The Moderation Effect of Academic Resilience Self-Regulation and Career Adaptability in Students

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The aim is to determine the influence of Academic Resilience on students' Career Adaptability and Self-Regulation. Students are in the career adaptability category, namely 19.2% high, 64.4% medium, and 15.8% low. This fact shows that there is a gap. Mixed Methods research method. University subjects and student objects totaled 250 people. Data collection techniques using instruments and interviews. The analysis technique uses SPSS 26 and interview analysis with coding, reduction, and conclusions. Results and findings, on Academic Resilience 70% strongly agree. Career Adaptation: 19.20% strongly agree, 18% agree and 31% quite agree with overcoming trauma and having self-confidence. High levels of self-regulation show students' ability to develop and carry out tasks. Self-Regulation 19.60% strongly agree, 18% agree, and 27% quite agree on the ability to develop, carry out, and evaluate tasks and responsibilities. The variable academic resilience (Y) influences career adaptability (X_1) and self-regulation (X_2), and career adaptability (X_1) and self-regulation (X_2) have a strong relationship and both variables are influenced by academic resilience.

Keywords: the influence of academic resilience, career adaptability, self-regulation

INTRODUCTION

A career is an important thing in a student's life. A person's career development is very continuous, starting from choosing a high school major, continuing when choosing a major in college, to choosing the field of work he is asked for (Al-Mamary & Alraja, 2022; Perry et al., 2022). Pearce et al., (2020) in research on developmental stages throughout the life span, it is conveyed that the process of thinking about careers begins when individuals enter the transitional age from adolescence to early adulthood (emerging adulthood). The developmental task that needs to be completed at this transitional age is to explore the career path you want to take so that it becomes your chosen self-identity and lifestyle (Boyce et al., 2020). In an effort to fulfil these developmental tasks, individuals are very likely to face various challenges (Tohidast et al., 2020). It takes a readiness to deal with various situations and changes in the world of work.

This readiness is known as career adaptability (Rasheed et al., 2020). Career adaptability is manifested in various activities related to planning, demonstrating effective work performance in various situations, and seeking various kinds of challenges (Lee et al., 2021). Someone who has good career adaptability is concerned, controlling, curious, and confident in his career (Storme et al., 2020)

Career adaptability should have been prepared early on, especially for students to fulfil the developmental tasks of early adulthood who are transitioning from college to the world of work (Xu et al., 2020). In fact, many students do not have good career adaptability (Haenggli & Hirschi, 2020). In research Ramdhani et al., (2019) 65 students at a university in Bandung, and in general the adaptability of student careers is in the moderate category. Students already have concerns for their careers but are still confused about the education they are currently undertaking and have not fully thought about their future careers. In addition to caring, students already have control over their careers, but sometimes they lack responsibility and confidence in the behavior they are carrying out, so they are often careless in controlling their careers. These students also have career curiosity but are not yet active in finding information and job opportunities from their scientific fields. They are still lazy to develop themselves by participating in campus and off-campus organizational activities. Students also have career confidence, but there are still many doubts about graduation time, whether to get a job, and whether they have the competencies required by the world of work. The description of the results of this study indicates that students still do not show behavior that reflects the four dimensions of career adaptability, so it is recommended that student adaptability be increased.

Inside facts Nurlistiani (2019) got the result that based on the career adaptability categorization of 145 students, 28 students (19.2%) were included in the high career adaptability category. Meanwhile, 94 students (64.4%) were in the moderate career adaptability category, and 23 students (15.8%) were in the low career adaptability category. These results indicate that there are still students who have low career adaptability because the dimensions of student career adaptability are also low; namely the concern dimension, there are 38 students (26.2%); on the control dimension, there are 29 students (20%); while the curiosity dimension was 34 students (23.4%); and on the confidence dimension as many as 29 students (20%). From these data, it can be seen that the dimensions of concern and curiosity are the two lowest dimensions. Even though the concern dimension is the first dimension to initiate the realization of career adaptability. The low concern dimension indicates that student concern for careers is still low. Furthermore, the curiosity dimension, dimension is needed to direct students to find as complete information as possible about their careers. If student curiosity is low, it can be said that the student's desire to seek information about careers is also low.

