

The Relationship Between Self-Efficacy and Hardiness on Career Adaptability Among Eleventh-Grade Students at Muhammadiyah Vocational High School Ciledug, Cirebon

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ABSTRACT. This study aims to determine the relationship between self-efficacy and hardiness on career adaptability of grade XI students of SMK Muhammadiyah Ciledug, Cirebon. This study used a quantitative approach with a correlational design. The sample of 121 students was obtained through proportionate random sampling technique from a population of 173 students. Data collection was conducted through interviews, surveys, and validated psychological scales. Data analysis used normality test, descriptive analysis, and Pearson correlation with the help of SPSS version 26. The results showed that the level of self-efficacy, hardiness, and career adaptability of students was in the moderate category. The correlation test results show that there is a very strong relationship between self-efficacy and career adaptability ($p = 0.909$), as well as a moderate relationship between hardiness and career adaptability ($p = 0.051$). The conclusion of this study is that self-efficacy and hardiness contribute to students' career adaptability, with self-efficacy having a stronger influence. Therefore, it is important to strengthen these two factors through appropriate guidance and counseling services to prepare students for the world of work.

Keywords: Self-efficacy, Hardiness, Career Adaptability, Vocational Students, Guidance and Counseling

INTRODUCTION

The industrial revolution has an impact on human development. These developments have not only changed the way humans carry out their daily activities, but also shifted patterns of social interaction, ways of communicating, and changing mindsets in the face of new challenges that require individuals to be able to adapt to ongoing changes (Riyadi, 2024). These demands are in the form of mastery of new skills, the ability to build relationships well, adapt quickly to change, have the drive to create new things, show high curiosity, and be able to make decisions wisely (Arianti et al., 2023). The ability to quickly adapt to changes in the workplace is one of the abilities that everyone must have.

The ability of individuals to adapt and deal with changes during the transition period in the world of work is known as career adaptability (Arianti et al., 2023). Career adaptability is the ability of individuals to prepare for various work tasks that can be predicted or not, as well as their involvement in carrying out roles and solving challenges in the world of work (Savickas & Porfeli, 2012). Currently, the world of education is the base of a career where individuals must prepare themselves according to their ability to achieve the career they want (Angela & Gunawan, 2021). Making thorough preparation for a career is one way to increase a person's success when they transition from the classroom to the workplace, namely studying at a formal school that focuses on skill development, namely Vocational High School (SMK).

Vocational High School (SMK) is a formal educational institution that aims to equip students with the skills needed to achieve success in a certain sector (Suksmo & Royanto, 2017). Vocational schools are expected by the government to be a solution to overcome unemployment, because vocational schools are designed as a place to train students to become skilled workers according to their fields (Muslim et al., 2017). To train students to become a skilled workforce can be supported through Field Work Practices that can prepare them to fit into the world of work and equip them with useful skills for future careers (Zhafira & Indiati, 2022). This shows that various efforts are made to increase the work readiness of vocational school students so that they are able to adapt to the world of work after completing their education.

Determining the career of good vocational school students in the future can be helped by providing students with an understanding of career adaptability. Career adaptability in vocational school students can help them better cope with the transition from education to work. Vocational school students are often faced with challenges such as choosing the right job, facing competition in the world of work and adjusting to the demands of the job (Harsantik et al., 2025). By having good career adaptability, vocational school students will be better prepared to face these challenges and be able to make the right career decisions and tend to be able to think more critically in evaluating career opportunities.

However, this is not in accordance with the phenomenon that occurs in the field, as many as 30 students show low career adaptability which includes four main dimensions, namely concern, control, curiosity, and confidence. In the concern dimension, some students seem to have no plans after graduation or do not show interest in planning a career. In the control dimension, students tend to be less responsible for the choices they make. Meanwhile, in the curiosity dimension, there are still students who are reluctant to seek information about the world of work. Finally, on the confidence dimension, it was found that as many as 18 out of 30 students or around 60% of students who had low career adaptability showed a lack of self-confidence in facing challenges and tasks in the work environment. They feel doubtful about their own abilities, are reluctant to take the initiative, and lack confidence when given responsibilities during street vendors.

