



## THE INFLUENCE OF SELF-CONFIDENCE AND GRIT ON ANXIETY IN THE WORLD OF WORK

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### *Abstract*

*Problems arise when students who are looking for jobs consider the job search process difficult and related to negative emotions (Wanberg, 2010). Negative emotions can take many forms, one of which is anxiety. Anxiety disorders refer to emotional states marked by physical symptoms, unpleasant feelings of tension, and generally occurring bad things (Nevid, 2005). Anxiety in facing the world of work can reduce work performance or even become worse. Anxiety can cause fear of public speaking, fear of interacting with important figures in a company, fear of taking on new challenges, and fear that makes a person appear restless and anxious (Jones, 2020). Greenberger and Padesky (2016) state that there are four aspects of anxiety in facing the challenges of the world of work, namely thoughts, behavior, physical reactions, and mood. Anxiety can emerge because individuals are not confident in their competencies; this becomes one factor causing fear and worry among final-semester students regarding the possibility of obtaining a job, which creates a lack of self-confidence (Sari & Astuti, 2014). Students should have high self-confidence in responding to all matters, including anxiety in facing the world of work. Perry (2005) reveals that self-confidence enables a person to overcome new challenges, believe in oneself in difficult situations, pass limiting barriers, complete things they have never done before, and fully express their talents and abilities. In addition to self-confidence, Nevid, Rathus, and Greene (2005) state that one factor causing anxiety in facing the challenges of the world of work is lack of social support. Individuals with insufficient social support will feel that they are not cared for, not appreciated, and do not have someone who can help them find work. Therefore, this study tests the hypothesis that there is a relationship between self-confidence and social support with anxiety in facing the world of work. This study aims to examine the relationship among variables, namely students' self-confidence and grit with anxiety in facing the world of work. This research is expected to provide an overview of students' conditions before entering the world of work. The research method used is quantitative research with final-year students as subjects. Subject selection in this study uses purposive sampling, namely a sampling technique with certain considerations based on predetermined criteria in the study (Sugiyono, 2016). The targeted output of this research is the writing of an article submitted to a journal so that its benefits can be felt by the community.*

**Keywords:** *anxiety; grit; self-confidence.*

### *Abstract*

Masalah yang muncul saat mahasiswa yang sedang mencari pekerjaan menganggap bahwa proses mencari pekerjaan dianggap sulit dan berkaitan dengan emosi negatif (Wanberg, 2010). Emosi negatif dapat berupa banyak hal, namun salah satunya yang dirasakan oleh mahasiswa yaitu kecemasan. Gangguan kecemasan mengacu pada keadaan emosi yang ditandai dengan



gejala fisik, perasaan tegang yang tidak menyenangkan dan hal-hal buruk yang umumnya terjadi (Nevid, 2005). Kecemasan dalam menghadapi dunia kerja ini dapat menurunkan performa kerja atau bahkan lebih buruk lagi. Kecemasan dapat menyebabkan takut berbicara di depan umum, takut berinteraksi dengan sosok penting pada perusahaan, takut dalam mengambil tantangan baru, takut sehingga terlihat gelisah dan cemas (Jones, 2020). Greenberger dan Padesky (2016) mengatakan bahwa terdapat empat aspek kecemasan menghadapi tantangan dunia kerja, yaitu pemikiran, perilaku, reaksi fisik dan suasana hati. Kecemasan dapat muncul karena individu tidak yakin dengan kompetensi yang dimilikinya, ini menjadi salah satu faktor penyebab munculnya rasa takut dan khawatir pada mahasiswa semester akhir terhadap kemungkinan mendapat pekerjaan yang menimbulkan rasa tidak percaya diri (Sari & Astuti 2014). Mahasiswa seharusnya memiliki kepercayaan diri yang tinggi dalam menyikapi semua hal termasuk hal kecemasan menghadapi dunia kerja. Perry (2005) mengungkapkan kepercayaan diri memampukan seseorang mengatasi tantangan baru, meyakini diri sendiri dalam situasi sulit, melewati batasan yang menghambat, menyelesaikan hal yang belum pernah orang tersebut lakukan dan mengeluarkan bakat serta kemampuan sepenuhnya. Selain kepercayaan diri, Nevid, Rathus, dan Greene (2005) menyatakan bahwa salah satu faktor yang menyebabkan kecemasan menghadapi tantangan dunia kerja adalah kurangnya dukungan sosial. Individu yang memiliki dukungan sosial yang kurang akan merasa bahwa dirinya tidak diperhatikan, tidak dihargai, dan tidak memiliki seseorang yang dapat membantunya mencari pekerjaan. Maka penelitian ini menguji hipotesis bahwa ada hubungan antara kepercayaan diri dan dukungan sosial dengan kecemasan menghadapi dunia kerja. Penelitian ini bertujuan untuk melihat hubungan antar variabel yaitu kepercayaan diri dan grit mahasiswa dengan kecemasan dalam menghadapi dunia kerja. Penelitian ini diharapkan mampu memberikan gambaran bagaimana kondisi para mahasiswa sebelum memasuki dunia kerja. Metode penelitian yang dilakukan adalah penelitian kuantitatif dengan subjek mahasiswa tingkat akhir. Pengambilan subjek dalam penelitian ini menggunakan teknik purposive sampling yaitu teknik pengambilan sampel dengan pertimbangan tertentu yang didasarkan pada kriteria-kriteria yang telah ditentukan dalam penelitian (Sugiyono, 2016). Adapun luaran yang ditargetkan pada penelitian ini adalah penulisan artikel yang disubmit ke sebuah jurnal, sehingga kebermanfaatannya dapat dirasakan oleh masyarakat.

