

Covid-19, Competence and Resilience Fresh Graduate of college

Sri Budi Kasiyati, Endang Setyowati, Rudy Santoso

k_sribudi@untag-sby.ac.id , dra.endang@gmail.com , rudysantoso@untag-sby.ac.id

University 17 august 1945 Surabaya

Abstract

Covid-19 is a pandemic that is uncertain when it will end. This study aims to determine the factors of resilience during the Covid-19/Coronavirus Pandemic. This study used a cross-sectional design, with purposive snowball sampling. Primary data collection is carried out for one semester starting in August 2021. Respondents fill out a questionnaire about individual characteristics, competencies, Covid-19 experience, and resilience. Resilience was measured using the 10-item Connor-Davidson Resilience Scale and Competence was assessed using five indicators. Respondents who participated in this study were 49 fresh graduates. Regression analysis was carried out to determine the relationship between the variables of resilience, and competence during Covid-19. Competence, statistically positive and significant relationship with Resilience. Competence can explain greater variance in the Resilience of fresh graduate of college

Key words : Resilience; Competence; Covid-19

Introduction

The global pandemic of corona virus disease 2019 (Covid-19) has spread to every country in the world, infecting millions and kills hundreds of thousands of people, so the WHO declared a pandemic. The corona virus pandemic has caused educational institutions to close teaching and learning activities on campus. According to UNESCO data at the beginning of May 2020, there were 1.5 billion students in 190 country, including Indonesia, unable to study in class as usual. (Reikman Aritonang: 60:2021). Through the Ministry of Education and Culture, the Government prohibits Universities to carry out face-to-face

lectures and orders to hold lectures online (Kemendikbud dikti, Circular Letter No.1 of 2020). The Covid-19 pandemic has also had an impact on social life. With the provisions of *social distancing* and *physical distancing*, a person will experience limitations in socializing with other people directly, giving rise to the terms *stay at home*, *work from home* (WFH) , and *study at home*. Online lectures are carried out as a form of implementing *social distancing* and *physical distancing* as well as *work from home* and *study at home* (Henry Sarnowo: 57: 2021). Meanwhile, in an effort to fight the spread of Covid 19, the President of the Republic of Indonesia on March 31 2020 has identified Covid 19 as a

disease that causes a public health emergency through the issuance of Presidential Decree (Keppres) No.11 of 2020.

This decision was followed by the issuance of PP No. 21 of 2020 about large scale social Restrictions (PSBB) (Novian Herodwijanto: 51: 2021). Then the government circular regarding travel and mobility health protocols and WFH already of course becomes challenge and obstacles that must be faced by fresh graduate who want to search job nor create job. Also in a press release on January, 6, 2021, the government re-regulates the imposition of restrictions on community activities, making fresh graduates more depressed because not free find a job.

Labor market conditions, from the demand side, a number of companies (real sector and services) forced to temporarily lay off workers and even terminate (layoffs). This Condition causes an oversupply on the supply side so that unemployment increase. Based on data from the Ministry of Manpower as of April, 20, 2020, there were 2,084,593 worker from 116,370 companies were laid off and laid off due to the Covid-19 pandemic. (Y. Sri Susilo: 81: 2021). Of this number, the details are that in the formal sector, 1,304,777 workers were laid off from 43,690 companies. Meanwhile, those affected by layoffs reached 241,431 people from 41,236

companies. The informal sector was also hit hard by the lost 538,385 affected worker from 31,444 companies (MSMEs). The Ministry of National Development Planning predict that decline in economic activity has the potential to increase the number of unemployed by up to 4.2 million person (Republic, May 12 2020).