The researcher also conducted structured interviews with grade XI students of SMK Muhammadiyah Ciledug, Cirebon totaling ten students, where seven students who experienced low career adaptability were related to the weak dimension *of strength* in their self-efficacy which was shown through a lack of confidence in their ability to face the challenges of the world of work, complete tasks independently, as well as hesitation, and lack of confidence when in the work environment. Furthermore, there were three students who showed high self-efficacy. This can be seen from the existence of students who show a strong commitment to the tasks given, have control over the choices and actions taken, and consider challenges as opportunities to learn and develop, which is a dimension of *hardiness* such as *control*, *commitment*, and *challenge*.

Then, is career adaptability important for vocational school students? Career adaptability is important for students because it can prepare students to face the world of work so that students are able to adjust and overcome various types of job roles or careers that they will later undertake. In addition, it also helps students in recognizing the career potential in themselves in the hope that they can be skilled in understanding their own career development skills (Ismuniar, 2023). If students lack career adaptability in themselves, it will have an impact on their personalities which tend to be insensitive, difficult to make decisions, think not according to reality, and often delay efforts in achieving their career goals (Rosidah, 2022).

Therefore, there are factors that affect career adaptability, namely self-efficacy. This is supported by opinions (Savickas & Porfeli, 2012) According to the theory of career construction, self-confidence is a measure of a person's sense of self-efficacy in carrying out the tasks needed to choose and carry out the best study programs and jobs. Self-efficacy plays a role in the career adaptability of vocational school students to help foster students' self-confidence that they are able

to face various challenges related to career preparation. Self-efficacy positively affects the career adaptability of vocational students and can simultaneously reduce their fear of failure (Ihtifazhuddan et al., 2024).

In addition, other factors that affect career adaptability are *hardiness*. *Hardiness* is the belief that individuals have in the form of the courage to turn the pressure they face into an opportunity to grow (Hadi et al., 2024). *Hardiness* that individuals have can help them adapt, so that they do not give up easily and can help individuals in making decisions when under pressure that can affect an event in their life (Shawn & Shawn, 2022). This is strengthened by research (Febrianingrum & Wibowo, 2021) About "*Hardiness* and Career Adaptability of Vocational School Students" explained that having a high level of hardiness can help students in achieving the expected career adaptability.

In the realm of guidance and counseling, strengthening students' character and personal resilience is an important part of development. *Hardiness* As mental toughness helps students stay stable and motivated when facing pressure, while self-efficacy is a belief in self-ability that encourages students to be stronger in the face of adversity and continue to develop (Tindaon & Rusmawati, 2018). Based on the explanation that has been described, The purpose of this study is to determine the relationship between self-efficacy and hardiness to the career adaptability of vocational school students to be used as the basis for the preparation of career guidance intervention programs such as classical guidance, group counseling, or individual counseling.

LITERATURE REVIEW

Self-Efficacy

Self-efficacy is an individual's belief in his or her ability to manage and carry out desired tasks and actions in order to achieve optimal results (Bandura, 1977). According to Bandura, self-efficacy is related to a person's belief in his ability to learn or perform actions at a certain level. Self-efficacy can develop through personal experience of achievements, from observations of others' successes, verbally given encouragement or belief, and psychological and emotional conditions experienced (Astuti & Gunawan, 2016). The level of self-efficacy possessed by each individual varies, this depends on how much confidence and ability they have. Individuals who have high self-efficacy tend to succeed in their learning activities and are able to complete academic tasks well. On the other hand, if the individual's self-efficacy is low, it will be easier to give up when facing various problems (Somawati, 2018).

