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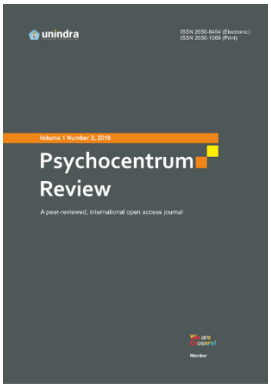

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Original Article

Exploring Academic Competencies: Academic Resilience and Career Decision-Making Self-Efficacy among Undergraduate and Teacher Professional Education Students

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Abstract. This study aims to describe the profile of academic resilience and career decision-making self-efficacy (CDMSE) in students at the Bachelor (S1) and Teacher Professional Education Program (PPG) levels. The study used a descriptive quantitative design involving 329 respondents, consisting of 231 S1 students and 98 PPG students at LPTK, State University of Makassar. Data were collected using the Academic Resilience Scale (ARS) and the Career Decision Making Self-Efficacy Scale (CDMSE) through an online survey. Data analysis is carried out with descriptive statistics in the form of frequency and percentages to describe the level of variables in general or based on each aspect. The results of the study show that the majority of students at both levels are in the medium category in both academic resilience and CDMSE. However, PPG students tend to have a larger proportion of high categories than S1 students in almost all aspects. Academic resilience is reflected through persistence, reflective seeking help, and the ability to manage the influence of negative emotions and empathy. Meanwhile, CDMSE includes self-assessment, job information, goal selection, planning, and problem-solving. These findings confirm the importance of strengthening academic resilience and self-efficacy of career decision-making, especially in undergraduate students, through academic support, career guidance services, and experiential learning.

Keywords: Academic Resilience; Career Decision-Making; Self-Efficacy; Undergraduate Students; Teacher Professional Education

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Introduction

Students in studying have dreams of achieving success, both in the process and after the completion of their studies. Students' journeys tend to find obstacles in their studies, for example, lack of motivation in the learning process, tend to postpone assignments to easily give up in facing academic tasks which are described as academic resilience. Academic resilience is the ability of students to survive difficult conditions, rise from adversity, be able to overcome difficulties, and be able to adapt positively to academic pressures and demands (Martin & Marsh, 2006). Academic resilience is the ability to increase success in education despite experiencing difficulties, academic resilience is resilience in the learning process, which is a dynamic process that reflects a person's strength and resilience to rise from negative emotional experiences, when facing difficult situations that pressure or contain significant obstacles in the

learning activities carried out (Cassidy, 2015a). Academic resilience occurs when students use internal and external strengths to overcome various negative experiences, pressures and obstacles during the learning process, so that they are able to adapt and carry out each academic demand well.

Students who have high academic resilience are able to maintain their motivation and academic performance despite facing various challenges (Ghanizadeh, 2022). This phenomenon shows that resilience is not only an innate character, but can also be developed through various exercises and interventions. There is a positive relationship between resilience and decreased levels of psychological stress and academic fatigue among college students (Smith & Emerson, 2021). The findings indicate that more resilient students tend to be better able to manage stress and are less likely to get caught up in a state of academic burnout, which can negatively impact their performance. Academic self-efficacy is a strong predictor of academic resilience, where students who have higher confidence in academic abilities are able to respond in a more adaptive way to academic challenges (Cassidy, 2015b).

Another supporting factor in building academic resilience is emotional support from lecturers and the learning environment. Emotional support from lecturers affects students' levels of engagement and their resilience to academic challenges (Romano et al., 2021). In this context, creating a supportive learning environment through positive relationships between lecturers and students is very important. Programs designed to enhance social support in the learning environment can contribute to improving students' academic resilience oriented toward improving academic performance. Students who have high resilience tend to be better able to cope with academic stress caused by the transition to online learning (Abdillah, 2023). The findings emphasized that developing academic resilience should be a focus in curriculum and learning strategies.