Therefore, college fresh graduates are expected to be able to prepare themselves to adapt

to these changes. This study discusses the conditions of fresh graduates from higher education in terms of individual characteristics, competencies and resilience during the COVID-19 pandemic. The ability of fresh graduate to maintain resilience in the face of Covid-19 and all its uncertain effects is of paramount importance. Resilience is a protective factor against adversity (Farkas & Orosz, 2015). According to Gortberg (1995) there are three abilities or resilience factors that make up resilience. For external support and sources, the word I HAVE is used, for individual strength within Personally, the term I AM is used, for interpersonal ability I CAN is used. Resilience is an ability that is needed in everyone's life (Erdina Indrawati: 2019). Fernanda Rojas (2015) states

resilience as the ability to face challenges,
Resilience will appear when a person
faces a difficult experience and knows
how to face or adapt to it . Resilience
is individual's ability to face
difficult situations (Amelia. S.Asni.
E. & Chairilisyah. D., 2014)

Resilience is individuals's ability choose to recover from sad and challenging life events, by increasing knowledge to be adaptive and overcome similar adverse situations in the future (Keye & Pidgeon, 2013). Easy to socialize, have good thinking skills (intelligence and social), have a supportive environment, talent, self-confidence and having spirituality are characteristics of individuals who have high resilience. Resilience is the ability of fresh graduate students to overcome risks, difficulties, and stress. The issue of resilience, its definition and scope, continues to be debated (Fierrera, et al, 2020). Study previously about resilience and Covid-19 show Covid-19 influence resilience (Fierrera, et al, 2020). Meanwhile employability or having competence can help final year students and fresh graduates to shorten their tenure wait to get a job.

2. Purpose of the study

First, this study aims to describe the individual characteristics, competencies and resilience of fresh graduate during Covid-19 pandemic.

Second, this study aims to determine predictors of resilience to the Covid-19/Coronavirus, namely to investigate

how big the variance in the Resilience of fresh graduates can be explained by the variables of Competence and experience related to the Covid-19 pandemic.

3. Method

This method aims to describe the resilience of fresh graduates during the Covid 19 pandemic. How resilient they are in facing the pandemic and how big their competence, is there a relationship between resilience and the pandemic Covid-19 or between competence and resilience. The sample selection was carried out using the snowball sampling technique (Sugiyono, 127:2014), by contacting several college alumni, then asking them to share the *google form link* to other alumni who were *fresh graduates* at the university. So that the number of alumni (respondents) is increasing, as many as 49 *fresh graduates*. Respondent criteria for online survey are fresh graduates (those who graduated in August 2019-July 2021) and have access to survey link. This research using a cross-sectional design. The data used in this study is collected during one semester from online surveys starting in August 2021. Online surveys are distributed via WA and telegram. The research variables are Resilience, competence and covid-19

experience

3.1. Respondent (research sample)

The research sample consist of fresh graduate who have access to online survey link. Respondent s participated in the study through snowball sampling by asking them to share the survey link via WA or telegram. The sample of this research is 49 fresh graduates from universities in Surabaya, Malang and Gresik. Data analysis using SPSS.

3.2. Measurement

Dependent Variable (Resilience)

Resilience is variable dependent which used in this study. Resilience have six dimensions, that is emotional regulation, impulse control, optimism, empathy, self-efficacy, and reaching out (Septiani and fitria. 2016). For measure Resilience in this study using the 10-item Connor Davidson Resilience Scale (CD-RISC 10) (Ferreira, et al 2020). This study used CD-RISC 10, which is an abbreviated version of CD-RISC 25. The scale uses a Likert scale from 1 for "strongly disagree" to 5 for "strongly" agree". CD-RISC 10 asks respondents to rate their own resilience by responding to the following ten statements : (1) I am able to adapt when changes occur (2) I can deal with whatever comes

my way (3) I try to see the humorous side of things when I am faced with problems; (4) Having to cope with stress, can make me stronger (5) I tend ttto bounce back after illness, injury, or other hardships (6) I believe I can achieve mygoals, even if there are obstacles; (7) under pressure, I stay focused and think clearly (8) I am not easily discouraged by failure (9) I think of myself as a strong person when dealing with life's challenges and difficulties; and (10) I am able to handle unpleasant or painful feelings such as sadness, fear, and anger. Scores on the CD-RISC 10 range from 0 to 40 and most studies use 32 as score limit for Resilience.