Hardiness

Hardiness is a set of personality characteristics that act as self-resilience when facing various stressful situations or conditions (Kobasa, 1979). *Hardiness* is a personality characteristic that serves to protect individuals from the negative impact caused by stress (Mulyati & Eryani, 2022). *Hardiness* will strengthen the optimism of the future that individuals have (Zahid & Antika, 2022). Individuals who have *hardiness* demonstrate readiness to engage in challenging academic tasks, commitment to academic activities, and have control over the achievements and outcomes of their performance (Zwagery & Leza, 2021). In addition, mastery of experience is one of the factors that affect *hardiness*, and this arises when individuals explore their ability to deal with problems (Eunike et al., 2019).

Career Adaptability

Career adaptability is an individual's capacity to prepare to carry out a variety of tasks that can be expected and play a role in the world of work, as well as the ability to face unexpected or unanticipated challenges at work (Savickas & Porfeli, 2012). The ability to adapt to changes in the world of work can be measured by career adaptability which greatly helps individuals in achieving

success (Sisca & Gunawan, 2015). Individuals who are able to do career adaptability well will be able to show positive performance in their work environment in the future (Alissa & Akmal, 2019). In addition, Individuals who have career adaptability can be characterized by aspects, such as caring (*concern*), control (*control*), curiosity (*curiosity*), trust (*confidence*) (Zhafira & Indiaty, 2022).

METHODOLOGY

Quantitative methods were used in this study with a correlational type to determine the positive and significant relationship between the variables of self-efficacy, hardiness, and career adaptability in the subjects studied. The location of the researcher chosen in this study was at SMK Muhammadiyah Ciledug, Cirebon grade XI students.

This study took the population of grade XI students of SMK Muhammadiyah Ciledug, Cirebon. Sampling was done using *propotionate random sampling*. The researchers selected a random sample from the population so that the results could be generalized referring to the use of the slovin formula with a fault tolerance rate of 5% of the total population of 173 students. So that the number of samples obtained was 121 students in grade XI of SMK Muhammadiyah Ciledug, Cirebon. The data collection techniques in this study used various methods, such as interviews, surveys, and psychological scales.

The interview was conducted in a structured manner with ten students at SMK Muhammadiyah Ciledug, Cirebon on October 16, 2024. Meanwhile, the survey in this study used a career adaptability questionnaire in the preliminary study. Meanwhile, the psychological scale in this study uses a likert scale that allows the answers Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS). The self-efficacy scale includes: (1) the level of difficulty of the task (level/magnitude); (2) strength of conviction; and (3) the generality measured has 24 items, 12 of which are valid and 12 are invalid. The *Hardiness* Scale, including: (1) control; (2) commitment; and (3) challenges consist of 24 items, 13 of which are valid and 11 are invalid. The scale of career adaptability includes: (1) concern; (2) control; (3) curiosity; and (4) trust consisting of 31 items has 23 of them valid and 8 invalid. The normality test, descriptive analysis and pearson correlation test were carried out using SPSS version 26.

RESULTS

Normality Test

Table 1. Normality Test Results

Variabel	N	Mean	Std. Deviation	Sig. (<i>Kolmogorov-Smirnov</i>)
Unstandardized Residual	121	0.000	2.063	0.200

This normality test was carried out using the *One Sample Kolmogorov-Smirnov statistical technique* through the SPSS version 26 program. The results showed in Table 1 is the significance of the research data of 0.200. This means that the research data is normally distributed because the significance value of $p > 0.05$.

Descriptive Analysis

The researcher used descriptive analysis to explain the level of self-efficacy, *hardiness*, and career adaptability of grade XI students of SMK Muhammadiyah Ciledug, Cirebon. An overview of the variables of self-efficacy, *hardiness*, and career adaptability in Table 2.