Exploring and developing students' academic resilience is an important step in supporting success in the field of higher education. Academic resilience is positively correlated with academic achievement, where students who show a high level of resilience tend to have better achievement (NyamburaMwangi et al., 2018) (Trigueros et al., 2019). Paying attention to psychological factors, social support, and the learning environment, educational institutions can create a more comprehensive approach in helping students to not only succeed academically but also in facing future challenges. In addition to academic resilience that can support student success, Career Decision Making Self Efficacy also has an important role in student success in the future. In the context of higher education, students tend to be faced with the challenge of complex career decisions. CDMSE can serve as a significant predictor of students' career success, where their beliefs and ability to make career decisions are closely related to future academic and professional success (Du et al., 2024) (Abdul Rahim et al., 2021)..

One of the important aspects of CDMSE is that the satisfaction of basic psychological needs can affect career adaptability leading to increased self-efficacy in career decision-making. Satisfaction of psychological needs not only directly predicts career adaptability, but also supports CDMSE (M. Xu et al., 2025). This phenomenon is relevant to the socio-cognitive theory of careers which states that individual career-related behaviors are strongly influenced by cognitive factors, specifically CDMSE (Du et al., 2024) (M. Xu et al., 2025). The enhancement of CDMSE facilitates students to face various career challenges. Career preparation, influenced by CDMSE, plays an important role in increasing students' career adaptability and advancing career readiness in the competitive world of work (Du et al., 2024). A good understanding of career information can strengthen students' confidence in decision-making, creating a solid foundation for future career achievement (Haryati et al., 2021)

Interventions aimed at improving CDMSE are known to contribute to better academic outcomes. This step is closely related to academic self-efficacy which affects academic performance through increased motivation and learning strategies (Doménech-Betoret et al., 2017)(Hayat et al., 2020). Efforts to understand and improve CDMSE can be interpreted not only as an important step to prepare students for career decision-making, but also as a strategic

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approach to improving overall academic outcomes. In the context of higher education, the challenges faced by students in making career decisions are increasingly complex, especially given the changing dynamics of the job market. Recent research focuses on two important concepts: Academic Resilience and Career Decision Making Self-Efficacy (CDMSE). Understanding the interaction between these two concepts is a necessary support to help students prepare for future professional challenges.

Previous research on academic resilience and CDMSE (Pang et al., 2021) has shown that resilience can help individuals to overcome difficulties in future career decision-making. Research by (Kim & Ra, 2022) shows that the level of resilience affects the effectiveness of CDMSE, where more resilient students tend to have greater confidence in career decision-making. These findings are relevant to the findings (He et al., 2024) that students with high confidence are able to face challenges that lead to the development of good career skills. CDMSE being a crucial factor for students who believe in the ability to make career decisions tend to be more successful in navigating academic and professional challenges. Research by (Hou, 2024) found that students with good career decision-making skills have the ability to adapt to changes in the work environment. These findings suggest that CDMSE not only influences career decisions, but can also improve students' academic resilience through planning.

Previous research by (Pang et al., 2021); (Kim & Ra, 2022); (He et al., 2024); (Hou, 2024) tends to focus on relationships and factors that affect academics and CDMSE. The research conducted by the researcher focuses on the picture of the level of academic resilience and CDMSE both in general and in every aspect. The overview of academic resilience and CDMSE to these two constructs holistically opens up space for the development of effective and responsive intervention programs for students. The research orientation on the overview of the academic resilience profile and CDMSE can facilitate students in overcoming academic difficulties and making career decisions (Kantamneni et al., 2016)

Method

Participants

Participants in this study are Bachelor (S1) students and students of the Teacher Professional Education Program (PPG) at Makassar State University, Indonesia. The number of participants involved was 329 students**,** consisting of 231 S1 students and 98 PPG students**.** S1 students come from various study programs and are actively registered at the time of data collection. Meanwhile, PPG students are prospective teachers who are pursuing teacher professional education. Based on gender characteristics, the participants of S1 students consisted of 41 males (17.75%) and 190 females (82.25%**),** while at the PPG level there were 22 males (22.45%) and 76 females (77.55%). The dominance of female participants reflects the general characteristics of education and teacher training programs in Indonesia.

