

Anxiety in Facing the World of Work in Terms of Career Self-Efficacy and Adversity Quotient in Final Year Students

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Abstract

Final-year students often experience anxiety when facing the transition to the workforce due to various challenges, including career uncertainty and inadequate preparation. This study aims to examine the influence of career decision-making self-efficacy and adversity quotient on anxiety in facing the world of work among final-year students. A quantitative approach with a survey method was employed. The population comprised 2,024 final-year students from the Faculty of Education at the State University of Jakarta, and a sample of 334 students was selected using quota sampling. Data were collected using three validated psychological scales and analyzed with multiple linear regression in SPSS version 27. The results indicate that career decision-making self-efficacy and adversity quotient simultaneously have a significant influence on work-related anxiety ($F = 769.856$, $p < 0.001$). Partially, career decision-making self-efficacy showed a dominant effect ($t = 36.418$, $p < 0.001$), while adversity quotient also demonstrated a significant but smaller contribution ($t = 2.469$, $p = 0.014$). The coefficient of determination ($R^2 = 0.823$) reveals that both variables collectively explain 82.3% of the variance in work-related anxiety. These findings suggest that students with higher career decision-making self-efficacy and adversity intelligence tend to experience more manageable levels of anxiety when preparing to enter the workforce. This study contributes to guidance and counseling by emphasizing the need to develop self-efficacy and adversity quotient through targeted interventions. Future research is encouraged to explore additional variables and broader populations.

Keywords: adversity intelligence, anxiety in facing the world of work, self-efficacy in career decision-making

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INTRODUCTION

Students are in the early stages of adult development, which means one of the main goals at this stage is to learn to accept and adapt to their environment. Completing higher education and starting a career are among the developmental challenges one must face, alongside life's ever-evolving demands. One way to meet this need is to work to earn an income. Final-year students are expected to prepare to enter the workforce in line with their interests, skills, and abilities. However, this is often more difficult than imagined due to the many challenges involved (Sari & Astuti, 2024).

Aninda et al (2023) Anxiety is a condition that can interfere with motivation and daily activities, characterized by feelings of tension, anxiety, fear, worry, and worry about things that have not happened or are not real. Greenberger & Padesky (2016) add that anxiety is often associated with worries or anxiety that arise before or during dealing with stressful situations, such as job interviews or medical checkups. In line with this, Nevid et al., (2014) it describes anxiety as an emotional disorder characterized by an unpleasant sense of tension, fear of the future, and certain physiological reactions.

Work-related anxiety is influenced by various factors, such as lack of work experience or the non-conformity of graduates' competencies with expected standards (Azhari & Mirza, 2016). Priastanti & Pratitis, (2021) highlighting that limited job opportunities and high levels of competition also affect a person's career prospects. Tsai et al (2017) Note that career anxiety can also arise as a result of an individual's inability to make decisions regarding their career future. Researchers Sofyanty et al (2024) are worried that the job they get is not in accordance with their educational background, lack of work experience, relationships with colleagues, career opportunities, job status, salary, and comparisons with relatives, family, friends, or others who have already gotten a job. Another situation that causes anxiety for final-year students is the lack of certainty about being accepted for the job they have applied for, a job that does not match their interests (Jannah & Cahyawulan, 2023). As well as high skill requirements in job acceptance (Noviyanti, 2021).

New undergraduate students are usually more nervous when applying for a job than when they are unemployed. Many recent graduates fail to make a positive impression during job interviews due to their lack of understanding of basic interview questions asked by recruiters. They feel inadequate during the interview process, anxious about not graduating and not getting a job, inferior to others, and that failure is a constant part of their lives and that it takes them a long time to get back on their feet (Masril. et al., 2021).

Based on the results of a survey conducted by the Quality Assurance Group of the State University of Jakarta in 2021 on 271 graduates of the Faculty of Economics (Fauziah & Junarti, 2023), as many as 213 graduates, or 78.60% of the total graduates, are still looking for jobs. Another 15.87% (43 people) already have jobs, while 3.32% (9 people) are still unemployed or not working, 1.84% (5 people) are starting their own businesses and are self-employed, and 0.37% (1 person) is pursuing additional education. These numbers show how difficult it is for recent graduates to get a job.

