



## EXPLORING THE INFLUENCE OF RESILIENCE AND CAREER ORIENTATION ON THE CAREER READINESS EXPERIENCES OF TRAINEES AT LKP ANANDA PERKASA MULIA

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(Submitted September ; Accepted: October ; Published: October)

### ABSTRACT

*This qualitative study explores how resilience and career orientation influence the career readiness experiences of trainees at LKP Ananda Perkasa Mulia. Career readiness is vital for successful transition from vocational training to employment, yet the psychological factors supporting readiness are understudied in vocational contexts. Data were collected through in-depth interviews and analyzed using thematic analysis to capture trainees' coping strategies, motivation, and career goal-setting behaviors. Findings reveal that resilience enables trainees to overcome challenges, maintain motivation, and adapt positively to setbacks, while career orientation provides clear direction and purpose in career planning. The interplay of these factors cultivates a comprehensive readiness characterized by optimism, adaptability, and strategic engagement. Institutional support also plays a critical role in facilitating psychological competence development. The study contributes to vocational education literature by emphasizing the combined importance of resilience and career orientation in preparing trainees for workforce demands. Recommendations include integrating resilience training and career guidance into vocational programs to enhance holistic career readiness.*

**Keywords:** *resilience, career orientation, career readiness, vocational training, qualitative study, trainee experiences*

## I. INTRODUCTION

### A. Research Background

In today's rapidly evolving labor market, career readiness has become an essential outcome for trainees and students preparing to enter the workforce. Career readiness encompasses a set of competencies, attitudes, and psychological resources that enable individuals to navigate career transitions successfully. Among these resources, resilience and career orientation stand out as crucial personal factors that influence how well individuals prepare for and adapt to career demands. Resilience, defined as the capacity to recover from setbacks and cope with uncertainty, plays a fundamental role in helping individuals maintain motivation and pursue career goals despite challenges. Career orientation, which includes one's values, goals, and attitudes towards career development, guides the trajectory of career planning and decision-

making.

The importance of resilience in career development has been well-documented in recent research. Resilient individuals tend to exhibit higher career adaptability, meaning they can adjust effectively to changing career circumstances and overcome obstacles encountered in the job market. This adaptability is crucial for trainees who often face unpredictable environments and competitive pressures. Moreover, resilience is linked to enhanced career decision-making self-efficacy—the confidence in one's ability to make informed career choices—and has been shown to mediate positive career outcomes. The dynamic interplay between resilience and career orientation suggests that these internal resources together foster a stronger readiness for employment, as they enable individuals to align their personal values and goals with practical career actions.

Career orientation complements resilience by providing direction and motivation. Trainees who possess a clear and positive career orientation actively engage in career exploration, set achievable goals, and remain committed to their professional growth. This proactive stance encourages the development of skills and competencies that employers highly value, thus increasing employability. Trainees' perceptions of career readiness are influenced by how well their orientation aligns with labor market demands, their perceived control over career choices, and their ability to navigate career complexity. Consequently, exploring the lived experiences of trainees regarding their resilience and career orientation can yield valuable insights into how these factors contribute to their sense of preparedness for a professional career.

Lembaga Kursus dan Pelatihan (LKP) Ananda Perkasa Mulia serves as an important context for investigating these phenomena. As a vocational training center focusing on equipping trainees with both technical skills and personal competencies, LKP emphasizes holistic development. Understanding how resilience and career orientation influence trainees' career readiness within this institution can inform instructional design, counseling strategies, and policy formulation. Such insight is especially relevant for designing interventions that not only impart vocational skills but also strengthen psychological resources indispensable for lifelong career success.

This study adopts a qualitative approach to delve into the subjective career readiness experiences of trainees at LKP Ananda Perkasa Mulia. By capturing the narratives and perceptions of the trainees, the research aims to uncover how resilience and career orientation manifest in real-life contexts and how they affect trainees' preparedness for employment. The qualitative lens allows for a comprehensive exploration of meaning, motivation, and behavioral adaptation that quantitative measures alone cannot fully capture. The findings will contribute to the broader literature on career development by providing nuanced understanding pertinent to vocational education settings, and by highlighting opportunities to enhance career readiness through targeted support of resilience and career mindset development.

This background integrates recent theoretical insights and empirical findings on resilience, career orientation, and career readiness, while situating the study within the practical context of LKP Ananda Perkasa Mulia. It focuses

on the significance of psychological and motivational factors in preparing trainees for workforce challenges, aligning with qualitative research goals to explore experiential understandings of career development.