Sampling Procedures

This study uses a non-probability sampling technique, namely convenience sampling, taking into account the ease of access and availability of participants during the current semester. Participant recruitment is carried out through coordination with the faculty and supporting lecturers in the Bachelor and PPG programs. The research was conducted online which contained a brief explanation of the research objectives and questionnaire links. All students who accept and meet the inclusion criteria are given the same opportunity to participate voluntarily. The number of respondents collected was assessed as adequate for the purposes of descriptive analysis and profile comparison. Data collection was carried out online using a self-service questionnaire to ensure flexibility and ease of access for participants. This research does not provide financial rewards or other forms of

compensation. All participation is voluntary and without disclosure of personal identity. Given the descriptive purpose of the study, the sample size was considered sufficient to describe the profile of academic resilience and career decision-making self-efficacy in S1 and PPG students.

Materials and Apparatus

The research data was collected using a standard questionnaire instrument in the form of a self-published questionnaire that was disseminated online. The instruments used include:

1. Academic Resilience Scale (ARS)

   Academic resilience is measured using the *Academic Resilience Scale* developed by and enriched by This scale measures students' ability to face academic challenges which includes three main aspects, namely:(Martin & Marsh, 2006)(Cassidy, 2015a)

   (a) persistence,
   (b) the search for reflective help, and
   (c) the influence of negative emotions and empathetic responses.

   The scale is compiled in the Likert format, where higher scores indicate a higher level of academic resilience. Previous research has shown that ARS has good reliability and validity in the context of higher education.

2. Career Decision Making Self-Efficacy Scale (CDMSE)

   Career decision-making self-efficacy is measured using the *Career Decision Making Self-Efficacy Scale* developed based on the framework. This scale consists of five aspects, namely:(Taylor, 2004)

   (a) self-assessment,
   (b) employment information,
   (c) selection of objectives,
   (d) planning, and
   (e) troubleshooting.

   The CDMSE scale has *been* widely used in career development research and has adequate psychometric characteristics in a wide range of student populations.

Procedures

The research procedure began with the submission of questionnaire links to participants who met the criteria. Before filling out the questionnaire, participants were first given an *informed consent sheet* explaining the purpose of the research, the voluntary nature of participation, the guarantee of data confidentiality, and the participant's right to resign at any time without any consequences. Only participants who have expressed their consent can continue to fill out the questionnaire. Participants are asked to fill out all statements independently and honestly. The questionnaire filling time ranges from 15–20 minutes. The researcher did not intervene during the filling process to minimize the research bias.

This study measures two main variables, namely academic resilience and career decision-making self-efficacy. There was no manipulation of variables or the division of experimental and control groups because this study focused on mapping and comparing the profiles of the two variables.

Design or Data Analysis

This study uses a descriptive quantitative design. Data analysis was carried out using descriptive statistics in the form of frequency, percentage, and category distribution to describe the profile of academic resilience and career decision-making self-efficacy in general and based on each aspect in S1 and PPG students. All data analysis is carried out with the help of statistical software to ensure the accuracy and consistency of the analysis results

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Result

The results of the study visualize the picture of academic resilience profile and career decision making self efficacy both in general and in every aspect.

Academic Resilience

The variables of the overview of the academic resilience profile in general can be seen in table 1 as follows.

Table 1. Frequirements for Academic Resilience Scale (ARS)

Levels	Academic Resilience Scale (ARS)	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	34	14.719	14.719	14.719
	Medium	160	69.264	69.264	83.983
	Height	37	16.017	16.017	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	14	14.286	14.286	14.286
	Medium	67	68.367	68.367	82.653
	Height	17	17.347	17.347	100.000
	Missing	0	0.000		
	Total	98	100.000		

In S1 students, as many as 34 respondents (14.72%) had a low level of academic resilience, 160 respondents (69.26%) were in the medium category, and 37 respondents (16.02%) were in the high category. At the PPG level, 14 respondents (14.29%) were in the low category, 67 respondents (68.37%) were in the medium category, and 17 respondents (17.35%) were in the high category. This distribution shows that the majority of respondents at both levels are in the medium category, with PPG having a slightly larger proportion of the high category.