Students who have low career adaptability or have an imbalance in the four dimensions have adverse effects such as indifference to personal careers, easily discouraged and feeling unprepared to face the future, unrealistic and negative self-image, confusion and impulsiveness towards careers, lack of confidence so that work performance decreases (Ocampo et al., 2020). In research Ebenehi et al., (2016) The results show that there are 4 predictor variables for the emergence of student career adaptability: sources of career self-efficacy, personal goal orientation, career future concerns, and views of social support (perceived social support respectively). While the results of research conducted by Gregor et al., (2021) states that career adaptability can be predicted from 4 predictors of perception of barriers (perception of barriers), persistence (grit), ability to face obstacles (coping with barriers), and personal growth initiatives (personal growth initiatives). According to Silmi, (2020) someone who has good career adaptability has concern, control, curiosity, and belief in a career. When viewed from the aspect of control, it can be directed to a psychological construction called self-regulation. Based on research conducted by Silma there is a relationship between self-regulation and career adaptability of lecturers, but there has been no research related to the relationship between self-regulation and career adaptability in students. For this reason, researchers want to find out more about the relationship between self-regulation and career adaptability in college students. Previous research stated that self-regulation is related to academic resilience (Kumi-Yeboah, 2020). In this research, it is known that aspects of self-regulation have a significant relationship with aspects of academic resilience. While the results of research by Siron et al., (2021) states that self-regulation in learning can predict student academic resilience.

Based on the explanation regarding the link between self-regulation and academic resilience, the researcher wants to include academic resilience as a mediator in the relationship between self-regulation and student career adaptability. Researchers have a hypothesis that the existence of academic resilience increases the relationship between self-regulation and career adaptability. The aim is to find out the description of academic resilience, career adaptability, and student self-regulation, the relationship between self-regulation and student career adaptability, and whether academic resilience can be a moderator of the relationship between self-regulation and student career adaptability.

METHODOLOGY

The method in this research is Mixed Methods (Strijker et al., 2020). This study combined the survey data results using instruments and interview data (Biwer et al., 2020). This study aimed to see the moderating effect of academic resilience on the relationship between self-regulation and student career commitment. In this study, academic regulation is the independent variable, career commitment is the dependent variable, and academic resilience is the moderator variable. The research was carried out in March-June 2023. The object of this research was carried out on students and the subjects in the research were tertiary institutions. The number of samples in this study was 250 students.

FIGURE 1
RESEARCH VARIABLES
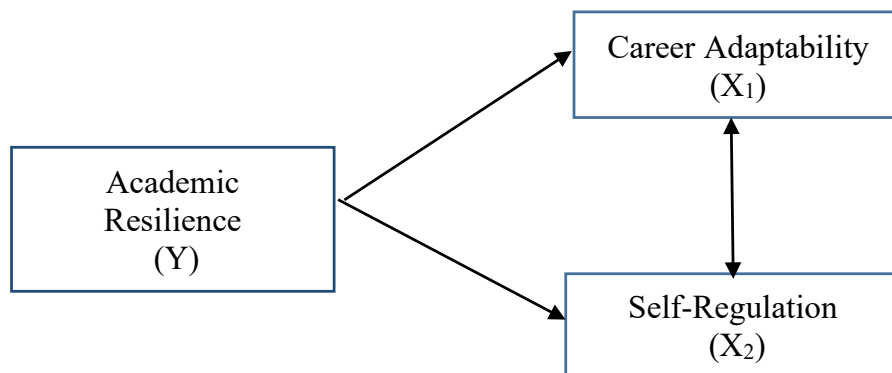
The academic resilience variable is the capacity to overcome chronic difficulties which are seen as the main threat to educational development (Nasir et al., 2021). A student is said to have academic resilience if he shows persistence, namely the student can show a positive behavioral response in dealing with academic difficulties; reflecting and adaptive help-seeking is a student's cognitive response in dealing with academic difficulties; and negative affect and emotional response, namely the emotional response of students who are adaptive in dealing with academic difficulties. The higher the total score obtained by students, the higher the student's academic resilience; conversely, the lower the student's academic resilience, the lower the student's academic resilience (De Feyter et al., 2020). Career adaptability can be summed up as individuals with significant and more psychosocially sourced competencies enabling them to adapt and successfully deal with tasks, transitions, and trauma in their careers (Lee et al., 2021). A student is said to have career adaptability if he has a career concern, namely the student's belief in achieving his goals; career control that students show responsibility for building a personal career; career curiosity is the curiosity of students that drives them to seek career information of interest; Career confidence is a student's self-confidence that helps him make career decisions (Ocampo et al., 2020). The higher the total score obtained by students is an indication of the higher the adaptability of student careers; conversely, the lower the total score obtained by students, the lower the career adaptability of students. Self-regulation is the ability to develop, implement and flexibly maintain planned behavior to achieve one's goals (Tolentino et al., 2019). A person is said to