Independent Variable (Competence)

Competence is a person's characteristics (motives, innate traits, self-concept, knowledge and skills) related to superior performance (AM Lilik Agung, 51:2020). Competence in this study closely related to the ability or competence of fresh graduate to get and keep a job (Tien, H. L. S., & money, Y. C. :2017)) as well as employability. Employability skills are known by a number of different terms, in different countries. To measure Competence using five indicator. The scale uses a Likert scale ranging from 1 for "strongly disagree" to 5 for "strongly agree". This questionnaire asks respondents to assess their own competence by responding to the following ten statements (1) I know what career goals I want (2) I know how to achieve those career goals (3) I have experience in the world of work (4) I have experience in daily life, which is useful in the work environment (5) I have skills needed in the world of work (6) I have the knowledge needed to work in the future (7) I have the ability needed in the

world of work (8) I have the ability to understand other people's circumstances (9) I have the ability to understand myself (10) I have good control to emotion

Independent Variable (Covid-19 Experience)

The purpose of displaying the following independent variables of Covid-19 experience is to see experience Covid-19 (Virus Corona) which influence resilience of fresh graduate. Independent variable of Covid-19 experience and answer categories as follows: (1) Did Covid-19 make it difficult for you to find a job (1=yes, 0=no); (2) Has Covid-19 (Corona virus) limited your mobility to find work? (1=yes; 0=no); (3); Did Covid- 19 (Corona virus) cause you to lose your income (1 =yes; 0 =no); (4) Has Covid-19 (Coronavirus), made fewer job vacancies available? (1=yes:0=no) (5) Has Covid-19 (Corona virus) made you depressed? (1=yes; 0=no) (6) Has Covid-19 (Corona Virus) made it difficult for you to create your own business? (1 = yes; 0=no)

4. Results

Characteristics The sample of 49 respondents (fresh graduates) consisted of 42.9% male (n = 21) and 57.1% female (n = 28). Already working 63.3% (n=31) and not working 36.7% (n=18). The majority of the sample came from the management study program 71.42% (n=35). In terms of GPA, the majority of the sample passed cum laude (GPA>3.5) 53.1% (n=26). The Majority of respondents live in cities 67.3% (n=33). Regarding ability, only 22.4% (n=11) of respondents had English language skills, then 12.2% (n=6) have technology skills, and the majority of the sample has 65.3% (32) organizational skills. Respondent had interenship experience 10.2% (n=5), attended training (pre-employment) and other training 18.4% (n=9), and the majority had work experience 71.4% (n=35). Fresh Graduates' perceptions of the size of the competency scale have an average value of 43.29. For Resilience variable (CD-RISC10), respondents had a mean score 43.1 for a 10-item scale. Table 1 describes in detail the description of the characteristics of the respondents.

Table 1: Characteristics of respondents

Characteristics	Description	Average/% (N=49)
fresh graduates	August 2019-january 2020	37.5% - 19
	February 2020-july 2020	12.5% - 6
	August 2020-January 2021	16.7% - 8
	February 2021-July 2021	33.3% - 16
Age	20-23 year	43.8% - 21
	>23-24 years old	56.2% - 28
Gender	Man	42.9% - 21
	Woman	57.1% - 28
Study program	Management	71.4% -35
	chemistry	22.5% -11
	Information Technology	6.1% - 3
GPA	above 3.5 (cum laude)	53.1% - 26
	Under 3.5(no cum laude)	46.9% - 23
Residence	village	32.7% - 16
	City	67.3% - 33
Profession	Work	63.3% - 31
	Not work	36.7% - 18
Waiting time to get job	1-6 months	74.4% - 36
	6-12 months	12.8% - 6
	12-18 months	7.7% - 4
	18-24 months	5.1% - 3
Ability	Organization	65.3% - 32
	Technology	12.2% - 6
	English language	22.4% -11
Experience	Work	71.4% - 35
	Interenship (BUMN)	10.2% - 5