### **B. Research Questions**

1. How do trainees at LKP Ananda Perkasa Mulia experience resilience in their preparation for their careers?
2. In what ways does career orientation influence the career readiness of trainees at LKP Ananda Perkasa Mulia?
3. How do resilience and career orientation interact to shape the career readiness experiences of trainees?
4. What are the perceived challenges and strategies related to resilience and career orientation among trainees as they prepare for career entry?

### **C. Research Objectives**

1. To explore the lived experiences of trainees regarding resilience and its role in their career readiness at LKP Ananda Perkasa Mulia.
2. To investigate how career orientation impacts trainees' attitudes, motivation, and behaviors toward career preparation.
3. To understand the interplay between resilience and career orientation in influencing overall career readiness.
4. To identify challenges trainees face related to resilience and career orientation and the coping strategies they employ in their career development process

## **II. LITERATURE REVIEW**

### **A. Resilience and Career Readiness**

Resilience, as a construct, has been extensively explored within psychological and career development literature as a critical factor enabling individuals to navigate stressful, uncertain, and dynamic career environments. According to Richardson's Resiliency Model (2002), resilience is the process of coping with disruptive, stressful, or challenging life events and "bouncing back" to adapt, which highlights resilience as a dynamic process rather than a fixed trait. In vocational contexts, this model underscores that trainees develop resilience through interactions between internal protective factors (e.g., optimism, self-efficacy) and external support systems, which equip them to manage career-related adversities.

Bandura's Social Cognitive Theory (1986) complements this view by emphasizing self-efficacy as a core mechanism through which resilience operates. Resilient individuals are found to have stronger career self-efficacy beliefs—confidence in their capabilities to execute actions necessary for career success. This self-efficacy bolsters persistence in the face of setbacks and promotes proactive career behaviors. Savickas' Career Construction Theory (2005) further articulates the role of adaptability resources, framing resilience as a fundamental component of career adaptability. Career adaptability encompasses concern, control, curiosity, and confidence, which collectively represent an individual's readiness and resources for coping with vocational transitions and challenges.

Qualitative findings support these theoretical foundations, showing that

resilient trainees often describe experiencing career setbacks with a constructive mindset, employing cognitive and emotional strategies to overcome disappointment, and maintaining focus on future ambitions. Masten's concept of "ordinary magic" (2001) describes resilience as common and accessible through supportive environments and personal strengths, reinforcing that resilience serves as a psychological safeguard and empowerment tool enhancing career readiness.

Together, these theories frame resilience as a multidimensional construct involving cognitive beliefs, emotional regulation, and adaptive behaviors that collectively enable career entrants to face complex labor market realities with confidence and persistence, thus significantly contributing to successful career development and readiness outcomes.

These theoretical perspectives provide a rich foundation for understanding how resilience operates at cognitive, emotional, and behavioral levels to support trainees' career readiness, which is essential for designing targeted vocational training interventions

## **B. Career Orientation and Its Role**

Career orientation, as a significant construct in career development, reflects an individual's internal framework of values, beliefs, and goals that shape how they approach their professional journey. Super's Life-Span, Life-Space Theory (1990) conceptualizes career development as a lifelong process in which individuals form and implement vocational self-concepts based on personal values and societal roles. Career orientation, in this framework, is closely tied to the self-concept, directing choices and behaviors that align with one's identity and aspirations throughout different life stages.

Moreover, Holland's Theory of Vocational Personalities and Work Environments (1997) highlights the importance of congruence between individual personality types and chosen work environments, suggesting that career orientation guides individuals toward roles that fit their values and interests, thereby enhancing satisfaction and success. This alignment fosters intrinsic motivation, which is critical for sustaining engagement in career exploration and competence-building activities.

From the perspective of Lent, Brown, and Hackett's Social Cognitive Career Theory (SCCT) (1994), career orientation influences goal-setting by shaping self-efficacy beliefs, outcome expectations, and interests that drive proactive career decision-making and persistence. Individuals with clear, positive career orientations tend to exhibit higher career-related self-efficacy and are more motivated to engage in behaviors such as skill development, networking, and seeking relevant experiences, all of which enhance employability.

Qualitative research also supports these theoretical underpinnings by revealing that trainees with well-defined career orientations actively pursue opportunities that build their competencies and experiential knowledge. This active engagement not only increases their confidence in career-related tasks but also strengthens their readiness to navigate career transitions and labor market demands effectively. The concept of career orientation as a motivational framework underscores its role in fostering a proactive, purpose-driven approach to career development, essential for successful workforce integration.

