoning, decision-making, and critical thinking skills, as well as an overall increase in cognitive abilities. The independent study curriculum at the SMA Negeri 1 Malang mandates that students engage in the study of subjects encompassing the natural sciences, social sciences, and cultural sciences and languages. Therefore, it is imperative for students of SMA Negeri 1 Malang to acquire proficiency in the three core subjects over a span of two years, specifically in grades X and XI. Graduation is granted to students of SMA Negeri 1 Malang once they reach class XII. At this stage, students have not yet decided on their college study programme and are still concerned about making a decision. This is because, throughout the learning process, students are required to study all subjects, which results in a significant academic workload. This is particularly challenging due to the

independent curriculum, which necessitates students to complete tasks like filmmaking projects. The college entries are categorised into two groups: the Science and Technology Group (SAINTEK) and the Social Humanities Group (SOSHUM).

Readiness is a psychosocial concept that encompasses four problem-solving strategies or resources used by individuals to handle the transitional development of tasks. These strategies involve attention, control, curiosity, and self-confidence. Concerns about future career readiness inadvertently prompt individuals to formulate strategies to navigate the impending transition, accompanied by a sense of hopefulness and anticipations regarding their future prospects. Control encompasses a sense of self-assurance and competence in being prepared for future career opportunities. Curiosity necessitates the investigation of one's surroundings, self-awareness, and strategic preparation for both the present and the future. Belief entails maintaining a positive outlook on one's capacity to resolve challenges and having confidence in one's ability to successfully overcome obstacles related to career orientation. Career readiness encompasses various dimensions of life, including personality, emotional intelligence, career context and work engagement, life satisfaction (Malinauskas & Vaicekauskas, 2013; Santilli et al., 2014), and optimism. (Rottinghaus et al., 2005).

A study conducted by Hasanah and Rusmawati (2018) (in Sultana, Adiyanto&Nusantoro, 2021) indicates that resilience can affect the developmental stage of adolescent career orientation. Fuster (2014) demonstrated that individuals with resilience perceive difficulties as challenges rather than obstacles. The key challenge lies in the individual's attitude towards the selection of education and career planning. According to a study conducted by Suwarjo (2008), individuals with low resilience struggle to assess, overcome, and improve themselves or transition from a public of unhappiness or suffering in life. As a result, they face difficulties in making career decisions.

After reviewing the background information that paints a picture of this study, we can publicize that the formulation of the problem in this study is to determine if there is a correlation between resilience and career readiness among the students of SMA Negeri 1 Malang. This study is also expected to provide theoretical and practical benefits. Theoretically, it can be used as a reference or additional information in the development of science in the fields of educational, industrial, and organizational psychology, as there is still a lack of research on the relationship between resilience and career readiness. The practical benefits are expected to help educators to assess students to help students in planning their careers and study programs. Before continuing to the result and the detail, some aspects need to be understood inside this research. The aspect consist of:

2. RESILIENCE

Resilience can be defined as the ability to survive from trauma and destructive conditions. On the other hand, resilience can also refer to the ability to "rise back" or recover from academic stress. There are 12 aspects of resilience, including:

a) Personal competence, high standards, and tenacity

It's a supportive factor for a person to keep struggling to achieve the goal when the person is under pressure.

b) Trust in one's instincts, tolerance of negative affect, and strengthening effects of stress

This aspect emphasises the importance of remaining calm, determined, and accurate when dealing with stressful situations.

c) Positive acceptance of change, and secure relationships

It concerns someone's ability to adapt.

d) Control

This aspect emphasizes individual control in achieving goals, as well as the ability to seek assistance from others or social support.

e) Spiritual influences

An individual's faith in God, religious practices, or personal convictions.

f) Emotional regulation

This aspect refers to an individual's capacity to maintain internal control in the face of stress. Resilient individuals cultivate their abilities to effectively regulate their emotions, focus, and conduct.

g) Impulsion Control

Individual's capacity to control and manage their behavioural responses to emotional impulses, as well as their ability to endure and attain desired outcomes.

h) Causal Analysis

The ability to identify the root cause of a person's problem. Resilient individuals have a keen cognitive ability to identify the underlying factors that contribute to a situation. They use this insight to effectively find potential solutions for problem-solving.

i) Self Efficacy

Self efficacy refers to a person's belief in their ability to solve problems effectively. An individual who possesses resilience and self-assurance is more likely to earn the trust of others, improve their circumstances, and encounter greater opportunities.

j) Realistic and optimistic

The ability of the individual to have a positive view of the unrealized future in planning

k) Empathy

The skill of recognizing other people's behaviour in order to figure out how they're feeling and thinking, which leads to better relationships. Individuals who are resilient can read other people's body language to build deeper relationships and often change how they're feeling.

l) Accessibility

The ability to see new opportunities as challenges and to focus on the good things in life.

