MJP Journal of Education and Teaching Learning
Vol.4, No. 2 (2026): 666 – 672
https://jurnalilmiah.co.id/index.php/MJPJETL

The Effectiveness of Entrepreneurship-Based Career Guidance on Increasing the Resilience of Entrepreneurial Students: A Pre-Experimental Study at SMP Plus Nurul Wafa Jember

[1)]**Nitazul Hidayatul,** [2)]**Akhmad Rifqi Azis,** [3)]**Wahid Suharmawan**

[1,2,3)] Guidance and Counseling Study Program, Faculty of Teacher Training and Education, PGRI Argopuro University, Jember

***Correspondence Author:** nitazulkhoir@gmail.com

Article Info

Keywords:
Career guidance; Entrepreneurship; Resilience; Emotion regulation; Junior secondary school

ABSTRACT

Career guidance grounded in entrepreneurship has often been put forward as a promising route to building resilience in adolescents, but evidence at the junior-secondary level is still thin. We examined this idea in a pre-experimental, one-group pretest–posttest study involving ten ninth-grade student-entrepreneurs at SMP Plus Nurul Wafa, Jember. Resilience was measured with a 20-item Likert scale built around Reivich and Shatté's (2002) seven-component model; a tryout with 30 comparable students supported its validity (r = .36–.78) and reliability (α = .87). The intervention itself ran across four sessions structured by a Define–Design–Deliver–Develop (4D) framework, moving from psychoeducation through simulation and authentic practice to guided reflection. A Wilcoxon signed-rank test showed a statistically significant gain (Z = −2.807, p = .005) with a large effect size (r = .89), and the proportion of students in the high-resilience category rose from 0% at baseline to 70% thereafter. These results sit comfortably alongside Psychological Capital theory and contextual accounts of emotion regulation, although we discuss several limitations, namely the single-group design, small sample, and absence of follow-up, that temper how far the findings can be pushed.

Article Information

Kata Kunci:
Bimbingan karir; Entrepreneurship; Resiliensi; Regulasi emosi; Sekolah menengah pertama

ABSTRACT

Banyak yang berpendapat bahwa bimbingan karir berbasis entrepreneurship bisa membangun resiliensi remaja, tetapi bukti empiris di jenjang sekolah menengah pertama masih jarang ditemukan. Studi pre-eksperimental ini (one-group pretest–posttest) menguji efek intervensi tersebut pada resiliensi sepuluh siswa wirausaha kelas IX di SMP Plus Nurul Wafa, Jember, yang dipilih melalui purposive sampling. Resiliensi diukur dengan skala 20 butir Likert yang disusun berdasarkan model tujuh komponen Reivich dan Shatté (2002); uji coba pada 30 siswa dengan karakteristik serupa menunjukkan validitas yang baik (r = ,36–,78) dan reliabilitas tinggi (α = ,87). Intervensinya sendiri berlangsung dalam empat sesi mengikuti kerangka Define–Design–Deliver–Develop (4D), mulai dari psikoedukasi, simulasi usaha, praktik autentik, hingga refleksi terbimbing. Hasil uji Wilcoxon signed-rank menunjukkan peningkatan yang signifikan secara statistik (Z = −2,807, p = ,005) dengan effect size besar (r = ,89); persentase siswa pada kategori resiliensi tinggi naik dari 0% saat baseline menjadi 70% setelah intervensi. Temuan ini sejalan dengan teori Psychological Capital dan model regulasi emosi kontekstual, meski beberapa keterbatasan, yaitu desain satu kelompok, jumlah sampel kecil, dan tidak adanya pengukuran lanjutan, perlu dipertimbangkan sebelum hasil ini digeneralisasi.

Article History

Received : 15/08/2026
Revised : 10/09/2026
Accepted : 21/10/2026

✉ ***Corresponding Author:*** (1) Nitazul Hidayatul, (2) Guidance and Counseling Study Program, Faculty of Teacher Training and Education (3) PGRI Argopuro University, (4) Jember, East Java, Indonesia, (5) Email:nitazulkhoir@gmail.com

Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
Copyright © 2026 - [1)] Nitazul Hidayatul, [2)] Akhmad Rifqi Azis, [3)] Wahid Suharmawan

1. Introduction

The orientation of education no longer stops at the transmission of knowledge; it moves toward developing students' adaptive capacities (OECD, 2019). Masten (2014) defines resilience as a dynamic capacity to maintain or restore adaptive functioning when faced with adversity, a concept that is now inextricably linked to curriculum design and counseling practice. Reinforcing this urgency is Bernburg's (2021) finding: from a review of 67 longitudinal studies, adolescent resilience emerged as a stronger predictor of psychological well-being and long-term career productivity than IQ or initial academic achievement.