Table 2. Frequencies for Persistence

Levels	Persistence	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	24	10.390	10.390	10.390
	Medium	166	71.861	71.861	82.251
	Height	41	17.749	17.749	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	12	12.245	12.245	12.245
	Medium	71	72.449	72.449	84.694
	Height	15	15.306	15.306	100.000
	Missing	0	0.000		
	Total	98	100.000		

The results for S1 students showed that 24 respondents (10.39%) had low persistence, 166 respondents (71.86%) moderate, and 41 respondents (17.75%) high. In PPG, 12 respondents (12.25%) were in the low category, 71 respondents (72.45%) were in the medium category, and 15 respondents (15.31%) were in the high category. The majority of respondents at both levels

showed persistence in the medium category, although S1 students have a slightly larger percentage of high categories.

Table 3. Frequencies for Reflective Help Search

Levels	Reflective Help Seeking	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	27	11.688	11.688	11.688
	Medium	168	72.727	72.727	84.416
	Height	36	15.584	15.584	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	9	9.184	9.184	9.184
	Medium	73	74.490	74.490	83.673
	Height	16	16.327	16.327	100.000
	Missing	0	0.000		
	Total	98	100.000		

In S1 students, as many as 27 respondents (11.69%) had a low reflective level of seeking help, 168 respondents (72.73%) moderate, and 36 respondents (15.58%) high. In PPG, 9 respondents (9.18%) were in the low category, 73 respondents (74.49%) were in the medium category, and 16 respondents (16.33%) were in the high category. This distribution shows a similar pattern at both levels, with a dominance in the medium category.

Table 4. Frequencies for Negative Influences and Empathetic Responses

Levels	Negative Influence and Empathetic Response	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	21	9.091	9.091	9.091
	Medium	173	74.892	74.892	83.983
	Height	37	16.017	16.017	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	9	9.184	9.184	9.184
	Medium	71	72.449	72.449	81.633
	Height	18	18.367	18.367	100.000
	Missing	0	0.000		
	Total	98	100.000		

The results for S1 students showed that 21 respondents (9.09%) were in the low category, 173 respondents (74.89%) were moderate, and 37 respondents (16.02%) were high. In PPG, 9 respondents (9.18%) were in the low category, 71 respondents (72.45%) were moderate, and 18 respondents (18.37%) were high. The majority of respondents at both levels were in the medium category, but PPG showed a larger proportion of high categories.

Table 5. Frequencies for Gender

Levels	Gender	Frequency	Percent	Valid Percent	Cumulative Percent

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S1 Students	Male	41	17.749	17.749	17.749
	Women	190	82.251	82.251	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Male	22	22.449	22.449	22.449
	Women	76	77.551	77.551	100.000
	Missing	0	0.000		
	Total	98	100.000		

In S1 students, there were 41 male respondents (17.75%) and 190 female respondents (82.25%). Meanwhile, in PPG there were 22 male respondents (22.45%) and 76 female respondents (77.55%). Overall, female respondents were more than men at both levels.