Amid the many difficulties and obstacles faced by new graduates when entering the world of work, they must have the intelligence to overcome adversity. Individuals with intelligence face great difficulties and strive to overcome them to compete for a suitable job (Kamila et al., 2023a). Adversity intelligence measures a person's ability to handle difficult life circumstances. Stoltz introduces the following four dimensions of adversity intelligence, abbreviated to CORE (Control, Ownership, Reach, and Endurance), to provide a better understanding of them. Control is a person's ability to



manage the unfortunate consequences of their life well and take charge. Ownership means taking responsibility for one's actions and behavior and striving to improve the current situation. Reach is the capacity to withstand the negative impact of adversity on other aspects of a person's life. On the contrary, resilience is the ability to withstand the negative effects of emotional turmoil or suffering while maintaining optimism about the future, despite all obstacles (Saxena & Rathore, 2024).

Survey results Cahyani & Ahyanuardi (2022) the findings suggest that adversity intelligence contributes to a detrimental and considerable effect on anxiety levels when individuals are faced with challenges associated with finding a job. The intelligence variable adversity as an independent factor contributed 18% to the anxiety variable as a dependent factor.

Their self-efficacy also influences students' high and low anxiety when facing the world of work in making career decisions. The process of making career decisions is crucial to one's career development, as each decision can affect the next. This process involves assessing the various options available and considering their impact on the individual. Often, one needs to carefully evaluate various options before deciding on the right career path (Tsai et al., 2017). A study Fajriani et al (2023) states that the career decision-making process involves evaluation and selection among various alternatives, which ultimately guides individuals towards the choice of academic majors, professional paths, and occupations, which are carried out through career exploration that involves self-understanding in relation to the world of work. Choosing the right career is an important step to success. Unfortunately, many students whose career decisions are still influenced by other parties, not just personal desires. An assessment of the types of careers considered to have high social status in society, such as jobs in healthcare, technology, the civil service, or roles in large companies, is often a consideration. This contributes to the annual increase in the number of educated unemployed (Putra & Suhariadi, 2021).

Several studies have been conducted related to what factors affect anxiety about the world of work. In several studies that have been used as a reference by (Dewantari & Soetjningsih, 2022) revealed that in the anxiety of the world of work, previous research has focused on the anxiety scale of the anxiety aspect posed by the (Nevid et al., 2014) Four aspects of anxiety: physical (sweaty hands, difficulty speaking (stuttering), unstable voice (shaking), heart palpitations, difficulty breathing, weakness or dizziness), cognitive (negative and irrational thinking), and behavioral. This is also supported by research from Kasyfillah & Susilarini, (2021) the Anxiety Scale from the Emergency Aspect, Ghufon & Risnawati, (2012) namely the physical aspect, the emotional aspect, and the mental or cognitive aspect. However, there are still many people who use the theory of anxiety in the world of work in previous research. This research develops a scale of anxiety about the world of work grounded in a more relevant and specific theory (Tsai et al., 2017).

Some of the results of literature searches regarding anxiety in the world of work, in research Larasati (2024), the anxiety level of final year students in the guidance and counseling study program remains high due to events that have not yet occurred. No relationship was found between student anxiety and self-efficacy in career choice. The anxiety scale is not related to career. The researcher Elfina & Andriany, (2023) stated that the findings of this study show a negative correlation between career self-efficacy and future career anxiety. This implies that higher levels of career self-efficacy indicate lower future career anxiety. The importance of career self-efficacy underscores the need for further research on effective interventions. Inconsistencies in research findings on



workplace anxiety create significant gaps in evidence. Against this background, this study aims to investigate the impact of self-efficacy in career decision-making and adversity intelligence among final-year students of the Faculty of Education at the State University of Jakarta on their anxiety in the world of work. This research is important because it contributes to better knowledge of psychology and is a valuable resource for future research, particularly in the field of guidance and counseling. This research is also a reflection material to help them better prepare and manage their anxiety at work.

The findings of this study are expected to be used as a safety so that students do not feel excessively anxious when entering the world of work. One of the findings of this study is that although many studies have discussed self-efficacy in career decision-making, adversity intelligence, and anxiety about the world of work, each study has unique characteristics. This uniqueness lies in the theme being researched, the theory used, the research method and type, and the parties involved in the research. In addition, the stages of the research process and the roles of the parties involved provide a new perspective in this research.

The novelty of this study lies in its simultaneous examination of career decision-making self-efficacy and adversity quotient as predictors of work-related anxiety among final-year students in the Faculty of Education at the State University of Jakarta. Therefore, this study aims to examine the influence of career decision-making self-efficacy and adversity quotient on anxiety in facing the world of work among final-year students.