have self-regulation if he receives relevant information, evaluates the information and compares it with the norm, triggers changes, seeks options, formulates plans, implements plans, and assesses the effectiveness of plans (Reisoğlu et al., 2020). The higher the total score obtained by students is an indication of higher self-regulation; conversely, the lower the total score obtained by students, the lower the self-regulation (Wong et al., 2021).

Data collection technique. The research begins with a literature study on career commitment, academic resilience, and self-regulation. Then, the research instrument used in this study. Then the instrument is distributed to respondents via the Google Form link. After the results of the survey data were obtained, the research continued interviewing informants; the number of informants interviewed was 20 students. Data from survey results and data from interviews were collected and analyzed. The measurement tool for this research is a questionnaire that aims to collect data. This questionnaire was prepared based on the Likert Scale model in the form of a closed statement with 5 possible answers: Strongly Agree, Agree, Disagree, Disagree, and Strongly Disagree (Kusmaryono et al., 2022). In this study, researchers used 3 scales to collect data related to the variables studied. The two scales are the Career Adapt-Abilities Scale (CAAS), The Academic Resilience Scale (ARS-30), and The Self-Regulation Questionnaire (SQR) (Yang & Chen, 2020). This scale consists of 24 statement items made following a Likert Scale with 5 answer choices, namely Strongly Agree, Agree, Disagree, Disagree, and Strongly Disagree. If the total respondent's answers are ≤ 48, then it is included in the low category. If the total respondent's answers are between 49-96 then it is included in the medium category. If the total respondent's answer is ≥ 97, it is included in the high category. *The Academic Resilience Scale* (ARS-30) (Shermock et al., 2002). The second scale in this study is The Academic Resilience Scale (ARS-30). The ARS-30 Scale is an adaptation of The Academic Resilience Scale-30 (ARS-30) conducted by (Dewi Kumalasari et al., 2020). The ARS-30 scale consists of 24-item statements comprising 3 dimensions of academic resilience. 10 items from the persistence dimension, 8 from the reflecting and adaptive help-seeking dimension, and 6 from the negative affect and emotional response dimension. The ARS-30 scale was made following a Likert Scale with 6 answer choices: Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, and Strongly Agree. On this scale, a person is said to have academic resilience in the high category if the total respondent's answers are ≤ 54, then he is included in the low category. If the total respondent's answers are between 55-114 then it is included in the medium category. If the total respondent's answers are ≥ 115, it is included in the high category (Ramezanpour et al., 2019). The Self-Regulation Questionnaire (SQR). The third scale is The Self-Regulation Questionnaire (SQR). Based on the scale reliability test, it is known that the total SQR score ($r = 0.94$, p <0.0001), this value means that SQR has a reliable score. While the Cronbach Alpha value is 0.91, this can be interpreted that SQR has high reliability. This scale consists of 63 statement items made following the Likert Scale model with 5 answer choices, namely Strongly Agree, Agree, Disagree, Disagree, and Strongly Disagree. Scale items consist of favorable and unfavorable items. The lowest total score obtained by respondents was 63, and the highest total score obtained by respondents was 315.

Data analysis technique. The data analysis technique used in this study is SPSS 26 analysis with statistical data processing. The data obtained in the survey is analysed for each indicator and forms a bar chart. The data results from each indicator are analysed to see the impact of each variable. The results of the survey data analysis became the basis for conducting interviews with informants. The data obtained from the sources were analysed in stages, collecting data. Interview data were collected from all sources and written back for reduction. The second stage is reducing data, the data that has been collected is reduced one by one. Data that do not intersect with each other is discarded and related data are collected and performed in the form of coding tables. The final stage is to draw conclusions from the data from the coding results and interpret them in the form of sentences. The conclusions from the interview data are aligned with the survey data. The final results are the intersecting data between the results of survey data analysis and interview data.