Table 2. Descriptive Analysis Test Results

Variabel	N	M	SD	Category
Self-efficacy	121	34.64	3.27	Keep
<i>Hardiness</i>	121	32.83	2.69	Keep
Career adaptability	121	22.94	2.07	Keep

Based on Table 2, the results of the study are known that grade XI students of SMK Muhammadiyah Ciledug show a level of self-efficacy, *hardiness*, and career adaptability in the medium category. However, students still need to receive further support to be able to develop their potential in facing challenges in the world of work. These results indicate that students have sufficient confidence, personal resilience, and career readiness, but have not reached the high category and in each indicator show a relatively balanced level.

Overall, students are able to show an optimistic attitude towards their abilities and show effort in achieving career goals. Even so, the ability to understand and evaluate one's strengths and weaknesses still needs to be improved. Students are seen to have responsibility for the tasks carried out and begin to dare to face various forms of challenges, both in work practices and social adjustments in the work environment. In addition, students are also starting to be able to adjust their career expectations to their own conditions, although there are still some who seem unsure or tend to delay when it comes to making decisions related to the future.

Correlation Test

The discussion of the results of this research will explain the content of the problem formulation. The results of the research that has been conducted on grade XI students of SMK Muhammadiyah Ciledug, Cirebon can use correlation techniques *pearson product moment*. Correlations show a linear relationship between the variables studied, but do not show a cause-and-effect relationship (Scott, 2023) in Table 3.

Table 3. Correlation Test Results

Correlations				
		Self-Efficacy	Hardiness	Career Adaptability
Self-Efficacy	Pearson Correlation	1	.328**	.010
	Sig. (2-tailed)		.000	.909
	N	121	121	121
Hardiness	Pearson Correlation	.328**	1	.178
	Sig. (2-tailed)	.000		.051
	N	121	121	121
Career Adaptability	Pearson Correlation	.010	.178	1
	Sig. (2-tailed)	.909	.051	
	N	121	121	121

** . Correlation is significant at the 0.01 level (2-tailed).

Variable X1 (Self-Efficacy)

In the first formulation "What is the level of self-efficacy in grade XI students of SMK Muhammadiyah Ciledug, Cirebon". Based on the results of data analysis using a correlation test *pearson*, obtained a correlation value of $r = 0.909$ which indicates that the self-efficacy of students is categorized as very strong. This classification refers to (Scott, 2023) which states that correlation

values between 0.800–1,000 fall into the category of very strong. So, it can be said that the level of self-efficacy of grade XI students at SMK Muhammadiyah Ciledug is relatively high.

Self-efficacy is an individual's belief in his or her ability to manage and carry out the actions needed to achieve a certain goal (Hartati et al., 2022). Students with high levels of self-efficacy tend to have confidence in completing tasks, dare to take risks, and have confidence that they can face academic and non-academic challenges well (Warhana and Permitasari, 2025).

(Eliyani, 2018) shows that vocational school students with high self-efficacy tend to be more active and independent in learning activities and have better readiness to face challenges in the school environment and in the implementation of Field Work Practices. The same thing was also expressed by (Azizah & Maknun, 2022) which states that self-efficacy is one of the important indicators in the formation of resilient and responsible student character. In addition, according to (Angelina et al., 2020) stated that self-efficacy is closely related to the motivation to achieve and active involvement of students in the learning process, especially at the vocational education level such as vocational schools, where students are required to be able to balance theoretical and practical learning.

Variable X2 (*Hardiness*)

In the second formulation, namely "How is the level of *hardiness* in grade XI students of SMK Muhammadiyah Ciledug, Cirebon". Based on the results of data analysis using a correlation test *Pearson A* correlation value of $R = 0.51$ was obtained, this value shows that the level of student *hardiness* is categorized as sufficient. This classification refers to (Scott, 2023) stating that the correlation value between 0.40-0.599 belongs to the category of sufficient. Thus, it can be said that the level of *hardiness* Grade XI students of SMK Muhammadiyah Ciledug, Cirebon are quite enough.