Career Decision Making Self Efficacy

A general overview of the Career Decision Making Self Efficacy profile can be seen in table 6 as follows

Table 6. Frequencies for Career Decision Making Self Efficacy

Levels	Career Decision Making Self Efficacy	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	38	16.450	16.450	16.450
	Medium	165	71.429	71.429	87.879
	Height	28	12.121	12.121	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	9	9.184	9.184	9.184
	Medium	68	69.388	69.388	78.571
	Height	21	21.429	21.429	100.000
	Missing	0	0.000		
	Total	98	100.000		

At the S1 student level, as many as 38 respondents (16.45%) had self-efficacy in career decision-making in the low category, 165 respondents (71.43%) were in the medium category, and 28 respondents (12.12%) were in the high category. This shows that the majority of students have a moderate level of self-efficacy. At the PPG level, there were 9 respondents (9.18%) in the low category, 68 respondents (69.39%) in the medium category, and 21 respondents (21.43%) in the high category. Both levels show the dominance of the medium category, but PPG has a larger proportion of the high category

Table 7. Frequencies for Self-Assessment

Levels	Self-Assessment	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	27	11.688	11.688	11.688
	Medium	163	70.563	70.563	82.251
	Height	41	17.749	17.749	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	6	6.122	6.122	6.122
	Medium	68	69.388	69.388	75.510
	Height	24	24.490	24.490	100.000
	Missing	0	0.000		
	Total	98	100.000		

S1 students showed a distribution that 27 respondents (11.69%) had low self-assessment, 163 respondents (70.56%) moderate, and 41 respondents (17.75%) high. In PPG, 6 respondents (6.12%) were in the low category, 68 respondents (69.39%) in the medium category, and 24 respondents (24.49%) in the high category. The majority of respondents at both levels had a self-assessment that was in the medium category, with PPG showing a higher percentage in the high category.

Table 8. Frequencies for Job Information

Levels	Job Information	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	13	5.628	5.628	5.628
	Medium	176	76.190	76.190	81.818
	Height	42	18.182	18.182	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	3	3.061	3.061	3.061
	Medium	72	73.469	73.469	76.531
	Height	23	23.469	23.469	100.000
	Missing	0	0.000		
	Total	98	100.000		

In S1 students, as many as 13 respondents (5.63%) had a low level of job information, 176 respondents (76.19%) moderate, and 42 respondents (18.18%) high. Meanwhile, in PPG, only 3 respondents (3.06%) were in the low category, 72 respondents (73.47%) in the medium category, and 23 respondents (23.47%) in the high category. The distribution pattern shows the dominance of the medium category at both levels, but the percentage of the high category is greater in PPG.

Table 9. Frequencies for Destination Selection

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Levels	Destination Selection	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	16	6.926	6.926	6.926
	Medium	180	77.922	77.922	84.848
	Height	35	15.152	15.152	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	5	5.102	5.102	5.102
	Medium	72	73.469	73.469	78.571
	Height	21	21.429	21.429	100.000
	Missing	0	0.000		
	Total	98	100.000		

The results for S1 students showed that 16 respondents (6.93%) were in the low category, 180 respondents (77.92%) were in the medium category, and 35 respondents (15.15%) were in the high category. In PPG, there were 5 respondents (5.10%) in the low category, 72 respondents (73.47%) in the medium category, and 21 respondents (21.43%) in the high category. The majority of respondents at both levels were in the medium category, with PPG having a more significant proportion of the high category.

Table 10. Frequencies for Planning

Levels	Planning	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	18	7.792	7.792	7.792
	Medium	173	74.892	74.892	82.684
	Height	40	17.316	17.316	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	3	3.061	3.061	3.061
	Medium	75	76.531	76.531	79.592
	Height	20	20.408	20.408	100.000
	Missing	0	0.000		
	Total	98	100.000		

A total of 18 respondents were S1 students (7.79%) with low planning skills, 173 respondents (74.89%) were moderate, and 40 respondents (17.32%) were high. In PPG, only 3 respondents (3.06%) were in the low category, 75 respondents (76.53%) in the medium category, and 20 respondents (20.41%) in the high category. The medium category dominates at both levels, while the high category is higher at PPG.