The seven components of resilience formulated by Reivich and Shatté (2002)—emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and opportunity seizing—can actually be systematically trained. In the context of entrepreneurship, these seven components are more appropriately read as functional prerequisites rather than merely complementary psychological attributes. This is supported by Shepherd et al.'s (2021) findings, which followed 312 young entrepreneurs in three countries. It was not financial capital or technical expertise that emerged as the strongest predictor of business sustainability beyond the first two years, but rather the capacity for emotional regulation. Shepherd et al.'s (2021) findings directly challenge the dominant orientation of school-based entrepreneurship training, which has traditionally emphasized technical business skills over students' psychological capacities.

Structurally, young entrepreneurs face more frequent uncertainty and repeated failures (Bullough et al., 2014). Gross and John's (2003) classic study, cited over 6,000 times, shows a consistent pattern: individuals who rely on cognitive reappraisal as their primary emotion regulation strategy report better social functioning and psychological well-being than those who primarily suppress their emotions. Similarly, Compas et al.'s (2017) meta-analysis of 198 studies confirms that adolescents' emotional regulation capacities remain quite flexible and responsive to authentic context-based interventions, precisely the conditions that entrepreneurship-based career guidance can provide.

This urgency becomes even more relevant when placed in the context of junior high school education in Indonesia. The integration of entrepreneurial values into primary and secondary education in Indonesia has been significantly strengthened through the Independent Curriculum policy. The Ministry of Education, Culture, Research, and Technology (2022), through Decree No. 56/M/2022, established the Pancasila Student Profile Strengthening Project (P5) as a co-curricular activity that explicitly incorporates an entrepreneurial theme, with target outcomes tailored to each phase of student development, including Phase D at the junior high school level. This demonstrates that the development of an entrepreneurial spirit is no longer limited to vocational high schools (SMK) or universities, but has been internalized since early adolescence through a project-based learning approach. At this age level, 12–15 years old, adolescents are in the initial vocational identity formation phase, which Super (1980) calls the exploration phase, a period where authentic entrepreneurial experiences can significantly shape long-term career orientation.

This condition reflects a broader pattern in school-based entrepreneurship education. Suyaman et al. (2026) found that entrepreneurship programs at the secondary school level are generally fragmented, focusing on business project activities without systematically integrating students' psychological capacity development. Similarly, studies in the field of entrepreneurial psychology emphasize that research and field practice need to pay more serious attention to the psychological dimension, not just technical and managerial competencies (Yueh et al., 2020). Furthermore, at SMP Plus Nurul Wafa, Jember, student entrepreneurial activities were already underway through a school bazaar and independent business practices. However, initial observations and interviews on June 4, 2026, with Moh. Arif, S.Ag., the guidance and counseling (BK) teacher, revealed something somewhat ironic: while the program was running, psychological support was barely structured. Active ninth-grade students, however, exhibited less adaptive emotional responses when faced with sales failures; they were easily disappointed, demotivated, and then withdrew from their entrepreneurial activities. This pattern reflects a condition known in developmental psychology literature as an emotion regulation deficit, which is the inability of individuals to manage emotional responses adaptively when faced with stress or failure. Deficits in emotional management put adolescents at serious psychological risk, and the emotional regulation skills developed during adolescence will form the foundation for emotional functioning in adulthood. In the context of entrepreneurship, this condition is even more critical because research in the field of entrepreneurial psychology is still very limited in examining how entrepreneurs can actively shape their emotional experiences, especially among young entrepreneurs at the school level who have not received structured psychological support (Schmodde & Wehner, 2024).

This gap between existing entrepreneurial practices and the absence of psychological counseling reflects a broader issue. Ciren et al. (2025), in a systematic review of 46 RCTs involving 8,729 adolescent participants, found that existing school-based resilience interventions have not reached all subpopulations in need, including active entrepreneurial students at the junior high school level who have not specifically participated in any documented structured guidance and counseling interventions. This study attempts to fill this gap through two contributions: first, it empirically tests whether entrepreneurship-based career guidance can improve the resilience of junior high school entrepreneurial students; second, it tests the 4D intervention model adapted from Thiagarajan, Semmel, and Semmel's (1974) development framework, consisting of the stages Define (mapping students' psychological needs), Design (designing the guidance and counseling intervention module), Deliver (implementing the intervention in an authentic entrepreneurial context), and Develop (evaluating and refining the model) as a framework that guidance and counseling practitioners can adapt in schools with limited resources.