METHOD

This study uses a survey methodology as the primary approach to systematically collect data from relevant participants, particularly final-year students of the Faculty of Education, State University of Jakarta. In this survey method, the researcher collects data by distributing questionnaires or conducting interviews, in accordance with the procedures set by the (Hamzah & Susanti, 2020). The data collection process was carried out using a psychological scale, a tool for obtaining information on psychological factors from respondents.

The questionnaire was distributed online via Google Forms, enabling researchers to reach respondents more efficiently. Every final-year student at the Faculty of Education, State University of Jakarta is given access to complete the questionnaire. The data collected comes from the answers provided by the respondents through this platform. With this approach, researchers can ensure that the data obtained accurately represents students' feelings and attitudes towards workplace anxiety and the factors that influence it. The variables in this study are X1 Self-efficacy in career decision-making, X2 Adversity, Y Anxiety Facing the World of Work.

The population in this research comprises final-year students from semesters 7 to 13 who will complete their theses and enter the world of work at the Faculty of Education at the State University of Jakarta, totaling 2,024 students. The sampling technique with quota sampling, the research will be researched and has been determined in advance. The main feature of taking quota sampling is that the number of samples that has been predetermined will be met. Using the Slovin formula is considered easy and practical for its users, with a sample size of 334 (Riyanto & Hatmawan, 2020).

Our participation fills three scales, namely the scale of self-efficacy in career decision-making that involves the (Taylor & Betz, 1983) adapted by (Arlinkasari et al., 2016) consists of 30 items in the CDMSE instrument, 23 of which are declared valid, with



an alpha (α) reliability of 0.858. Meanwhile, adversity intelligence, as defined by Stoltz, (2000) and adapted by Putra & Suhariadi (2021), comprises 35 of the 50 items used in this validated measurement tool. It has a fairly good reliability coefficient of Control ($\alpha=.703$), Origin ($\alpha=.621$), Ownership ($\alpha=.659$), Reach ($\alpha=.613$), and Endurance ($\alpha=.615$). And the scale of the anxiety of facing the world of work that involves aspects of (Tsai et al., 2017) adapted by (Jannah & Cahyawulan, 2023). After testing, the instrument consisted of 25 statements; 4 invalid items were found, but the researcher corrected the sentence formulation to make them valid. Career Anxiety Scale with alpha (α) reliability 0.88.

RESULTS AND DISCUSSION

Results

Before proceeding with hypothesis testing, normality, linearity, multicollinearity, and heteroscedasticity tests must be conducted. The results of the pre-trial test of the research data gave the following results:

Normality Test

Normality testing is a statistical technique that determines whether or not a dataset is normally distributed. This test is required as a requirement for parametric statistical research. The test of data normality can be done by comparing the Kolmogorov-Smirnov probability. The rule is that if sig or $p > 0.05$, then the variable is normally distributed (Santoso, 2019).

Table 1.
Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		334	
Normal Parameters ^{a,b}	Mean	,0000000	
	Std. Deviation	2,16150220	
Most Extreme Differences	Absolute	,038	
	Positive	,028	
	Negative	-,038	
Test Statistic		,038	
Asymp. Sig. (2-tailed) ^c		,200d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	,281	
	99% Confidence Interval	Lower Bound	,270
		Upper Bound	,293

Based on the Kolmogorov-Smirnov table above, the significance value is $0.200 > 0.05$. So it can be concluded that the regression model used has met or the data is normally distributed.



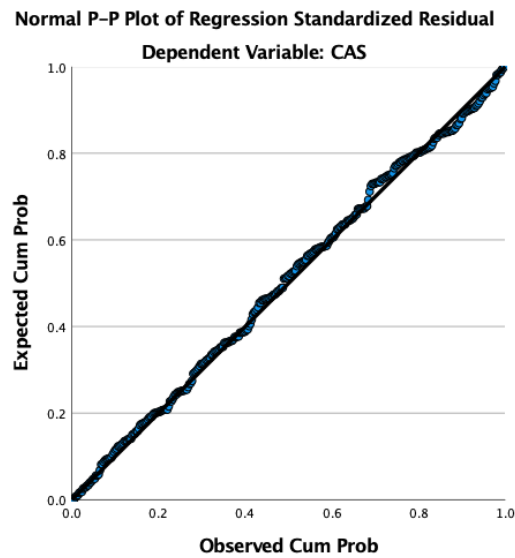


Figure 1. P-Plot Normal Normality Test

In Figure 1 above, the normal probability plot shows that the dots are spread around the diagonal line, and the spread follows the direction of the diagonal. Therefore, it can be concluded that the regression model meets the normality assumption.