Resilience Factors

Resilience is influenced by various factors, including biological, individual, social, and community factors. (Denckla et al., 2020)

1. Biological Factor

Dr Denckla defines resilience as the ability to stay healthy in difficult times. 1974 (Garmezy). The American Psychology Association defines resilience as the ability to adapt to challenges, traumas, tragedies, threats, and other stressors.

Dr Seedat defines resilience as resistance to psychopathology or recovery from it spontaneously and during healing/treatment. Resilience helps maintain well-being. Dr Seedat assumes resilience is dynamic and measures whether it is a trait or "static experience".

Dr Seedat's research suggests that resilience is the ability to recover from stress. How to predict someone's reaction to an unexpected event/situation is unclear. Which group/subject to compare when studying oil resilience is questionable. Is it someone with a problem but good health? Is it someone without stress issues? Someone who is stressed/traumatized but has psychological issues.

Dr Teicher associates resilience with the brain's working system, which is that if an individual has a traumatic or stressful experience, and the individual is able to cope with it well enough, the possibility is avoided and so the individual has some mechanisms (coping) that allow the individual's brain to become more resilient to the stressor. That's how we're starting to look at this in terms of brain data imaging, and it turns out that Dr Teicher as a researcher misinterpreted such cases as have been frequently occurring. If you measure hippocampal, prefrontal cortical, cerebellar, and corpus callosum volumes as a response to the amygdala and brain tissue architecture

Based on the results of the research there were similar effects in individuals who underwent maltreatment and had a serious psychopathology and individuals who did not have

a diagnosed mental disorder and did not show symptoms on any scale had been given. Every individual who suffers from psychopathology experiences changes in the structure of his brain in this case more susceptible to damage, and interconnection in his brain's system of work. The process of brain damage of an individual around 15 to 21 years old as a result of non-optimal development of frontal hubs during adolescence. The role of biological factors in resilience is evidence of neurobiological and neuroendocrine functions as they relate to stress regulation and behavioural derived genetic reactions. The psychosocial system is also important. Biology and psychology are so interactive that it is difficult to distinguish the unique effects of each system on durable outcomes. (Cicchetti Curtis, 2006). Examples of such psychosocial factors that are associated with resilience include secure attachment relationships, and self-reliance, close friendship, supportive parenting, environmental characteristics, and variations in personality types. (Masten & Cicchetti, 2016).

The role of biological factors in resilience is proven by neurobiological evidence and (neuroendocrine functions in relation to stress regulation and reactivity, by behavioural genetic research on the effects of the unshared environment, and by molecular research in the field of epigenetics. One of the mechanisms in which an individual may be able to acquire functions that have high resilience occurs at a neurobiological level, through the process of nerve plasticity. Neural plasticity can be formed as a process through experience resulting in the reorganization of neural pathways throughout the course of development. (Cicchetti, 2016; Cicchetti & Curtis, 2006).

Thus, the experience can result in physiological and structural changes in the brain. The relationship between the brain and experience is two-way. Experience helps shape the nerve pathway in the brain, and the newly formed brain seeks different experiences that subsequently change the way the neural pathway. As a result, neural plasticity must ultimately be conceptualized as a process that encompasses a dynamic and continuous relationship between the brain and the changing environment over time.

2. Individual Factor

Psychologists usually pay attention to this level. It involves psychological and neurobiological factors that can play a important role and restoring well-being after a traumatic event or regression. This level of resilience typically involves personality traits and individual mechanisms in coping with stress as well as mediating the relationship between

difficulty and well-being (Luthar et al., 2000; Masten, 2007).

3. Social Factor

These factors relate to the social connections a person has and whether an individual can call and expect support in times of crisis. It can involve family, friends, co-workers, or actually anyone in someone's social environment who can provide social, emotional, and even financial support to the individual. Research has shown that having such a relationship can be an important determinant of whether a person can cope with major stressors such as loss of work, failure to marry, or chronic physical illness. social support can come from employment and non-employment sources and that this support is mainly in emotional support (e.g., listening and giving empathy) or instrumental support (for example, real help aimed at solving problems).