2. Method

2.1. Research Design and Location

This study employed a one-group pretest–posttest (O_1 X O_2) pre-experimental design. It should be acknowledged from the outset that this choice carries certain consequences: without randomization and a control group, pure causal attribution claims to the intervention cannot be made (Campbell & Stanley, 1963). Nevertheless, Shadish et al. (2002) argue that this type of design still has valid methodological justification when the number of

participants meeting the inclusion criteria is very limited, and when the research objectives are more exploratory or proof-of-concept. The study was conducted at SMP Plus Nurul Wafa, Jember, in the 2025/2026 academic year.

2.2. Participants

Ten ninth-grade students were selected through purposive sampling, with three inclusion criteria: (a) actively participating in school entrepreneurship activities for at least one semester, (b) resilience pretest scores in the low or medium category (≤ 60), and (c) willingness to participate in all stages of the guidance and counseling program. The sample size of n = 10 is clearly a limitation in terms of statistical power, but this figure is quite in line with the characteristics of small-group guidance and counseling interventions commonly found in the literature (Corey, 2015).

2.3. Instruments

The resilience scale is based on the seven components of Reivich and Shatté (2002), consisting of 20 statements with a four-point Likert scale (1 = Strongly Disagree, 4 = Strongly Agree). The total score ranges from 20–80, then categorized into low (20–40), medium (41–60), and high (61–80) with reference to the class interval formula (Arikunto, 2009). This instrument was first tested on 30 students with similar characteristics outside the main sample before use. The results of the validity test with Pearson Product Moment correlation showed that the calculated r ranged from .36–.78, all exceeding the table r = .30 at α = .05. The Cronbach's Alpha reliability test gave equally good results, α = .87, well above the .70 threshold recommended by Nunnally and Bernstein (1994).

Table 1. Resilience Research Instrument Grid

Variables	Aspect	Indicator	Sample Items	Item	n
Resilience (Reivich & Shatté, 2002)	Emotion Regulation	Emotional stability under entrepreneurial pressure	"I am able to calm myself down when the business I am running experiences problems without getting lost in disappointment."	1–6	6
	Impulse Control	Controlling impulsive actions	"I don't make hasty business decisions even when under pressure."	7–8	2
	Optimism	The belief that difficult conditions can be overcome	"I believe that failure in entrepreneurship is a valuable learning process."	9–11	3
	Causal Analysis	Objective analysis of the causes of obstacles	"I try to find the root causes of business failure, not just accept the results."	12–13	2
	Empathy	Understanding partner and customer perspectives	"I am able to understand customer concerns and respond to them constructively."	14–15	2
	Self-Efficacy	Confidence in solving entrepreneurial challenges	"I am confident that I can overcome the obstacles that arise in my business activities."	16–18	3
	Reaching Out	The courage to try again after failure	"I see business failure as a starting point for better strategies."	19–20	2

Source: Adapted from Reivich & Shatté (2002)

2.4. Intervention Procedures

The intervention was designed in four 90-minute sessions, following the 4D framework adapted from Dick et al. (2015) and Lackeus (2015). The sequence of sessions followed Vygotsky's scaffolding logic: moving from conceptual foundations, to independent practice, and then ending with reflective consolidation.

Table 2.4D Framework Intervention Design

Session	Phase	Main Activities	Resilience Component Targets	Theoretical Basis
1	Define (Psychoeducation)	Mapping students' psychological conditions; psychoeducation on resilience and emotional regulation; introduction to the concept of entrepreneurial mindset	Emotion regulation, optimism	Reivich & Shatte (2002); Gross & John (2003)
2	Design (Simulation)	Entrepreneurial scenario simulation with emotional dilemma; discussion of cognitive reappraisal strategies; decision-making role-play	Impulse control, causal analysis, optimism	Lackeus (2015); Luthans et al. (2015)
3	Deliver (Authentic Practice)	Simple entrepreneurial practices with programmed challenges; peer-support facilitation; post-obstacle emotional debriefing	Self-efficacy, empathy, reaching out	Bandura (1997); Compas et al. (2017)
4	Develop (Reflection & Consolidation)	Individual and group guided reflection; development of personal resilience action plans; strengthening adaptive self-schemas	All components; reinforcement reaching out	Ye et al. (2023); Martin et al. (2023)