ANALYSIS AND RESULTS

Based on the results of the analysis of data obtained by this research from students through surveys and interviews conducted with resource persons, it was found that academic resilience influences career adaptability and is directly related to self-regulation. The following are the results found in this research which were formed in bar charts, SPSS analysis, and coding tables resulting from interviews with informants:

FIGURE 2
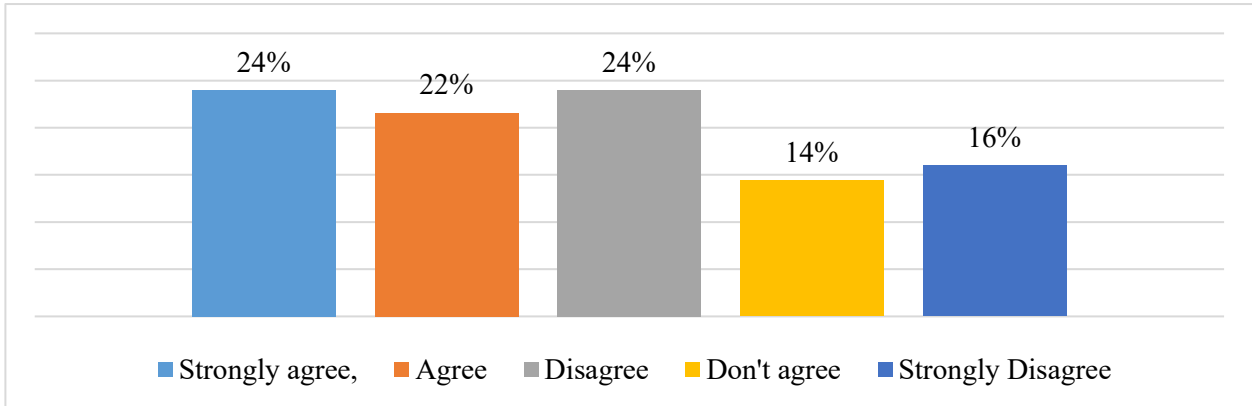**INDICATOR RESULTS FOR ACADEMIC RESILIENCE**
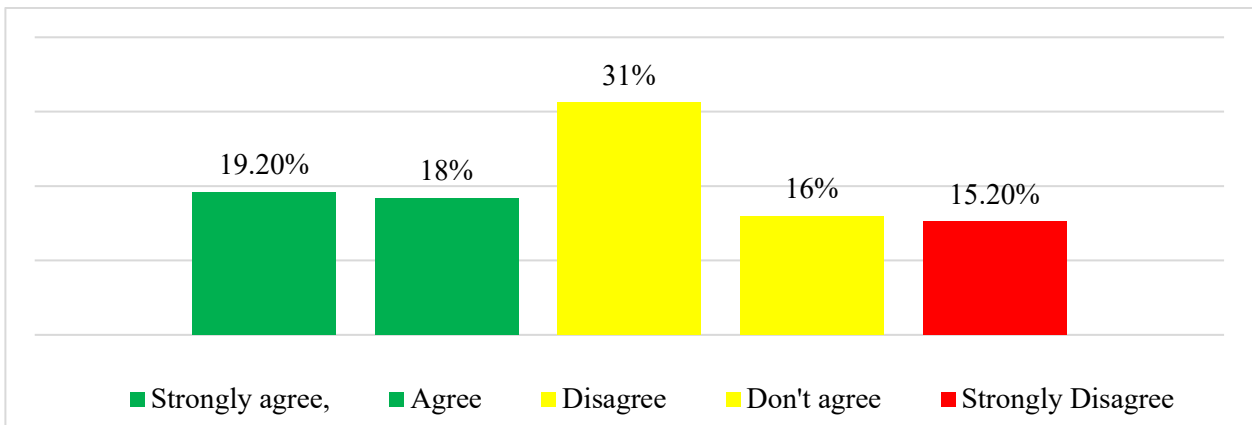