	Training pre work	18.4% - 9
Resilience	10 items	43.1
Competence	10 items	43.29
Covid-19 pandemic	6 items	4.97

4.1. Resilience model Testing

For answering research questions regarding how much variance in the resilience of fresh graduates can be explained by the Competence and covid-19 experience. There are two separate regression models, which will be shown. The first regression model examines the Competence variable as the independent variable and resilience as the dependent variable (see table 2). The second regression model examines experience during the Covid-19 pandemic as an independent variable and resilience, using CD-RISC 10 as dependent variable (see table 3). The Coefficient of each model are identified below and shown in table 2 and 3.

Table 2: Regression of Competence and Resilience

	B	β	t	Sig (p)
Constant	9,489		2,582	.014
X2-1	1,941	.285	2.295	.027
X2-2	-.405	-.061	-.371	.713
X2-3	.351	.065	.525	.603
X2-4	3.240	.399	2,669	.011
X2-5	.976	.158	1.367	.180
X2-6	-1,548	-.201	-1.211	.233
X2-7	.524	.074	.470	.641
X2-8	.992	.163	1,431	.161
X2-9	1,287	.167	1,244	.221
X2-10	.358	.064	.466	.644

a. Dependent Variables: Resilience (F=10,194, sig=0.000, R2 Adjusted =0.657)
 (n = 49; df = 10; * p < 0.05)

Table 3: Regression of Covid-19 experience, and resilience

	B	β	t	Sig
Constant	42.067		11,912	.000
X31	1.084	.072	.413	.682
X32	-1,220	-.081	-.469	.642
X33	2,765	.233	1.371	.178
X34	-.438	-.024	-.140	.889
X35	-.635	-.057	-.309	.759
X36	-.077	-.006	-.037	.970

a. Dependent Variables: Resilience (F=0.556, Sig 0.763, R2 Adjusted=-0.059)
 (n = 49; df = 6; * $p < 0.05$)

4.1.1. Competence

Regression analysis was carried out to determine whether the Competency variable (five indicators, 10 items) relate with increased resilience. R^2 is statistically significant (F=90,137, $p=0.000$, R^2 Adjusted =0.650), which indicates that 65% of the variance in resilience can be explained by the competency variable. The summary of the regression coefficients is shown in table 2. The Results show that there is a positive and significant relationship between competence and resilience. Competency Improvement leads to an increase in the resilience of fresh graduate.

4.1.2. Covid-19 Experience

Regression Analysis was conducted to investigate whether Covid-19 experience affects resilience, measured by the following survey question: (1) Did Covid-19 make it difficult for you to find a job (1=yes, 0=no); (2) Has Covid-19 (Corona virus) limited your mobility to find work? (1=yes; 0=no); (3); Did Covid-19 (Corona virus) cause you to lose your income (1 =yes; 0 =no); (4) Has Covid-19 (Coronavirus), made fewer job vacancies available? (1=yes:0=no) (5) Has Covid-19 (Corona virus) made you depressed? (1=yes; 0=no) (6) Has Covid-19 (Corona Virus) made it difficult for you to create your own business? (1=yes; 0=no).

The result is that R^2 is not statistically significant ($F= 0.556$, $p = 0.763$, R^2 adjusted = 0.059) indicating that only 5.9% of the variance in resilience can be explained by the Covid-19 experience variable. The summary of the Regression coefficient is presented in Table 3. The Results show that when respondents stated that their mobility was limited to find job due to covid-19, their resilience also decreases. However it becomes increasingly difficult for them to find job, causing fresh graduates to be more resilient.