4. Community Factors

Individuals don't just talk about resilience on a psychological plane, they also talk about it in communities and on a national level. When figuring out which communities are most likely to be resilient in the face of tragedies such as terrorist attacks, natural disasters, or even financial hardship, this type of resilience seems to go beyond just an individual's ability to bounce back. This resilience also looks at economic, institutional, ecological, and infrastructural capabilities.

5. Life experiences that make individuals resilient

For certain individuals, stress and problems can be a chance to learn, grow, and get ready to face the next challenge. People who have never been through the challenge may genuinely feel good most of the time, but they may also be more likely to get distressed when they face difficulty.

Resilience Indicators

Resilience indicators according to Landon (in Evi Afiati, Nandang Faturohman, Mohamad Saripudin, 2022) are as follows: Resilience indicators include:

1. Signs of self-sufficiency include being able to adapt, share ideas, and actively seek career advancement.
2. Criteria for performance include showing that you put in your best effort on tasks, do what

you need to do to reach your career goals, and really want to learn new things.

3. Being willing to take risks means being able to share ideas, even if they are different from others, not being afraid to admit when you're wrong, and being brave enough to take a chance on something you believe in and in your work.

4. Be able to work alone and with others, showing that you're comfortable working alone or with others, and be able to do good work both alone and with others to complete tasks.

Career Readiness

According to Conley (2010), career readiness refers to a student's ability to meet the requirements for college admission and successfully complete a degree, diploma, or training program without needing to take remedial courses.

1. Determine relevant information pertaining to skills, passions, and principles that can effectively address the demands of both professional and personal life.

2. Establish specific objectives.

3. Formulate a strategic plan to achieve the established goals. Effective career planning should be customized to align with individual development preferences. High school students exhibit a tentative, stable, and directed nature.

According to Conley (2010), career readiness encompasses the following elements:

1. Self understanding,

2. Exploration,

3. Decision-making,

4. Goal development,

5. Education and vocational training.

Aspects of Career Readiness

1. Adaptability and flexibility.

Students can solve problems and correct mistakes independently. Additionally, students are motivated to make career decisions and receive feedback on them.

2. Initiative and self-direction.

Students must set benchmarks to achieve goals. Measurable goals require students to set goals that are within their capabilities. Setting challenging goals that require students to do

their best but not exceed their abilities is important. Realistic goals require students to work towards achieving them. Students set a timeframe for achieving the goal.

3. Intercultural and social skills.

Students should communicate well with collaborators and peers. Students work well individually and in groups. Students can think openly by accepting different ideas and values and considering the ethnic, social and cultural interests of others.

4. Efficiency and responsibility.

Students should work ethically and positively. She can organize time and projects, perform each tasks, participate actively, complete tasks on time, be professional, work well with teams, respect team members, and accept responsibilities.

5. Leadership and accountability.

Motivating an organization or team member to a goal is part of this skill. Ability to solve team and organization problems and inspire others to perform well

Effective career planning for secondary school students involves the provision of comprehensive resources and guidance from a knowledgeable and supportive mentor or counselor and the execution is based on their potential and talents. An instance of such a resolution was implemented utilizing the STIFIn examination, which sought to delineate students' intellectual capabilities based on the operational framework of the human brain.

Correlation between Resilience and Career Readiness Adolescents are more inclined to be concerned about the future and stressed out by academic stress at school. Career readiness theory says that a person's career development is affected by their ability to interact with their environment. It encourages individuals to consequently imagine and establish lives with useful roles and purposes. Being resilient means that a person can deal with a child's fear concerning what they will do for a living in the future. Pouyaud, Vignoli, Dosnon, and Lallemand's (2012) research found that career readiness was negatively related to fear of failing in a person's academic or professional career and positively related to school motivation. This indicates that adolescents who are more resilient are better able to adapt to changes in their careers by making decisions, planning, exploring, or having more self-confidence.

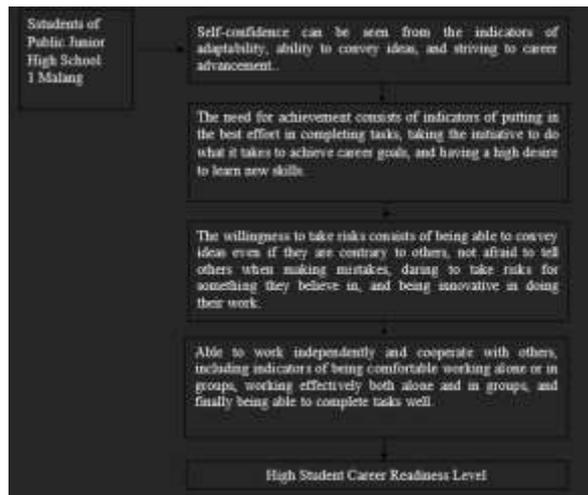


Figure 1. Thinking Framework

Hypothesis

There is a significant correlation between resilience and career readiness in students of SMA Negeri 1 Malang. As the level of resilience increases, so does the student's career readiness.