FIGURE 3
CAREER ADAPTABILITY INDICATOR RESULTS

FIGURE 4
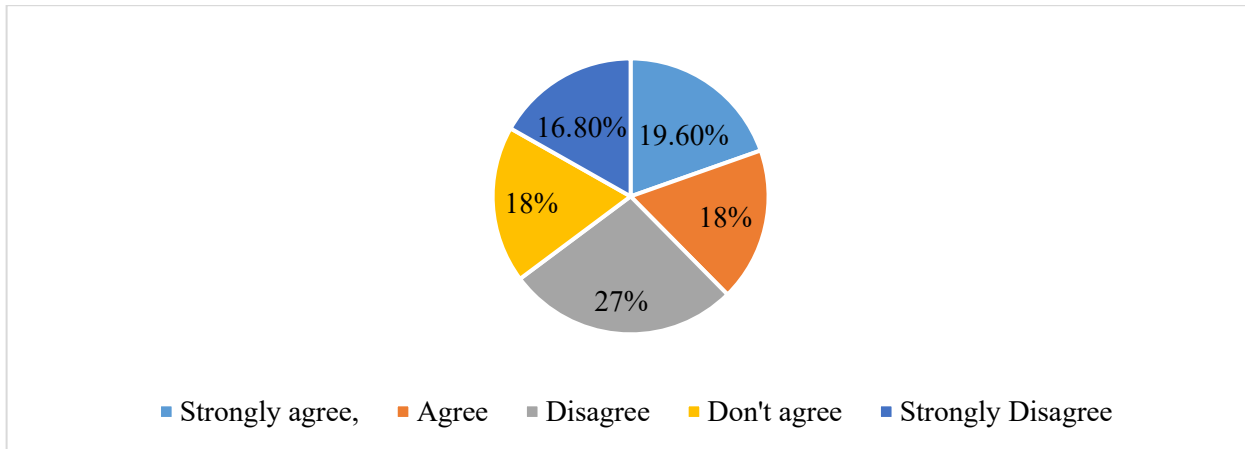**RESULTS OF SELF-REGULATION INDICATORS**

Pie chart showing: 16.80%, 19.60%, 18%, 18%, 27%

■ Strongly agree,   ■ Agree   ■ Disagree   ■ Don't agree   ■ Strongly Disagree

TABLE 1
RESULTS OF ANOVA DATA ANALYSIS

	Model	Sum of Squares	df	Mean Square	F	Sig.
			ANOVA[a]			
1	Regression	330.948	2	165.474	1.828	.354[b]
	Residual	181.052	2	90.526		
	Total	512.000	4			

a. Dependent Variable: Resiliensi Akademik

b. Predictors: (Constant), Regulasi Diri, Adaptabilitas Karier

TABLE 2
ANALYSIS RESULTS BASED ON COEFFICIENTS

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	76.347	53.195		1.435	.288
	Adaptabilitas Karier	2.209	1.772	3.161	1.247	.339
	Regulasi Diri	-2.736	2.766	-2.508	-.989	.427

a. Dependent Variable: Resiliensi Akademik

TABLE 3
INTERVIEW CODING RESULTS

Number	Indicator	Reduction Result	Interpretation Results
1	Academic Resilience	Finding obstacles, difficulties in the threat of educational development, students show positive behavior and students can overcome cognitive problems	The higher the student resilience, the higher the score given and the positive impact on the development of student education.
2	Career Adaptability	Some successfully overcome assignments, transitions, and traumas in their careers. Students have enough confidence; students are responsible and have curiosity.	The high interest of students in completing assignments and having enough confidence and a high sense of trust means that students have better careers.
3	Self-Regulation	Students are able to develop, apply and evaluate	The higher the ability to develop, implement and evaluate tasks and work, the self-regulation looks high and good.