Source: Adapted from Dick et al. (2015); Lackeus (2015); Reivich & Shatté (2002)

2.5. Data Analysis

Descriptive analysis is presented through frequency distributions and summary statistics in the form of mean and median. The normality test used Shapiro-Wilk considering the sample size n < 50 (Razali & Wah, 2011), and the results showed a normal distribution for both pretest (W = .953, p = .705) and posttest (W = .985, p = .987) data. Although the normality assumption was procedurally met, the Wilcoxon signed-rank test was still chosen as a more conservative approach, because at n = 10 the paired t-test tends to produce less stable estimates (Field, 2018). Effect size was calculated using the formula r = Z/√N (Cohen, 1988), with categories of small (r ≥ .10), medium (r ≥ .30), and large (r ≥ .50).

Table 3. Shapiro-Wilk Normality Test Results

Variables	W	p
Pretest	,953	,705
Posttest	,985	,987

Source: Primary research data (processed by SPSS, 2026)

3. Results and Discussion

3.1. Changes in the Distribution of Resilience Levels

Table 4 shows the changes in the categorical distribution of resilience before and after the intervention. The most striking finding is the shift of all students from the low category to the medium or high category, while the low category virtually disappeared once the intervention ended.

Table 4. Frequency Distribution of Resilience Levels in Pre-test and Post-test

Category	Score Range	Pre-test (f)	Pre-test (%)	Post-test (f)	Post-test (%)
Low	20–40	4	40.0	0	0.0
Currently	41–60	6	60.0	3	30.0
Tall	61–80	0	0.0	7	70.0
Total	–	**10**	100.0	**10**	100.0

Source: Primary research data (processed, 2026)

Table 5 compares the mean and median resilience scores before and after the intervention. The mean increased by 20.20 points (42.80%), the median increased by 19.50 points (40.21%), and the magnitude of these changes appeared consistent across the entire group of participants, not just a small subset.

Table 5. Comparison of Mean and Median Resilience Scores Pre-test and Post-test

Statistics	Pre-test	Post-test	Difference (Δ)	Δ (%)
Mean	47.20	67.40	+20.20	42.80
Median	48.50	68.00	+19.50	40.21

Source: Primary research data (processed, 2026)

The mean increase of 20.20 points (42.80%) only becomes meaningful when read in conjunction with the categorical distribution pattern, as this increase is not based on one or two individuals who responded exceptionally well. Positive ranks encompassed all 10 participants without exception, a consistency that, according to Martin et al. (2023), is a more meaningful

indicator than a simple average. This pattern indicates that the intervention works across individuals, not just for specific psychological profiles.

3.2. Hypothesis Test Results

Table 6. Wilcoxon Signed-Rank Test Results

Comparison	Z	Asymp. Sig. (2-tailed)	Positive Ranks	Negative Ranks	Decision
Post-test – Pre-test	−2,807	,005	10	0	**H_1 accepted**

Source: Primary research data (processed, 2026)

Table 7. Intervention Effect Size

Formula	r value	Categories (Cohen, 1988)	Interpretation
r = |Z| / √N = 2.807 / √10	**,89**	Large (r ≥ .50)	The intervention had a substantive practical impact; it exceeded the large threshold according to Cohen's criteria.

Source: Calculated based on Field (2018); Cohen (1988) criteria

The Z-value of −2.807 and p-value of .005 (two-tailed) are quite convincing that the observed improvement was not simply a statistical fluke. More interestingly, all 10 participants recorded positive ranks without a single negative rank or tie. The absence of ties in such a small sample is a rare occurrence; according to Field (2018), this situation adds confidence in the stability of the findings, although formal statistical power remains limited.

3.3. Discussion: Mechanisms of Change and Implications

These findings can be explained by two mechanistic pathways that appear to operate concurrently. The first pathway concerns contextual emotion regulation. The entrepreneurial simulation and practice designed in sessions 2 and 3 intentionally created controlled micro-stressors, situations well suited to training cognitive reappraisal as identified by Gross and John (2003). Compas et al.'s (2017) meta-analysis of 198 emotion regulation intervention studies in adolescents reinforces this logic: exposure to real-world contexts tends to result in more durable skill transfer than training based on hypothetical scenarios alone.