**Kata Kunci:** kepercayaan diri; grit; kecemasan

## **I. INTRODUCTION**

Global changes, emphasizing technological advancements, require agility and specialized skills to keep up with and respond to them. This is where the role of young people is crucial. In fact, according to the President, only the younger generation can anticipate these changes quickly. "Keep up with these changes. Keep learning so we don't get left behind by other countries," he said. "But don't change our personalities, don't change our Indonesian character. Our nation is a nation full of ethics, civilization, manners, good manners, and politeness. That's what we must never lose," he added.

Furthermore, the Head of State stated that several independent parties and institutions predict that Indonesia will transform into a leading economic power by 2045. This is considered possible if all citizens are willing to work hard. This is when the current young

generation will play a significant role in the nation's progress. The complexity of employment issues, coupled with the intense competition, obstacles, and challenges faced, can hinder job seekers from finding employment that aligns with their interests, talents, and abilities. College students, who are classified as early adults, typically between the ages of 20 and 30, have developmental tasks to complete (Duffy & Atwater, 2009, p. 61). According to Hurlock (1997, pp. 278-279), among the developmental tasks of young adults, work-related tasks are the most numerous, crucial, and challenging.

Data from the Central Statistics Agency (BPS) shows that in August 2020, 9.5 percent (688,660 people) of the total unemployed in Indonesia were university graduates. They hold a diploma or bachelor's degree. Of that number, the highest number of unemployed, 495,143, are university graduates with bachelor's degrees. This unemployment rate is certainly increasing sharply every year, as evidenced by the emergence of many new campuses, which will drive the high unemployment rate.

If individuals believe they lack the skills to face the challenges they face in life, they will feel increasingly anxious when faced with challenges, such as the challenges facing the world of work that students face after graduating from college (Bandura, in Nevid, Rathus, & Greene, 2005, p. 183).

According to Durand and Barlow (2006, pp. 161-164), factors that can influence anxiety include biological, psychological, and social contributions. The family is a crucial supporting element for a child's development. Therefore, they hope that parents can understand their children's desires and support them through the ups and downs of achieving their goals. "Guide and provide support, especially when our children face difficulties or failure," he said (<https://www.kemdikbud.go.id/main/blog/2022/07/keluarga-sebagai-sistem-pendukung-sukses-generasi-penerus-bangsa>).

According to Duckworth (2020), grit is a combination of determination, tenacity, and passion for long-term goals (Candra & Rani, 2022). Therefore, individuals with high levels of grit are more focused on their long-term goals and can persevere in the face of challenges or difficulties. Research by Duckworth et al. (2007) found that grit can predict academic achievement. Therefore, we are interested in examining the self-confidence and social support of students with anxiety in facing the world of work. We also examine whether the impact of these students' experiences on the acceleration of future development, as part of Indonesia's Nawacita (nine priorities) for 2045.