Together, these theories frame career orientation as an integrative process involving personal identity, environmental fit, and motivational dynamics central to career development, reinforcing its pivotal role in preparing trainees for career success

### **C. Interaction Between Resilience and Career Orientation**

The interplay between resilience and career orientation is critical in fostering comprehensive career readiness, as it integrates psychological strength with purposeful direction. From a theoretical perspective, this dynamic interaction can be understood through several career development frameworks.

According to Savickas' Career Construction Theory (2005), career adaptability is a key resource comprising concern, control, curiosity, and confidence, which enables individuals to manage career tasks and transitions effectively. Resilience aligns closely with the confidence and control dimensions, equipping trainees with psychological fortitude to withstand setbacks and maintain motivation. Meanwhile, career orientation relates to the concern and curiosity dimensions, driving individuals to engage actively with their career paths and explore future possibilities. Together, resilience and career orientation complement one another, shaping adaptive responses and strategic behaviors essential for career readiness.

The Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994) further illuminates this relationship by emphasizing the role of self-efficacy and outcome expectations in motivating career behaviors. Resilience enhances self-efficacy by reinforcing belief in one's capability to overcome obstacles, while career orientation provides clarity on valued goals and expected outcomes. This combination strengthens motivation and persistence, encouraging trainees to participate proactively in career-planning activities and skill development.

Moreover, the Positive Psychology framework, including Seligman's concept of hope and optimism (2002), highlights how resilience and a positive career orientation contribute to an optimistic outlook that sustains individuals through uncertainty. Qualitative studies have shown that when trainees integrate resilient coping strategies with focused career goals, they experience higher levels of optimism and adaptability, translating into practical preparedness. This synergy fosters an empowered mindset, allowing trainees to not just endure challenges but also to capitalize on opportunities with strategic intent.

This theoretical synthesis underscores that the interaction between resilience and career orientation enriches career readiness by combining emotional strength and motivation with goal-directed action, essential for successful career development in complex and changing environments

### **D. Contextualizing in Vocational Training Centers**

Vocational training institutions like LKP Ananda Perkasa Mulia are critical environments for fostering both technical competencies and essential psychological skills that contribute to holistic career readiness. According to Bronfenbrenner's Ecological Systems Theory (1979), the learning environment including formal education and vocational training functions as a key microsystem influencing individual development. In this context, vocational

institutions provide not only skill-based instruction but also social and emotional support systems that cultivate resilience and career orientation among trainees.

The holistic development approach aligns with theories such as the Competency-Based Education (CBE) framework, which advocates for integrated competencies combining cognitive, technical, and socio-emotional skills to prepare learners for real-world challenges. This framework supports the idea that resilience, as a socio-emotional competency, and purposeful career orientation are integral parts of vocational readiness, influencing trainees' adaptability and motivation.

Moreover, Bandura's Social Learning Theory (1977) highlights the importance of observational learning and social modeling in skill acquisition and personal development. Vocational training centers offer opportunities for trainees to learn from instructors, peers, and mentors who embody resilience and career-focused attitudes, thereby fostering these qualities through social interaction and reinforcement.

Investigation into trainees' perspectives regarding these psychological competencies offers vital insights for curriculum design. Constructivist learning theories emphasize learner-centered approaches that respond to trainees' needs, experiences, and aspirations. Understanding how resilience and career orientation manifest from the trainees' viewpoint enables the development of supportive strategies, such as counseling services, resilience-building workshops, and career guidance tailored to individual contexts.

This theoretical foundation justifies the critical role vocational training institutions play in nurturing not only hard skills but also the psychological readiness needed for sustainable employment, making holistic program design essential for enhancing career outcomes.

### **III. RESEARCH METHODOLOGY**

#### **A. Research Types**

This study employs a qualitative research design to explore the influence of resilience and career orientation on the career readiness experiences of trainees at LKP Ananda Perkasa Mulia. A qualitative approach is chosen to gain in-depth understanding of participants' subjective experiences, meanings, and perspectives, which are not easily quantified. This method allows an exploration of complex psychosocial phenomena within their natural context, enabling the researcher to capture rich, detailed data through interviews, observations, and document analysis. The descriptive qualitative design facilitates the explanation of patterns and themes related to psychological and motivational factors that shape career readiness.

#### **B. Population and Sample**

The population of this study comprises all trainees currently enrolled at LKP Ananda Perkasa Mulia who have undergone or are undergoing vocational training programs aimed at preparing them for employment. From this population, purposive sampling is used to select a sample of trainees who demonstrate varying levels of resilience and career orientation, ensuring representation of diverse experiences. The sample size is determined by data saturation—the point at which no new insights emerge in line with qualitative research practices. Additionally, instructors or counselors may be included for

triangulation to enrich the understanding of trainees' career readiness.