Table 11. Frequencies for Troubleshooting

Levels	Troubleshooting	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Low	24	10.390	10.390	10.390
	Medium	159	68.831	68.831	79.221
	Height	48	20.779	20.779	100.000

Table 11. Frequencies for Troubleshooting

Levels	Troubleshooting	Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	0	0.000		
	Total	231	100.000		
PPG	Low	5	5.102	5.102	5.102
	Medium	61	62.245	62.245	67.347
	Height	32	32.653	32.653	100.000
	Missing	0	0.000		
	Total	98	100.000		

The distribution among S1 students showed that 24 respondents (10.39%) had low problem-solving skills, 159 respondents (68.83%) were moderate, and 48 respondents (20.78%) were high. In PPG, there were 5 respondents (5.10%) in the low category, 61 respondents (62.25%) in the medium category, and 32 respondents (32.65%) in the high category. These results show that although the medium category remains dominant, the proportion of the high category in PPG is much larger than that of S1 students.

Table 12. Frequencies for Gender

Levels	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
S1 Students	Male	41	17.749	17.749	17.749
	Women	190	82.251	82.251	100.000
	Missing	0	0.000		
	Total	231	100.000		
PPG	Male	22	22.449	22.449	22.449
	Women	76	77.551	77.551	100.000
	Missing	0	0.000		
	Total	98	100.000		

In S1 students, the number of male respondents was 41 people (17.75%), while women were 190 people (82.25%). In PPG, the number of male respondents was 22 people (22.45%) and 76 women (77.55%). Overall, female respondents were more than men at both levels.

Discussion

The findings of the study show that the majority of respondents at the Bachelor and Teacher Professional Education (PPG) levels have academic resilience in the medium category. Although undergraduate students and teacher professional education are in the medium category, PPG students have academic resilience that tends to be higher than undergraduate students. Students with high resilience tend to have high academic achievement compared to those with low resilience (NyamburaMwangi et al., 2018) Ghanizadeh emphasized that PPG students who have a practical focus on education are better able to adapt and adapt in the academic environment (Ghanizadeh, 2021. High academic resilience can mitigate the negative impact of academic stress and improve academic performance (Trigueros et al., 2020). The findings suggest that PPG students who receive emotional and academic support from the learning environment can develop the skills needed to cope better with academic challenges than undergraduate students. Factors such as self-efficacy and a positive learning environment effectively increase resilience among students (Cassidy, 2015b) Educational institutions play

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an important role in implementing support strategies that focus on facilitating the development of academic resilience, especially among undergraduate students, so as to support improving academic achievement (Aprilianti, 2024).

There are 3 aspects contained in academic resilience, namely persistence, reflective seeking help, and the influence of negative influences and empathetic responses show. The frequency distribution of aspects of persistence and seeking help that is reflective of academic resilience have similar results. The majority of respondents at both the undergraduate and ppg levels showed a persistence aspect in the medium category, although undergraduate students had a slightly larger percentage of the high category. The survey results showed that the majority of respondents at both levels of study were in the medium persistence category, with undergraduate students having a slightly larger percentage of the high category. This finding shows the urgency of persistence in supporting students' academic success. Individuals with high levels of persistence tend to have better academic achievement because they are able to maintain focus and enthusiasm in the face of challenges (Peña et al., 2018) (Duckworth et al., 2007) finding persistence positively related to long-term learning achievement. These findings show that the ability to persevere in an endeavor has a significant effect on academic outcomes(Melaku et al., 2025).

Seeking help is also a key aspect in developing academic resilience. The findings of the study show that students tend to seek help in the medium category. The ability to seek help can help students overcome challenges and facilitate the process of learning. Students who are active in seeking help from classmates tend to be successful in achieving academic goals(Pate et al., 2017). Instructors who encourage students to ask questions can encourage more active help-seeking behaviors that are oriented on improving students' academic outcomes (Micari & Calkins, 2021). Research by(Li et al., 2023) also supports these findings by emphasizing the importance of a classroom environment that encourages academic help-seeking behavior.