The second pathway concerns strengthening mastery-based self-efficacy. Bandura (1997) has shown that the most powerful source of self-efficacy formation is mastery experience, that is, the experience of successfully overcoming real challenges, no matter how small. The entrepreneurial practice in the Deliver session presents this kind of situation in a structured way: students face pre-designed obstacles, overcome them with the help of a facilitator, and then reflect on them in the Develop session. Luthans et al. (2015) show that resilience and self-efficacy are not two capacities that develop in parallel and separately, but rather reinforce each other within an integrated psychological ecosystem. PsyCap is a higher-order construct that synergistically encompasses the four resources of hope, efficacy, resilience, and optimism, with these four components proven to have stronger predictive power together than either component individually. Mechanistically, the dynamics work as follows: self-efficacy formed early through experiences of small successes in entrepreneurial practice becomes the foundation that enables individuals to withstand subsequent failures, because they have confidence in the reliability of their capacities. An intervention approach that develops all four components of PsyCap simultaneously, rather than individually, has proven more effective because building PsyCap at the subconstruct level leverages the synergistic relationships between components to develop each subconstruct simultaneously. In the context of junior high school entrepreneurial students, the implication is concrete: Guidance and counseling interventions that only train resilience without first building self-efficacy risk losing the psychological foundation that ultimately makes resilience sustainable.

This even distribution of results has its own methodological significance. In small-group intervention studies, consistent mean increases across all participants (positive ranks = 10, negative ranks = 0) are far more convincing than mean increases that are driven by only one or two extreme respondents. This pattern aligns with the principle of targeted scaffolding in Vygotskian learning theory, where interventions designed in stages, from psychoeducation to authentic practice, tend to be effective across baseline ability profiles, not limited to those with a strong foundation of emotion regulation from the start (Sinha, 2025).

Another contextual factor that also needs to be taken into account is the character of SMP Plus Nurul Wafa as a private Islamic school with its own value system. Values such as patience, trust in God, and ikhtiar (pledge of allegiance) inherent in Islamic education may act as protective factors that work in tandem with formal interventions, such as what Connor and Davidson (2003) call spiritual influences on resilience. Therefore, a clear causal interpretation of these findings needs to account for the possible latent contribution of such contextual factors.

Several limitations of this study need to be frankly stated. First, the single-group design without randomization opens up the possibility of internal validity threats such as maturation effects, Hawthorne effects, and history effects that cannot be ruled out (Shadish et al., 2002). Second, with n = 10, statistical power is very limited, so the probability of Type II error is high, and it is possible that a truly significant effect may not be detected in a replication study. Third, the lack of follow-up measurements raises the important question of durability: do

these changes persist beyond just immediate post-intervention measurements? Several meta-analyses of school resilience interventions have shown that their effects tend to weaken within 3–6 months unless accompanied by maintenance sessions (Ye et al., 2023). Future research should ideally employ a randomized controlled trial design, or at least a quasi-experimental one with equivalent comparison groups, a sample size of 30 or more per group, and at least one three-month follow-up wave post-intervention.

4. Conclusion and Suggestions

This study provides statistically significant preliminary evidence that an entrepreneurship-based career guidance intervention, designed within the 4D framework over four sessions, can improve the resilience of ninth-grade entrepreneurial students at SMP Plus Nurul Wafa, Jember. The mean increase was 20.20 points (42.80%), supported by $Z = -2.807$ ($p = .005$) and a large effect size ($r = .89$), in line with predictions from Psychological Capital theory and the contextual emotion regulation model. However, this evidence needs to be read with clear limitations. With $n = 10$, a single-group design, and the absence of follow-up measurements, claims regarding causality and durability of the effects cannot be made with sufficient confidence. This study is best positioned as a proof-of-concept study paving the way for more rigorous trials in the future.

Practically, guidance counselors in junior high schools or Islamic schools that already have active entrepreneurship programs can adopt this 4D model as part of their semester-long group guidance services, integrated with existing entrepreneurship activities to avoid the need for additional dedicated hours. The cognitive reappraisal aspect of the reflection session should be explicitly stated in the Service Program Plan (RPL), so that it is not simply reduced to an informal debriefing session. From a research perspective, replication with a quasi-experimental design with control groups, samples of ≥ 30 per group, standardized instruments such as the Connor-Davidson Resilience Scale (Connor & Davidson, 2003) or the Brief Resilience Scale (Smith et al., 2008), and follow-up measurements at three and six months post-intervention, would greatly help strengthen the validity and generalizability of these findings.