Linearity Test

To determine whether there is a significant linear relationship between two variables, a linearity test is used. To perform a linear regression analysis, a linearity test is required. Is there a rule used in the linearity test of relationships if the value of deviant from linearity $p > 0.05$, then the relationship is expressed as linear (Gunawa, 2015).

Table 2.

Linearity Test of Self-Efficacy in Career Decision Making (X1) and Anxiety in Facing the World of Work (Y)

			ANOVA Table				
			Sum of Squares	Df	Mean Square	F	Sig.
Y*X 1	Between Groups	(Combined)	34575.61	27	1280.578	367.180	<,001
		Linearity	34524.37	1	34524.37	9899.16	<,001
		Deviation from Linearity	51.243	26	1.971	.565	.959
Within Groups			1067.207	30	3.488		
Total			35642.82	33			
				6			

In Table 2, the results of the linearity test for X1 to Y indicate that the relationship between Anxiety Facing the World of Work and Self-Efficacy in Career Decision Making is significant, with a linearity significance value of 0.001 ($p < 0.05$). In addition, the results of the linearity deviation test showed a significance value of 0.959 ($p > 0.05$), indicating



no significant deviation from linearity. Thus, the relationship between these two variables is significantly linear, with no significant deviations.

In addition, Table 3 shows the Results of the linearity test for the Adversity Intelligence Variable (X2) Against Anxiety Facing the World of Work (Y).

Table 3.

Linearity Test of Adversity Intelligence (X2) and Anxiety Facing the World of Work (Y)

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Y*	Between	(Combined)	5758.098	42	137.098	1.335	.090
X2	Groups	Linearity	876.972	1	876.972	8.539	.004
		Deviation from Linearity	4881.126	41	119.052	1.159	.243
	Within Groups		29884.729	291	102.697		
	Total		35642.826	333			

Table 3 shows the relationship between Anxiety Facing the World of Work and Adversity Intelligence, which is linear, with a significance value of 0.004 ($p < 0.05$). In addition, the results of the linearity deviation test showed a significance value of 0.243 ($p > 0.05$), indicating no significant deviation from linearity. Thus, the relationship between these two variables is significantly linear, with no deviation, indicating that the assumption of linearity is met.

Multicollinearity Test

The multicollinearity test is a statistical test that detects significant correlations among independent variables in a multiple linear regression model. The presence of multicollinearity can render the results of the analysis invalid. Multicollinearity test criteria: If $VIF < 10$ and $Tolerance > 0.1$, multicollinearity does not occur (Gunawa, 2015).

Table 4.
 Multicollinearity Test

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIVID
1 (Constant)	43,483	1,522		28,564	,000		
X1	,486	,013	,887	36,418	,000	,902	1,109
X2	,029	,012	,060	2,469	,014	,902	1,109

a. Dependent Variable: Y



Based on the results of the multicollinearity test above, the tolerance values for the variables Self-efficacy in career decision-making (X1), Adversarial intelligence (X2), and Anxiety facing the world of work (X3) from the three variables, all tolerance values were greater than > 0.10 and the VIF value for the three variables was less than < 10 . Therefore, it can be concluded that the regression model used does not exhibit multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test is a statistical test that detects the presence of unequal variance across residual observations in a regression model. A good regression model should have homogeneity (equal variance). In this research, the Glejser test was used. In this Glejser test, if the Sig values for all explanatory variables are not statistically significant ($p > 0.05$), then the regression model is not heteroscedastic (Gunawa, 2015).

Table 5.
Heteroscedasticity Test

Type	Coefficient			T	Sig.
	Unstandardized Coefficients		Standardize d Coefficients		
	B	Std. Error	Beta		
1 (Constant)	4.449	2.699		1.648	.100
X1	-.014	.022	-.034	-.610	.542
X2	-.007	.012	-.032	-.581	.561

a. Dependent Variable: ABS RES

From the results of table 5 above, it shows that the results of the heteroscedasticity test with the Glejser method show that the significance value (Sig.) in the variable of Self-Efficacy in Career Decision Making (X1) gets a result of 0.542, this value is greater than the significance level of 0.05, and the variable of Adversity Intelligence (X2) gets a result of 0.561. This identifies that there is no heteroscedasticity in the significance model. Thus, the residual spread is considered homogeneous, so the classical assumption of regression homoscedasticity is met. This shows that the independent variables Self-Efficacy in Career Decision Making and Adversity Intelligence do not significantly affect error variability.