Aspects of the influence of empathy and empathic response. Negative influences refer to negative emotions that can interfere with the student's learning process, such as stress, anxiety, and depression. These negative emotions are seen as an inhibitor of academic resilience. Students who experience negative levels of influence tend to show lower academic performance (Takril, 2022) (Septianmar & Afiati, 2022). Academic stress, which is an individual's response to learning stress, tends to be correlated with decreased motivation to learn and the search for suboptimal solutions (Kusumiati & Huwae, 2021). Empathetic responses include the individual's ability to understand and feel what others are feeling. In an academic context, empathetic responses can play an important role in building the social support students need. There is a positive relationship between empathetic parental support and student academic resilience, which means that emotional support can help students overcome academic difficulties (Aini, 2022). Students who have a good empathic response are not only able to understand emotional needs but can also provide support to their peers, creating a more collaborative and positive learning atmosphere (Solichah & Shofiah, 2021). When faced with academic stress, an empathetic attitude can be a reinforcing factor, facilitating the positive interaction between students, lecturers, and the surrounding environment needed to achieve good academic results (Putri et al., 2023).

In addition to academic resilience, interesting findings in this study also found an overview of Career Decision Making Self-Efficacy (CDMSE). Career Decision Making Self-Efficacy (CDMSE) is an individual's confidence in his or her ability to undergo the career decision-making process. The findings of the study show that students of the Teacher Professional Education Program (PPG) have a higher proportion compared to undergraduate students. CDMSE is described as a concept that reflects an individual's confidence in making career choices, which can affect academic and professional outcomes (Choi et al., 2012). This indicator not only reflects confidence in gathering career-related information, but also in defining goals, planning forward steps and solving problems related to career choices (Fang et al., 2025).

Students with high CDMSE levels tend to be more proactive in seeking and selecting career opportunities and exhibit better career preparation behaviors (Lee et al., 2022).

Looking at the comparison between undergraduate and PPG students, it can be concluded that the difference in the proportion of high categories can be influenced by practical experience and more intensive training in PPG. These programs typically offer practical training and hands-on experience in the field that can boost confidence in career decision-making (Park & Harris, 2024). PPG students tend to be faced with real-life situations where they have to make educational decisions, which require thoroughness and sensitivity to the needs of the students. This experience encourages higher CDMSE for PPG students to face challenges in the world of education in a concrete way. An experiential approach can enrich PPG students' understanding of the career world and increase self-confidence (Al-Bahrani et al., 2021). Experiential decisions can result in a more positive self-assessment of an individual's ability to choose a career (H. Xu & Tracey, 2015). Based on these findings, it is important for academic institutions to integrate elements of practice-based learning in the curriculum, not only for PPG students but also for undergraduate students. Targeted educational interventions to improve CDMSE may include career counseling programs, workshops, and training in decision-making designed to develop students' self-confidence in choosing careers (Bullock-Yowell et al., 2011) (Liu et al., 2023)

Analyze every aspect contained in Career Decision Making Self Efficacy, namely self-assessment, job information, goal selection techniques, planning, and problem-solving aspects. The frequency distribution of self-assessment aspects in Career Decision Making Self Efficacy showed that the majority of respondents at both levels had self-assessment in the medium category, with PPG showing a higher percentage in the high category. In the context of career development, self-assessment is a crucial element in the career decision-making process. These findings raise profound questions about why PPG students tend to have more positive self-assessments, as well as its implications for career development. Self-assessment includes an individual's ability to evaluate one's strengths and weaknesses in various aspects, including the ability to make career decisions. Self-assessment is directly related to academic resilience, adaptive skills, and effective problem-solving when faced with challenges (Trigueros et al., 2020) (Abdillah, 2023). Individuals who can perform self-assessments well typically have higher academic performance and can adapt to different conditions more effectively (Halimi et al., 2024).