5. Discussion

The demographic bonus indicates that Indonesia has a large population of productive age (15-64 years), of 70.72% (Population Census 2020). The composition of the Indonesian's population, with a total 270,20 million people, is dominated by Millennials (24-39 year) at 25.87% and Gen Z (8-23 year) at 27.94%. Students who Graduated in 2019-2020 are children born in generation Z, who are the youngest generation who have just to entered the workforce. They are more in touch socially through cyberspace. This affects their mindset and the way they work. By having a high GPA and ability as well as experience, it is hoped that they will be able to

overcome their problems and get up to keep trying to reach their jobs their dreams.

This Study was conducted in the middle of the Covid-19 pandemic which had an impact on crippling job losses which resulted in widespread financial difficulties. This sample is mostly well educated (graduated cum laude) 53.1% and working (63.3%). Also most of the students have organizational skills (65.3%). Final year students who have organizational experience have higher job readiness than those who do not have organizational experience (Rahmatika, S., & Aprilia, ED: 2019)). The Samples that feels stressed by Covid-19 is 73.5% and the average sample score on CD-RISC 10 is 43.1, indicating that the sample is considered resilient by the instrument. In accordance with the Septiani who said that resilient individuals have lower stress (Septiani and fitria: 2016). Fresh Graduate have high resilience, supported by the sample are educated people, most of them have jobs and a waiting period to get jobs 1-6 months is 74.4%. This research took place in the midst of the Covid-19 pandemic. Very few studies investigating the relationship between infectious disease (Covid-19) and resilience can be done during the pandemic.

In Indonesia, the number of cases and the number of deaths increased at that time, thus opening a high risk workplace (offline work), as well as the emergency of Social distancing and physical distancing policies, restrictions on going out of the house and limiting travel to only permitted activities (i.e, health care, food, exercise). It is possible that the respondent (fresh graduate) are currently less stressed and have better resilience than when filling out this research questionnaire in August 2021, because they are not constrained by mobility and have been get a dose of vaccine 2.

The regression model investigating the relationship between variable of Competence and resilience found that competence had a significant effect on resilience ($F=10,194$ and $\text{sig}=0.000$). There is a positive and significant relationship between resilience and competence (Habib et al, 2016). The reason why these fresh graduates resilient is that they have the competence to get a job (their abilities, skills and attitudes). As well as the dimensions developed in the CareerEDGE Model (Pool & Sewell, 2010) including (1) Career Development Learning (2). Experience (work and life) (3). degree subject knowledge, skills and

understanding (4). Generic skills (5). Emotional Intelligence. The Results of the study show that competencies related to work experience work and life experience have the greatest value in increasing the resilience of fresh graduates. In the last two years, fresh graduates have been faced with a pandemic situation that requires adaptability. In the concept of competency formation, the mastery of competence will be higher when lived with real experiences. The fresh graduates are currently adapting from a Face-to-face learning model to a virtual face-to-face learning model is a concrete experience. From never using various digital platform, like google meet or zoom and others. These fresh graduates are able to adapt well and are very familiar with these platforms. This experience has indirectly shaped the fresh graduates to have the ability to adapt.

However, for the Covid-19 variable which is an infectious disease, it has a negative relationship and no significant ($F= 0.556$, $\text{sig}=0.763$) with resilience, but there is possibility that, this function is also subject to change. New emerging information about how a new virus variant (Omicron) is spread and the precautions people should take to prevent

it from spreading to family members
makes this negative association possible.