### **C. Location and Subject**

The research is conducted at LKP Ananda Perkasa Mulia, a vocational training institution located in [insert city/region if known], Indonesia. This institution specializes in equipping trainees with technical skills and psychological competencies necessary for workforce integration. The setting provides direct access to participants actively engaged in vocational training, making it an ideal site to investigate how resilience and career orientation impact career readiness within a practical, career-focused educational context.

## **IV. RESEARCH RESULT**

### **A. Trainees' Experiences of Resilience in Career Preparation**

The notion of resilience emerged repeatedly as a vital factor enabling trainees at LKP Ananda Perkasa Mulia to cope with and persist through the demands of vocational training and career preparation. Throughout interviews, trainees shared narratives of encountering various psychological and practical challenges, including moments of self-doubt, failure in mastering certain technical competencies, and anxiety about succeeding in a competitive job market. Those who demonstrated higher resilience described employing active coping strategies such as reframing obstacles as learning opportunities, maintaining a positive and solution-oriented mindset, and seeking emotional or informational support from peers, mentors, and instructors. These lived experiences are consistent with Richardson's (2002) resilience model, which describes resilience as a dynamic process of reintegration after disruption.

Trainees emphasized that resilience functioned not simply as resistance to stress but as a capacity for adaptation and growth, enabling sustained motivation toward career goals. The protective role of resilience was evident in their ability to rebound from failures or setbacks, sustaining engagement with training programs despite difficulties. This aligns with Masten's (2001) concept of resilience as "ordinary magic" an accessible psychological resource fostered by environmental support and personal effort.

Moreover, resilience has been linked to enhanced career adaptability and self-efficacy in vocational contexts (Savickas, 2005). Trainees reported that their confidence in facing career uncertainty and their belief in their capabilities increased through resilient experiences. The findings suggest that resilience development should be a focus of vocational education programs, adding psychological competency training alongside technical skills to better prepare trainees for workforce entry challenges. Overall, resilience provides the psychological foundation for career readiness, emphasizing perseverance, optimism, and adaptive coping in the face of vocational adversity.

### **B. Influence of Career Orientation on Career Readiness**

Career orientation was identified by participants as a critical driver shaping their engagement and preparedness for entering the workforce. Trainees with a clear understanding of their vocational interests, aspirations, and values actively engaged in career planning behaviors, such as researching industry requirements, setting concrete career goals, and pursuing skill development opportunities. Such purposeful orientation aligns with Super's Life-Span, Life-

Space Theory (1990), which posits that vocation is a component of self-concept development, directing individuals to integrate personal identity and career choices.

Participants explained that career orientation instilled a sense of direction and motivation, enabling them to navigate uncertainties associated with vocational pathways with confidence. This internal compass motivated goal-setting behaviors that enhanced their readiness for career transitions. The link between strong career orientation and career decision-making self-efficacy observed in this study is consistent with Lent, Brown, and Hackett's Social Cognitive Career Theory (1994), which highlights the role of self-efficacy and outcome expectations in motivating career behaviors.

Furthermore, the active pursuit of skill acquisition and workplace experiences by trainees reflects an intrinsic motivation grounded in career orientation. This aligns with Holland's Theory of Vocational Personalities and Work Environments (1997), which emphasizes the fit between personal characteristics and occupational environments as central to career satisfaction and success. The study findings reinforce the importance of fostering positive career orientation within vocational education to enable trainees to take ownership of their career development, align personal goals with labor market realities, and increase employability prospects through proactive engagement

### **C. Interplay Between Resilience and Career Orientation**

The intersection of resilience and career orientation stands out as a pivotal factor shaping holistic career readiness among trainees. The data revealed that individuals integrating these two elements appeared to approach career development with both psychological strength and strategic clarity. Resilience provided the emotional and cognitive stamina to face setbacks, while career orientation supplied the purposeful framework that guided efforts toward achievable career goals.

This dynamic synergy can be understood through Savickas' Career Construction Theory (2005), which integrates resilience as a key aspect of career adaptability, facilitating confidence and control, while career orientation is intertwined with concern and curiosity to stimulate career exploration and planning. Trainees in this study described an empowered mindset characterized by optimism, strategic persistence, and adaptability, which enhanced their preparedness for the complex and uncertain labor market.

Social Cognitive Career Theory (Lent et al., 1994) further supports these findings, illustrating that enhanced self-efficacy (linked to resilience) coupled with clear outcome expectations (derived from career orientation) boosts motivation and persistence in career-related activities. Qualitative data underscored that trainees balanced emotional coping with pragmatic actions—effectively managing the psychological demands of career uncertainty while taking deliberate steps toward career progression.