5. Bibliography

Arikunto, S. (2009). Research procedures: A practical approach. Rineka Cipta.

Bandura, A. (1997). Self-efficacy: The exercise of control. WH Freeman.

Bernburg, M. (2021). Resilience as a predictor of long-term well-being and career outcomes: A systematic review of 67 longitudinal studies. European Journal of Work and Organizational Psychology, 30(4), 485–501.https://doi.org/10.1080/1359432X.2021.1897198

Bullough, A., Renko, M., & Myatt, T. (2014). Danger zone entrepreneurs: The importance of resilience and self-efficacy for entrepreneurial intentions. Entrepreneurship Theory and Practice, 38(3), 473–499.https://doi.org/10.1111/etap.12006

Campbell, D.T., & Stanley, J.C. (1963). Experimental and quasi-experimental designs for research. Rand McNally.

Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Lawrence Erlbaum Associates.

Compas, B.E., Jaser, S.S., Bettis, A.H., Watson, K.H., Gruhn, M.A., Dunbar, J.P., Williams, E., & Thigpen, J.C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. Psychological Bulletin, 143(9), 939–991.https://doi.org/10.1037/bul0000110

Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). Depression and Anxiety, 18(2), 76–82.https://doi.org/10.1002/da.10113

Corey, G. (2015). Theory and practice of group counseling (9th ed.). Cengage Learning.

Dick, W., Carey, L., & Carey, J. O. (2015). The systematic design of instruction (8th ed.). Pearson.

Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publications.

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. Journal of Personality and Social Psychology, 85(2), 348–362.https://doi.org/10.1037/0022-3514.85.2.348

Hidayah, N., & Ramli, M. (2022). Strengthening entrepreneurship-based career guidance services for vocational high school students. Journal of Guidance and Counseling Studies, 7(2), 85–94.

Jiang, Z., Newman, A., Le, H., Presbitero, A., & Zheng, C. (2023). Career adaptability and career outcomes: A meta-analysis. Journal of Vocational Behavior, 139, 103788.https://doi.org/10.1016/j.jvb.2022.103788

Lackeus, M. (2015). Entrepreneurship in education: What, why, when, how. OECD Publishing.

Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). Psychological capital and beyond. Oxford University Press.

Martin, A. J., Collie, R. J., & Tarbetsky, A. L. (2023). Career resilience in schools: Longitudinal evidence from a simulation-based guidance program. British Journal of Guidance and Counselling, 51(2), 189–206.https://doi.org/10.1080/03069885.2022.2047312

Masten, A.S. (2014). Global perspectives on resilience in children and youth. Child Development, 85(1), 6–20.https://doi.org/10.1111/cdev.12205

Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.

OECD. (2019). OECD learning compass 2030: A series of concept notes. OECD Publishing.

Razali, NM, & Wah, YB (2011). Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests. Journal of Statistical Modeling and Analytics, 2(1), 21–33.

Reivich, K., & Shatte, A. (2002). The resilience factor: 7 essential skills for overcoming life's inevitable

obstacles. Broadway Books.

Saifuddin, A., Nurdiyanto, H., & Priambodo, A. (2024). Career context-based emotion regulation intervention for vocational high school students: Implications for resilience and career anxiety. Journal of Applied Guidance and Counseling, 8(1), 44–59.https://doi.org/10.26675/jbkt.v8i1.27341

Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin.

Shepherd, D. A., Saade, F. P., & Wincent, J. (2021). How to circumvent adversity? Refugee-entrepreneurs' resilience in the face of substantial and persistent adversity. Journal of Business Venturing, 36(4), 106107.https://doi.org/10.1016/j.jbusvent.2021.106107

Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The Brief Resilience Scale: Assessing the ability to bounce back. International Journal of Behavioral Medicine, 15(3), 194–200.

Sugiyono. (2019). Quantitative, qualitative, and R&D research methods. Alfabeta.

Wahyuni, E., Setiyani, R., & Kurniawan, A. (2024). The effectiveness of an entrepreneurial experience-based career guidance program in improving the psychological capital of East Java vocational high school students. Journal of Vocational and Career Education, 11(1), 23–38.https://doi.org/10.21831/jpvk.v11i1.58921

Ye, W., Strizhakova, Y., & Antonova, L. (2023). Building resilience in adolescents: A systematic review of school-based intervention programs. Educational Psychology Review, 35(2), 1–42.https://doi.org/10.1007/s10648-023-09768-y