Multiple Linear Regression Analysis

Based on the regression line equation obtained, the regression model can be interpreted using regression analysis, which yielded the equation $Y=43.483+0.486X1+0.029X2+\epsilon$. An intercept of 43,483 indicated that when Self-Efficacy in Career Decision Making (X1) and Adversity Intelligence (X2) were zero, the level of Workplace Anxiety (Y) was estimated at 43,483. An X1 coefficient of 0.486 indicates that every one-unit increase in Self-Efficacy in Career Decision Making will increase Workplace Anxiety by 0.486 units, assuming Adversity Intelligence remains constant. This indicates that Self-Efficacy is positively associated with Workplace Anxiety.



Table 7.
 Multiple Linear Regression Results

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	43,483	1,522		28,564	,000
X1	,486	,013	,887	36,418	,000
X2	,029	,012	,060	2,469	,014

Furthermore, an X2 coefficient of 0.029 indicates that each increase of one unit of Adversity Intelligence will increase Workplace Anxiety by 0.029 units, assuming Self-Efficacy remains constant. Although Adversity Intelligence also has a positive relationship with Workplace Anxiety, its effect is relatively smaller than Self-Efficacy. In conclusion, Self-Efficacy in Career Decision Making contributes more to Workplace Anxiety than Adversity Intelligence. However, to ensure the validity of this model, further analysis is needed to assess statistical significance and model suitability.

T-test (Partial)

a) Hypothesis for X1 (Self-Efficacy in Career Decision Making):

Based on the regression results, the t-value for X1 is 36.418 with $p < 0.001$. Since the p-value is less than 0.05, H_0 is rejected, and H_a is accepted. This means there is a significant association between self-efficacy in career decision-making and anxiety about entering the world of work.

b) Hypothesis for X2 (Adversity Intelligence):

The t-value for X2 is 2.469 with $p = 0.014$. Since the p-value is less than 0.05, H_0 is rejected, and H_a is accepted. This suggests that Adversity Intelligence has a significant influence on the world-of-work anxiety of final-year students, although its effect is relatively small compared to X1. Both independent variables (X1 and X2) significantly affect the dependent variable (Y), but self-efficacy in career decision-making (X1) has a much greater influence than Adversity Intelligence (X2).

Table 8.
 Results of the t test

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Type		B	Std. Error	Beta		
1	(Constant)	43,483	1,522		28,564	,000
	X1	,486	,013	,887	36,418	,000
	X2	,029	,012	,060	2,469	,014



Test F

The results of statistical calculations using SPSS 27 above obtained F calculation $769.856 > F$ table 3.023 Because the p-value < 0.05 , H_0 is rejected and H_a is accepted. This means that the overall regression model is statistically significant. In other words, independent variables (self-efficacy in career decision-making and adversity intelligence) together have a significant influence on anxiety about the world of work of final year students. The resulting regression model is fit or appropriate to be used in explaining the relationship between independent variables (X1 and X2) and dependent variables (Y). The combined influence of these two independent variables is strong enough to affect students' anxiety in facing the world of work.

Table 9.
F Test Results

NEW ERA					
Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7237,140	2	3618,570	769,856	,000b
Residual	1555,807	331	4,700		
Total	8792,946	333			

Determination Coefficient or R-Square Test

The results of the regression analysis showed that the model had a correlation coefficient (R) of 0.907, indicating a very strong relationship between the independent variables (Self-Efficacy in Career Decision Making and Adversity Intelligence) and the dependent variable (Anxiety in the World of Work). An R^2 -value of 2 (0.823) indicates that the independent variables in this model explain 82.3% of the variation in Workplace Anxiety. In comparison, the remainder (17.7%) is influenced by other factors not included in the model. An adjusted R^2 of 0.822 indicates that the model still has a good fit, even after accounting for the number of independent variables and sample size. The standard deviation of the estimated error, 2.16802, indicates how large the average prediction error is in the model. Overall, these results show that regression models have an excellent ability to explain the relationships among the variables under analysis.

Table 10.
Determination Coefficient or R-Square Test Results

Model Summary					
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,907a	,823	,822	2,16802	

Discussion

Based on the results of the normality test, the data showed a normal distribution, as the significance value (0.200) was > 0.05 . The results of the linearity test show a variable of self-efficacy in career decision-making when viewed from the value of Linearity shows $0.001 < 0.05$ with an Iliad deviation from linearity of $0.959 > 0.05$ and adversity intelligence when viewed from the linearity value shows $0.004 < 0.05$ with a value deviation from linearity $0.243 > 0.05$ have a linear relationship with anxiety about facing the world of work. Based on the results of data processing using the F test, it is known that the calculated F value, 769.856, is greater than the F table value, 3.023. Since the p-value < 0.05 , then H_0 is rejected, and H_a is accepted. Indicates that self-efficacy in



career decision-making (X1) and Adversity Intelligence (X2) have a simultaneous or joint effect on the stress of facing the world of work (Y).