Method

This study employed a quantitative research methodology, which focused on analyzing numerical data obtained through measurement procedures and processed using statistical analysis techniques. The research methodology employed was correlational research. A correlational study was conducted to determine the magnitude and direction of the relationship between the two variables. Correlational analysis researchers gathered information about the interrelationship that occurred. The variable under research in this case was the correlation between resilience and career readiness.

Variables and research instruments

This research considers resilience as an independent variable (X) that characterizes a dependent variable (Y). Resilience refers to the capacity to endure and recover from traumatic experiences and challenging circumstances. On the other hand, resilience can also mean being ready to "rise back" or recover from academic stress.

The measuring tool or instrument that will be used for resilience will be measured using the Adolescent Career Resilience Scale (ACRS) presented by (Afiati, E., Faturoman, N., & Mohamad, S. (2022). There were 46 items containing 22 favorable items and 24 unfavorable

items that measured academic resilience in adolescents with a Cronbach alpha reliability index value of 0.781. Each item on this scale reflects an indicator of resilience, i.e., believing in one's own abilities. alone (8 items), the need for achievement (16 items), and being able to work independently and cooperate with others (6 items) for the resilience scale with the example item 'Difficulty to do things that have never been done' which was measured with 5 likert scales from 1 (never) to 5 (very often). The scoring in this instrument is based on standard deviations. A standard deviation below 0.07 is considered non-resilient, while a standard deviation above 0.07 is considered resilient.

The bound variable (Y) in this study is career readiness, which is when a student is college-ready and career-ready to and can successfully qualify for and succeed in entry-level college courses that result in credits leading to a baccalaureate or certificate, or a career pathway-oriented training program without the need for remedial or developmental courses. The variable of career readiness will be measured by the Student Career Readiness Index (SCR) developed by (Dodd, V., Hanson, J., & Hooley, T. (2022) contains 9 items consisting of 5 aspects, namely self-understanding (2 items), exploration (2 items), decision-making (3 items), developing goals (2 items), programming education and training. (1 item) with the example item 'I can get info on the amount of income from various kinds of jobs' which is measured by a likert scale from 0 (I don't know) to 5 (strongly agree). This scale has a Cronbach alpha reliability index value of 0.815. The scoring of this instrument category is divided into three, namely low, medium, and high. The score of 0-15 is in the low category, the score is 16-30 in the medium category, and the score is 31-45 in the high category.

Research subject

The participants in this study consisted of adolescents in the middle age range of 15 to 19 years old, specifically high school students in grade 12 at SMA Negeri 1 Malang.

Table 1. Demographic Data of Research Respondents

Respondent Data	Quantity	Percentage
Age		
16-17	145	81,46%
18-19	33	18,54%
Total	178	100%
Gender		
Male	58	32,58%
Female	120	67,42%
Total	178	100%
Majors		
Cultural and Language Sciences (IBB)	26	14,61%
Social Sciences (IIS)	27	15,17%
Natural Sciences (MIPA)	125	70,22%
Total	178	100%
Class		
XII	178	100%

Results

Descriptive Results

Table 2 Descriptive Statistics

	Mean	Std. Deviation	N
Resilience	153.77	12.153	178
Career readiness	33.00	5.870	178

Resilience has an average value of 153.77 along with a standard deviation value of 12.153 and in the career readiness variable obtained an average score of 33.02 along with a standard deviation value of 5.870.

The resilience variable has a mean value of 153.77 and a standard deviation of 12.153. The career readiness variable has an average score of 33.02 and a standard deviation of 5.870. The normality test conducted using SPSS revealed that the data in this study followed a normal distribution. This was indicated by the resilience variables, which had a value of 0.200 ($p > 0.05$), and the career readiness variable, which had a value of 0.009 ($p > 0.05$). In the Pearson correlation test, it was found that there was a significant relationship between the resilience variable and career readiness. This was supported by the linearity test score of 0.876 ($p > 0.05$).