Hardiness is a form of personal resilience that reflects how an individual is able to survive, adapt, and stay motivated when facing pressures, challenges, or changes in his or her life (Ratnasari et al., 2025). Students with levels *hardiness* High usually indicates an attitude of commitment to goals, a sense of control over the situation, and an openness to unexpected new experiences (Jianping et al., 2023).

Hardiness has an important role in increasing students' resilience and fighting power in completing academic and practical tasks in the school environment (Lutfiah et al., 2022). The same thing was also expressed by (Putri & Sawitri, 2018) that students with personal toughness (*hardiness*) are more likely to be more stable in the face of academic pressure and better prepared for future career challenges. In addition, a study by (Angelina et al., 2020) shows that vocational school students who have high *hardiness* show more responsible, tenacious, and not easily give up in completing tasks when participating in Field Work Practice (PKL).

The Relationship Between Self-Efficacy and *Hardiness* on Career Adaptability

In the formulation of the third problem "Is there a relationship between self-efficacy and *hardiness* to the career adaptability of grade XI students of SMK Muhammadiyah Ciledug". From the processing of SPSS version 26, there is a relationship between self-efficacy and career adaptability. This can be seen from the value of sig. 0.909 which indicates a very strong relationship. Therefore, it is concluded that there is a very strong relationship between self-efficacy and career adaptability in grade XI students of SMK Muhammadiyah Ciledug, Cirebon. The results of this study are in line with several research results, including; (Artahayest, 2021) reveal a strong positive correlation between final year students' self-efficacy and vocational flexibility. (Full, 2022) which shows a close relationship between job adaptability and self-efficacy. (Hartono & Gunawan, 2017) who found that career adaptability and self-efficacy in finding work were significantly and profitably correlated. (Pango & Wibowo, 2020) found a strong and favorable correlation between job adaptability and academic self-efficacy. The magnitude of the task, which is related to the difficulty of the

individual's task, the strength of the belief, which is related to the individual's strength and belief in their abilities, and generality, which is related to the various areas of behavior in which the individual feels confident in their abilities, are all indicators of high self-efficacy.

The findings suggest that the best indicator of a person's ability to adjust to a new job is one's level of self-efficacy during job search. This variable has to do with how individuals consider their future goals. How people map out the future they want. In addition, they state that those who are better able to manage their dissatisfaction to deal with other problems and avoid frustration, will undoubtedly also have better adaptability at work. As a result, the person is better able to understand the situation and deal with it. A person's professional flexibility increases along with his or her frustration level (Baihaqi et al., 2022).

While *hardiness* has a relationship with career adaptability with GIS values. 0.051 which indicates that the relationship is in the sufficient category. The results of this study are in line with (Kamila et al., 2023) which shows that there is a relationship between *Hardiness* to Career Adaptability. According to (Febrianingrum & Wibowo, 2021) Hope, personality resilience, optimism, perceived social support, and resilience are some of the elements that can affect career adaptability. According to (Aprilliana & Rahmasari, 2021) A person can survive in a variety of demanding and challenging scenarios, such as when faced with unpredictable environments and circumstances at work, if one has a high level of resilience (Sundari & Prastika, 2022) *Hardiness* refers to the attitude of trust, courage and self-motivation to create a situation that makes a stressful situation not a threat but an opportunity to float oneself. A high level of resilience fosters and brings a higher sense of confidence, so students with a high level of resilience will be able to make informed decisions about their careers (Vanessa, 2022).

CONCLUSION

This study shows that self-efficacy and *hardiness* play a role in supporting the career adaptability of grade XI students of SMK Muhammadiyah Ciledug. Self-efficacy has been shown to have a very strong relationship with career adaptability, indicating that students' confidence in their abilities is the main foundation in facing the challenges of the world of work. Meanwhile, *hardiness* has a sufficient relationship with career adaptability, which indicates that mental toughness also contributes significantly in shaping students' readiness in the world of work. In general, students show moderate adaptability, so further strengthening is needed through guidance and counseling services based on the development of self-efficacy and *hardiness*.

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