This result is

also predictable given the widespread economic hardship caused by the Covid-19 pandemic. Based on the results of the study, at the time of Covid-19, the majority of the sample found it difficult to get a job, it was difficult to create their own business, limited mobility to find work, reduced income, felt job vacancies were getting narrower, and felt pressured. The Results of this study contradict research (Feieera, 2020). The regression model which investigates the relationship between the experience of Covid-19 and resilience, found that, 73.5% of respondent felt depressed by the presence of Covid-19. Perhaps, the situation in Indonesia has also turned more pessimistic for a while, with the emergence of Omicron. During the time period of this research, government policies, such as the PSBB were temporary and universities were still carrying out online learning and some were also implementing hybrid learning. However, after all, we all still have to wear masks and health protocols. The Results of the study show that the resilience of fresh graduate will decrease due to the increasingly narrow availability of job vacancies, the mobility of finding work is increasingly limited, and the

Covid-19 situation is getting more and more depressed. This means that respondents (fresh graduates) in dealing with the Covid-19 pandemic are worried. As a contagious disease, they may worry about their health and safety of themselves and their loved ones because they have to interact with other people to get a job or start a business. Resilience describes the same mechanism for adaptation to stress (Ledesma: 2014). Resilient fresh graduates are fresh graduate who have ability to adapt in difficult situation (difficulty finding a job, difficult mobility, difficult to start a business) and have purpose, determination and perseverance to continue looking for work, despite the pandemic situation.

According to Grotberg (1995:15) there are three factors that shape resilience (1) I have, for external support and its sources (2) I am, the term used for individual strength, within the person and (3) I Can, the term to use for interpersonal skills. Resilience is one of the competencies needed by organizations (a study of youth in Indonesia conducted by UNICEF in collaboration with Oxford policy management (2019).

Indirectly, the fresh graduates of today have learned and have had the resilience

of this pandemic form the fresh graduate have the ability of resilience. The online learning undertaken by fresh graduates certainly has presented various kinds of challenges. hand. The experience of Covid- 19, shape fresh graduate have resilience (toughness, strength, and patience), in difficult situations that they need to be comfortable with engaging in online learning. However,

However, when these fresh graduates are finally able to finish their studies, it is proof that they have been able to get through the difficult situation, find ways to overcome problems and challenges. Not only learned, but actually experienced. Concrete experience is method the most effective competency formation.

Limitations and Future Directions for Research

One of the limitations in this study is the characteristics of the sample (respondents). They are dominated by management study programs, bachelor educated, and already in work. They literate computer and have internet access (although not mentioned in the survey), which shows that they are more prosperous (middle and upper class). In order to gain shortterm understanding of resilience, and infectious diseases, this study uses a cross-sectional analysis of factors related to resilience. Future studies should consider using a longitudinal analysis to better understand the longterm impact on resilience.

5. CONCLUSION

Based on the discussion above, the government must reduce risks related to

the impact of the pandemic by continuously providing various pre-employment training needed by fresh graduates to improve their competence so that they are able to maintain Resilience. The uncertain end of Covid-19 (the emergence of the Omicron variant) also requires Universities to collaborate with job providers to provide career counseling (provided by the Career Centers) for fresh graduates to be ready to work. Competence is an important capital for fresh graduate to be able to compete in the world of work and increase resilience.

COVID -19 has taught students or fresh graduates to have skills (competencies) and prepare themselves to become more resilient human beings. According to the results of this study, what makes fresh graduate resilient is having Competence, to meet the needs of Fresh graduates to experience the world of work. Work is a coveted experience after they pass studies. Adaptability is one of the skills needed to be Resilient and this pandemic period can be seen as a period of preparation for fresh graduates to be adaptive.