Resilience has an average value of 153.77 along with a standard deviation value of 12.153 and in the career readiness variable obtained an average score of 33.02 along with a standard deviation value of 5.870.

The normality test conducted using SPSS obtained the result that the data in this study had been distributed normally, this was explained by both the resilience variable of 0.200 (p

> 0.05) and the career readiness variable of 0.009 ($p > 0.05$). Meanwhile, in the test Pearson correlation was obtained that there was a significant relationship between the resilience variable and career readiness as evidenced by the results of the linearity test score of 0.876 ($P > 0.05$).

Table 3 Classification Results of Resilience Scale

Category	Frequency	Presented
Not Resilient	58	32,96%
Resilient	120	67,04%
Total	178	100%

Table 4. Categorizations Result

Category	Frequency	Percentage
Low	1	0,56%
Medium	51	28,65%
High	126	70,79%
Total	178	100%

Based on the categorization of the career readiness scale of SMA Negeri 1 Malang students who have high career readiness of 126 people, students who have medium career readiness of 51 people, and students who have low career readiness of 1 person. This shows that the percentage of the largest number is in the high category and can be interpreted that the majority of research subjects have high career readiness.

Based on the results of the analysis using the Pearson correlation test, there is a $P < 0.001$, which shows a significant relationship between resilience and career readiness. There is $r = 0.543$ indicating a positive relationship between resilience and career readiness. This positive relationship means that the higher the resilience, the higher the career readiness. Conversely, the lower the resilience, the lower the career readiness.

3. DISCUSSION

The purpose of this study is to prove the hypothesis that there is a correlation between resilience and career readiness in adolescents at the SMA Negeri 1 Malang. After the study, it can be seen that there is a positive correlation between the level of resilience and the career readiness of grade XII students of SMA Negeri 1 Malang. The students who participated in this study were 178 students. The results of the study showed that 120 students of SMA Negeri 1 Malang had a resilient attitude while 58 students of SMA Negeri 1 Malang still

showed an inflexible attitude towards academic pressure. The attitude of inelasticity is shown by not having confidence in their abilities, difficulty in conveying their ideas and ideas when doing individual and group tasks, lack of initiative in making decisions when doing group tasks, and still not being independent enough and working effectively in completing individual and group tasks.

Students who have a resilient attitude are shown by believing in their own abilities in carrying out the tasks they are carrying, daring to express ideas and ideas even though the ideas are different or contrary to the opinions of their peers, always taking advantage of every opportunity to improve their skills, doing individual and group tasks effectively and striving to achieve maximum results. When faced with a difficult situation, students have the courage to make decisions and take the initiative to find a way out of the situation.

Adolescents who are not yet resilient are caused by several factors, namely not having a self-defense mechanism when facing stressful situations, lacking emotional and instrumental support from their immediate environment. Emotional support is when adolescents do not get a good response and empathy from their immediate environment. Meanwhile, instrumental support in the form of a lack of supporting facilities to solve the pressure is in the form of cost constraints for the needs of academic assignments.

Based on the results of the study, it was shown that there were 1 student who had a low level of career readiness, 51 students who had a medium level of career readiness, and 126 students who had a high level of career readiness. This shows that there is a significant relationship between the variables of resilience and career readiness. The higher the level of resilience, the higher the career readiness that students have. And the lower the level of resilience, the less ready students are in career readiness.

Adolescent career readiness is shown by students searching for information according to their needs, goals to be pursued and talents they have. Students can identify goals and what efforts will be made to achieve the goal. Students can get to know their shortcomings and strengths. Students develop themselves to optimize their strengths and talents and overcome their shortcomings. Students are persistent in any situation to achieve their dreams and goals. Students utilize containers and organizations to develop their skills. When faced with a frustrating situation, students stick to continuing their studies.

Conclusions And Implications

After analyzing and discussing the results of the research that has been carried out, it can be concluded that there is a correlation between resilience and career readiness in SMA Negeri 1 Malang students. The correlation test result was 0.548 ($p > 0.01$) which means that resilience and career readiness have a significant correlation. The higher the resilience, the higher the career readiness. Conversely, the lower the resilience, the lower the student's career readiness. The implication of this study is that it is hoped that students who have high resilience can plan a career that suits their talents, interests, and goals to be achieved. For students who are still not resilient, they are expected to be able to develop themselves, establish interpersonal relationships more effectively, and seek support systems. This research is also expected to help educators and parents to provide emotional and instrumental support to improve the quality of students.

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