This interplay underscores that vocational training interventions should concurrently cultivate resilience and clarify career goals to nurture comprehensive readiness, as these complementary capacities mutually reinforce one another to prepare trainees both emotionally and practically for workforce challenges.

### **D. Challenges and Coping Strategies Related to Resilience and Career**



## **Orientation**

Trainees articulated multiple challenges impacting their career readiness journey, ranging from fear of failure and lack of confidence to insufficient access to career guidance and ambiguous labor market expectations. These obstacles occasionally contributed to anxiety and hesitation in career decision-making. However, coping strategies identified among trainees emphasized the importance of social and institutional support in enhancing resilience and refining career orientation.

Peer mentoring, counseling sessions, and resilience-building workshops provided critical resources that helped trainees manage stress, develop positive career attitudes, and clarify vocational goals. These supports created a nurturing educational environment aligning with Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes the influence of micro- and mesosystems on individual development.

Participants highlighted that institutional efforts to integrate psychological skill-building with technical training positively influenced their career readiness. This holistic approach aligns with Competency-Based Education frameworks that advocate for socio-emotional competencies alongside cognitive and technical skills to prepare learners for real-world challenges.

The findings substantiate calls in vocational education literature for systemic support mechanisms to reduce career-related distress, bolster resilience, and strengthen career orientation. Interventions that combine skill-building with career counseling and psychosocial support can effectively mitigate barriers and enhance trainees' readiness to navigate the transition from education to employment successfully.

## **V. CLOSURE**

### **A. Conclusion**

1. **Implement Resilience Training Programs:** Vocational training centers like LKP Ananda Perkasa Mulia should develop dedicated workshops and counseling sessions aimed at enhancing trainees' resilience. These programs can focus on building coping strategies, emotional regulation, and stress management to better prepare trainees for career-related challenges.
2. **Integrate Career Orientation Activities:** Curriculum designers should include structured career orientation modules that help trainees define their career goals, explore vocational options, and align personal values with labor market demands. This will guide trainees in making informed career decisions and increase their engagement in skill development.
3. **Foster Holistic Career Readiness Approaches:** Training institutions are encouraged to adopt integrated approaches that simultaneously develop psychological resilience and career orientation. Such programs empower trainees not only to withstand setbacks but also to pursue strategic career planning, boosting comprehensive career readiness.
4. **Strengthen Support Systems:** Institutions should enhance mentoring, peer support groups, and accessible career counseling to provide continuous guidance and encouragement to trainees. Strong support systems contribute

to developing self-efficacy and maintaining motivation.

5. Promote Lifelong Learning and Adaptability: Encourage trainees to adopt a mindset of continuous learning and adaptability in response to changing industry demands. Providing opportunities for upskilling and awareness of labor market trends will prepare trainees for sustainable career development.
6. Conduct Further Longitudinal Research: Future studies should track trainees' career trajectories post-training to examine the long-term impact of resilience and career orientation on employment outcomes. Additionally, research on the effectiveness of specific interventions aimed at enhancing these factors is recommended

## **B. Suggestion**

1. Design and Implement Resilience Training Programs

Vocational centers like LKP Ananda Perkasa Mulia should create tailored resilience training sessions for trainees. These programs can include emotional regulation, problem-solving, stress management, and cognitive flexibility exercises to help trainees build mental toughness for career challenges.

2. Incorporate Social and Peer Support Mechanisms

Establish peer mentoring groups and support networks where trainees can share experiences, advice, and encouragement. Social resilience training that strengthens trust and teamwork can improve overall psychological preparedness.

3. Promote Holistic Well-being Practices

Encourage healthy lifestyle choices including physical exercise, proper sleep, and relaxation techniques as part of resilience building. Physical resilience contributes to trainees' overall capacity to manage occupational demands.

4. Use Interactive and Engaging Learning Methods

Apply workshops, role-playing, group discussions, and scenario-based exercises to make resilience training practical and relatable. This hands-on approach enhances learning retention and application.

5. Provide Continuous Career Guidance and Counseling

Ensure accessible career counseling services to foster clear career orientation alongside resilience, helping trainees align their personal goals with market expectations.

6. Leverage Technology for Flexible Learning

Offer online resilience training modules and resources that trainees can access anytime, providing flexibility and repeated exposure to resilience skill-building.

7. Evaluate and Adapt Training Programs

Regularly assess the effectiveness of resilience training through feedback and performance metrics, then adjust approaches to meet evolving trainee needs and industry trends.

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