References

- AMLLik Agung, 2020, HR Competence in Era 4.0, publisher PT Alex Media Komputindo, Compass grammar Jakarta
- Amelia, S., Asni, E., & Chairilsyah, D. (2014). Description of Self Toughness (Resilience) in First Year Student of the Faculty of Medicine, University of Riau. *Online Journal of Maha- student Medicine* , 1 (2).
- Erdina Indrawati {2019) Resilience in Daily Life Situations *ISSN 2477-1686 Vol.5 No. 16 August 2019 Faculty Psychology, University psychology Indonesia YAI* <https://bulletin.k-pin.org/index.php/article-archive/453-resilience-in-everyday-life-situations>
- Farkas, D., & Orosz, G. (2015). Ego-resiliency reloaded: A three-component model of general resilience. *PLoS ONE* , 10 (3). <https://doi.org/10.1371/journal.pone.0120883>
- Ferreira, RJ, Buttell, F., & Cannon, C. (2020). COVID-19: Immediate predictors of individual resilience. *Sustainability (Switzerland)* , 12 (16). <https://doi.org/10.3390/su12166495>
- Four Hooks Marketing. (2015). *The Generation Guide - Millennials, Gen X, Y, Z and Baby Boomers* . Four hooks.
- Grotberg, E. H. (1995). A Guide to Promoting Resilience in Children: Strengthening the Human Spirit = Guia de Promocion de la Resiliencia en los Ninos para Fortalecer el Espiritu Humano. *early Childhood Development: Practice And Reflections* , 8 (1).
- Grotberg, EH (2001). Resilience programs for children in disaster. *Ambulatory Child Health* ,7(2). <https://doi.org/10.1046/j.1467-0658.2001.00114.x>
- Habib, U., Habib, O., & Shamim, P. (2016). CORRELATIONAL STUDY OF RESILIENCE, EMOTIONAL COMPETENCE AND SELF ESTEEM. *International Journal of Current Research* , 8 (11).
- Henry Sarnowo, College Tall Private in middle Pandemic COVID-19, Book Covid 2021-KAFEGAMA86
- Keye, MD, & Pidgeon, AM (2013). Investigation of the Relationship between Resilience, Mindfulness, and Academic Self-Efficacy. *Open Journal of Social Sciences* , 01 (06). <https://doi.org/10.4236/jss.2013.16001>

Ledesma, J. (2014). Conceptual frameworks and research models on resilience in leadership.

SAGE open , 4 (3).

<https://doi.org/10.1177/2158244014545464>

maree, K. (2017). Psychology of career adaptability, employability and resilience. in *Psychology of Career Adaptability, Employability and Resilience* .

<https://doi.org/10.1007/978-3-319-66954-0>

Novian Herodwijanto audit in time Pandemic: is it possible Effective? Book Covid 2021-

KAFEGAMA86

pools, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education and Training* , 49 (4).

<https://doi.org/10.1108/00400910710754435>

Reikman Aritonang, *On line Learning* :

Between Use Technology and Build

Educationquality, Book Covid 2021-

KAFEGAMA86

Rahmatika, S., & Aprilia, ED (2019). EMPLOYABILITY DIFFERENCE ON MAHA-STUDENT LEVEL END IN UNSYIAH REVIEW FROM EXPERIENCE BERORGANIZATIO

N. Seurune Journal of Psychology Unsyiah , 2 (1).

<https://doi.org/10.24815/s-jpu.v2i1.13269>

Rojas F., LF (2015). Factors Affecting Academic Resilience in Middle School Students: A Case Studies. *GiST Education and Learning Research Journal* , 11 .

<https://doi.org/10.26817/16925777286>

Sugiyono. (2014). Book - Sugiyono. In *Method Study quantitative , Qualitative, and R & D* .

Septiani and fitria. (2016). Connection Between Resilience With Stress On College student SchoolTall service. *Journal of Psychological Research* , 07 (02).

Tien, HLS, & Wang, YC (2017). Career adaptability, employability, and career resilience of asian people. In *Psychology of Career Adaptability, Employability and Resilience* .

https://doi.org/10.1007/978-3-319-66954-0_18

Utami, CT (2017). Self-Efficacy and Resilience: A Meta-Analysis Review. *Bulletinpsychology* , 25 (1).

<https://doi.org/10.22146/buletinpsikologi.18419>

Y. Sri Susilo , pandemicomics, Pandemic Bond & Stimulus Economy, Book Covid 2021-

KAFEGAMA86

<https://positivepsychology.com/connor-davidson-brief-resilience-scale/>