The frequency distribution of job information aspects in Career Decision Making Self-Efficacy (CDMSE) shows that the majority of respondents from both undergraduate education levels and the Teacher Professional Education Program (PPG) are in the medium category, with a higher proportion for the high category in PPG. These findings suggest that PPG students generally have a curriculum that is more focused on training and practical experience in the field, better able to collect and manage information for career decision-making. Work experience possessed by individuals can support their career well-being (Syahril et al., 2025). A high CDMSE can reduce difficulties in career decision-making which is closely related to the ability to access relevant information (Santos et al., 2018). (Bullock-Yowell et al., 2011) highlight that cognitive factors play a major role in students' self-assessment of their ability to apply work information. Students who understand career perspectives tend to have higher self-efficacy, also indicating the importance of cognition in modeling career assessments (Bullock-Yowell et al., 2011)

Analysis of the frequency distribution of the aspect of choosing goals in Career Decision Making Self-Efficacy (CDMSE) found that the majority of respondents at the undergraduate level and the Teacher Professional Education Program (PPG) were in the medium category, but PPG showed a higher proportion. These findings illustrate differences in students' self-assessments of their ability to set and evaluate career goals, with PPG students having higher confidence in making career decisions. Research by (M. Xu et al., 2025) shows that there is a positive relationship between CDMSE and student involvement in career development activities that support the development of critical thinking and problem-solving skills in determining

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career goals. The high promotion of CDMSE among PPG students can be attributed to more practical experience and greater academic support during the learning process. (Peng & Yue, 2022) found that engaged learning experiences can improve the status of career decisions for college students. In this context, it is important for educational institutions to further explore how factors such as social support, practical experience, and problem-based learning can be further enhanced for undergraduate students in improving CDMSE goal selection (Park & Harris, 2024) (Akhsania et al., 2021).

The planning aspect in Career Decision Making Self-Efficacy (CDMSE) shows that the majority of respondents at both the undergraduate education level and the Teacher Professional Education Program (PPG) are in the medium category, but PPG has a higher proportion. These findings reflect differences in students' self-assessments of career planning abilities. Planning skills directly related to CDMSE play an important role in students' success in making career decisions (Török et al., 2017). PPG students tend to get the opportunity to plan their careers through teaching that emphasizes planning as well as case studies. Effective career planning involves gathering relevant information and developing strategies to achieve goals (Gati, 1986)

The results of the analysis of the frequency distribution of problem-solving aspects in Career Decision Making Self-Efficacy (CDMSE) show that although the medium category still dominates at both the undergraduate education level and the Teacher Professional Education Program (PPG), PPG students have higher scores than S1 students. This phenomenon indicates that PPG students are more confident in their ability to identify, analyze, and solve problems related to career decision-making. Research by (Duru & Söner, 2024) posits a positive relationship between problem-solving with CDMSE and emphasizes that students who have good problem-solving skills tend to have higher self-efficacy in career decision-making. Research by (H. Xu & Tracey, 2015) shows tolerance for ambiguity, which is closely related to problem-solving skills, also contributes to increased self-efficacy in career decision-making.

Conclusion

The majority of students at the undergraduate and teacher professional education (PPG) levels have academic resilience and Career Decision Making Self-Efficacy (CDMSE) in the medium category. However, PPG students tend to show higher levels of academic resilience and CDMSE than undergraduate students. This difference can be influenced by practical experience, emotional support, and a learning environment that is more applicable to PPG students, so that they are able to improve focus, persistence, reflective help-seeking, and the ability to manage negative responses and empathy. Academic resilience has been shown to contribute significantly in supporting students' academic achievement through persistence, the ability to seek help, and the regulation of emotions. While CDMSE reflects students' self-confidence in career decision-making which includes five main aspects: self-assessment, job information, goal selection, planning, and problem-solving. PPG students show a higher proportion in the high category in all these aspects than undergraduate students. This phenomenon confirms that practical experience and academic support boost students' confidence in planning and making career decisions. These findings indicate the need for educational interventions that focus on improving academic resilience and CDMSE, especially in undergraduate students. Strategies that can be carried out include career counseling, workshops, experiential learning, and strengthening a supportive academic environment.

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