This research supports the results of the research Sofyanty et al., (2024) which states that there is a significant influence between adversity intelligence and self-efficacy and anxiety about the world of work in final year students, which shows that the higher the adversity intelligence and self-efficacy of students, the lower their anxiety about the world of work. Research shows that Kamila et al (2023) adversity intelligence plays an important role in an individual's readiness for the world of work. Individuals with high adversity intelligence are better prepared to face challenges in the work environment. High optimism also strengthens resilience, ultimately lowering anxiety when facing the world of work. Research Elfina & Andriany (2023) showed that stronger self-efficacy was associated with a perceived decrease in career anxiety. In career planning, students can evaluate their interests and talents, identify career opportunities, set goals, and design practical steps to achieve them.

Based on the regression results, the t-value for self-efficacy in career decision-making was $36.418 > 1.967$, with a significant p-value of $0.000 < 0.05$. So it can be concluded that H_0 is rejected and H_a is accepted. This means that there is a significant influence of self-efficacy in career decision-making and anxiety in the world of work. This positive relationship indicates that individuals with high self-efficacy are aware of the challenges of the world of work and the need to make strategic career decisions, so they may feel reasonably anxious as part of the process of adaptation and professional growth. This is in line with the researcher's finding Zhou et al (2023) that students' self-efficacy in making career decisions has a positive and significant impact on work ability. This shows that self-efficacy is important in job search, motivation to find a job, and students' efforts to plan their careers. However, the results of this researcher contradict the research Larasati (2024) that there is no relationship between self-efficacy in career decision-making and final year student anxiety. College students who experience significant levels of anxiety may feel that life is useless. Often, college students make decisions that they believe are right, but once they make a decision, they start to feel nervous and end up trapped in their anxiety, which causes them to suffer.

Based on the regression results, the t-value for adversity intelligence is $2.469 > 1.967$, and the significance value is $0.014 < 0.05$; therefore, H_0 is rejected and H_a is accepted. This shows that adversity intelligence has a significant influence on the world-of-work anxiety of final-year students, although the effect is relatively small compared to X1. Research has Mirjadi et al (2024) found a significant negative association between adversity intelligence and workplace anxiety. In today's ever-changing world of work, adversity intelligence is essential in building one's readiness to face future difficulties. Developing adversity intelligence not only helps individuals survive difficult circumstances but also allows them to adapt to an uncertain world. In an environment like this, knowing and developing adversity intelligence is essential to prepare individuals to meet the increasing demands of the modern workplace. The implications of these findings for guidance and counseling are that developing adversity intelligence should be part of interventions to reduce students' workplace anxiety.

The results of regression analysis for the hypothesis of the influence of self-efficacy in career decision making and adversity intelligence on the anxiety of the world of work for Final Year students showed that together they had an influence on the anxiety of the world of work. This is in line with research Ratnaningtyas & Fitriani (2019) This study reveals that self-efficacy and adversity intelligence have a significant and negative



effect on anxiety in the workplace. Other research from Sangadji & Kamaludin (2021) It proves that self-efficacy and adversity intelligence have an effect on workplace anxiety. Counselors can develop programs that simultaneously improve self-efficacy in career decision-making and adversarial intelligence through decision-making skills training, work situation simulation and mental resilience training (Nurachmawati et al., 2023).

CONCLUSION

This study concludes that career decision-making self-efficacy and adversity quotient significantly influence anxiety in facing the world of work among final-year students at the Faculty of Education, State University of Jakarta. The results demonstrate that career decision-making self-efficacy has a dominant effect on work-related anxiety, while adversity quotient also contributes positively, although to a lesser extent. Together, both variables explain 82.3% of the variance in work-related anxiety, indicating that students with higher self-efficacy and adversity intelligence tend to experience more manageable levels of anxiety when preparing to enter the workforce. These findings underscore the importance of developing career decision-making self-efficacy and adversity quotient through targeted guidance and counseling interventions to better equip students for the transition from university to the professional world. Future research is encouraged to expand the scope of this study by incorporating additional variables or exploring different populations to enrich further the understanding of factors influencing work-related anxiety among university students.

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