DISCUSSION

The description of student academic resilience can be seen from the survey results and interview results. In Figure 2 the results of the analysis show that there are 24% who strongly agree with resilience and show the ability to find weaknesses and where difficulties are. Students more than Fifty percent show positive behaviour in cognitive. This finding aligns with the theory that students can find the location of their obstacles and difficulties (Das et al., 2020). Figure 2 shows that there are 22% and 24% agree and quite agree. Even so, there were 14% and 16% of students who disagreed and strongly disagreed. The description of the self-regulation variable can be seen from the results of the analysis that have been interpreted in Figure 4 and Table 3. Based on Figure 3, it can be seen that 19% and 18% of students strongly agree and agree. Even so, the data also shows that 18% and 16.80% disagree and strongly disagree. This must be corrected by paying attention to the concept of self-regulation. The description for the career adaptability variable can be seen from the survey in figure 3, there are 19.20% strongly agree and 18% agree. Students can complete assignments, have enough confidence and are responsible for completing assignments. Nonetheless, the survey shows that 16% and 15.20% disagree and strongly disagree. This finding is in line with previous findings that the ability of students to do assignments has increased (Hussein et al., 2020).

From the results found from the survey through analysis results and intersecting with the interview results, it was found that there is a relationship between career adaptability and self-regulation. The self-regulation variable and career adaptability variable simultaneously affect students' academic resilience. Adaptability possessed by students can be used to overcome student academic resilience. The ability of students to adapt to complete assignments. The ability of students to find obstacles and know the location of difficulties impacts students' knowledge and skills in completing their assignments and responsibilities and the more skilled students are in completing their tasks and responsibilities affecting careers and student self-regulation. From Figure 2 it can be seen that 24% strongly agree, 22% agree and 24% quite agree with students' Academic Resilience. In total, there are 70% can find obstacles and difficulties in education. This finding has a positive impact on the development of student education. From Figure 3 it can be seen that 19.20% strongly agreed, 18% agreed and 31% quite agreed by completing assignments overcoming a sense of trauma and having high enough confidence in student education. These findings affect academic resilience; with students' ability to complete assignments and be able to overcome problems with high confidence, students can find the location of obstacles and know the location of difficulties that pose a threat to student education and careers. The ability of students to complete assignments has a positive impact on students' abilities to develop and carry out implementation (Suryaman et al., 2020).

Based on Figure 4 it can be seen that students have high self-regulation. This can be seen from the scores of student answers in the survey, where 19.60% strongly agreed. 18% agreed and 27% quite agreed with their ability to develop, implement and evaluate duties and responsibilities. The high scores given by students in self-regulation indicate that there is a close relationship between self-regulation and career adaptability. Career adaptability and self-regulation are influenced by students' ability to find problems and the ability to find difficulties. Based on the results of the analysis in Tables 1 and 2, it can be seen that the academic resilience variable (Y) influences career adaptability (X_1) and self-regulation (X_2). This finding is confirmed by the data from coding interviews, it was found that career adaptability (X_1) and self-regulation (X_2) have a mutually strong relationship, and both variables are influenced by academic resilience. Table 3 shows the results of the interpretation that the high ability of students to know the obstacles and the location of difficulties has a positive impact on academic progress and students' skills in education. This high ability affects students' interest in completing tasks and having enough confidence and high trust so students have a better career. A high ability to find difficulties also positively impacts the ability to develop, implement and evaluate student assignments and work. Good academic ability affects the ability to evaluate, develop, and know the location of obstacles and difficulties (Mota et al., 2020).

CONCLUSION

The conclusion from the results found that there is a relationship between career adaptability and self-regulation. The self-regulation variable and career adaptability variable simultaneously affect students' academic resilience. Adaptability possessed by students can be used to overcome student academic resilience. The ability of students to adapt in completing assignments. Students can find the location of obstacles and know the location of difficulties. With this, student ability impacts student academics in completing their assignments and responsibilities. The high score of the students reached 70% if the total agreed, agreed, and quite agreed in finding problems and overcoming difficulties. This affects students' ability to overcome trauma and have high enough confidence. There were 19.20% strongly agree, 18% agree and 31% quite agree with overcoming trauma and having faith. At high self-regulation, students can be seen in their ability to develop and implement tasks that students have done. The score given is 19.60% strongly agree. 18% agreed and 27% quite agreed with their ability to develop, implement and evaluate duties and responsibilities. The answers of the informants intersect with the results of the analysis that the variable academic resilience (Y) influences career adaptability (X_1) and self-regulation (X_2) and career adaptability (X_1) and self-regulation (X_2) have a mutually strong relationship and both variables are influenced by resilience. Academic.

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