## **II. RESEARCH METHODS**

The type and design used in this study is quantitative research, with a survey method as a measuring tool to test the established hypotheses. This study uses three variables: self-confidence (X), grit (Y), and anxiety in facing the world of work. To answer the research questions, the researcher proposed testing the proposed hypotheses. The data obtained were then processed according to the analysis requirements for discussion purposes. The data were processed using descriptive statistics.

This study used multiple linear regression analysis to test the magnitude of the impact of one or more independent variables on the dependent variable. In this study, hypothesis testing was conducted using multiple linear regression analysis to determine the relationship between the dependent variable, namely anxiety in facing the world of work, and the independent variables, namely self-confidence and grit. Before conducting the hypothesis testing, regression requirements were first tested. These include basic assumption tests, including a normality test to ensure the population being tested is normally distributed; and a linearity test to verify the established linear model. Next, classical assumption tests, including a multicollinearity test, were conducted to determine the presence or absence of a linear relationship between the independent variables. Furthermore, an autocorrelation test was conducted to determine the relationship between the observed data. The final assumption test, heteroscedasticity, is used to determine whether the absolute residual variation is similar across all data studied. After meeting the requirements for both tests above, data analysis using multiple linear regression can be performed, including simultaneous testing (F-test) and correlation testing (partial test) using SPSS.

The scale used to measure self-confidence in this study refers to the Hayuning Sekar Ekandri (2022) scale, based on Lauster's aspects (in Ghufon & Risnawati, 2017), namely, confidence in one's own abilities, optimism, objectivity, responsibility, rationality, and realism.

The scale used to measure anxiety in facing the world of work in this study refers to Greenberger and Padesky's (2016) aspects of thinking, behavior, physical reactions, and mood, referring to the Anggia Putri (2020) scale.

Grit is measured using a scale based on aspects of the concept of Duckworth et al. (2007) and previously developed by Hany Rahmawati Aulia Zulkifli (2018).

The subjects to be used in this study are final year students. The subject selection in this study uses a purposive sampling technique, a sampling technique with certain considerations based on predetermined criteria in the study (Sugiyono, 2016) so that researchers can obtain

samples that match the characteristics of the research subjects. The criteria for this research subject are as follows: Students are 18-25 years old, where in general students enter early adulthood, which is in the age range of 18-25 years (Hulukati & Djibran, 2018). During this period, students have responsibilities for their development and life to enter adulthood, one of their developmental tasks is establishing a life stance (Yusuf, S. 2012). Final year students, where in every university, have a final assignment obligation as a mandatory requirement to graduate from that level of education, such as a thesis. A thesis is a scientific work written by undergraduate students at the end of their studies based on the results of research, or literature review, or development of a problem that is carried out carefully (Darmono, A & Hasan, 2005). Other variables that will be controlled in this study are age, gender, and highest education of the subjects.

### **III. RESEARCH RESULTS**

The analysis technique in this study used SPSS 24, which obtained a P value of 0.00 and an F value of 21.009, which indicates that simultaneously, Self-Confidence and Grit have a significant influence on anxiety facing the world of work. This means that the higher the level of self-confidence and grit an individual has, the lower the level of anxiety in facing the world of work. This finding is in line with the research of Duckworth et al. (2007) which states that grit—which includes perseverance and consistency towards long-term goals—plays an important role in helping individuals face challenges and uncertainty, including in the context of the world of work. Individuals with high grit tend to be more focused and do not give up easily, so they are able to manage anxiety better. This was also studied by (Hanifah & Hakim, 2024) who found a significant negative relationship between self-confidence and anxiety in facing the job market in final-year students. Furthermore, (Haq, 2023) found that in final-semester students, there was a significant influence of self-confidence on anxiety in facing the world of work with a p value of 0.000.

Then, the partial variable of self-confidence was proven to have a very significant influence on anxiety in facing the world of work with a p value of 0.000. Furthermore, the aspect of self-confidence that most influenced the variable of anxiety in facing the world of work was self-confidence and ability (self-efficacy), rationality, and objectivity were the aspects that most influenced anxiety in facing the world of work. These results are in line with the findings of Elfina and Andriany (2023) who stated that self-efficacy has a significant negative correlation with career anxiety in final-year students in Indonesia. These aspects play an important role because individuals with strong self-confidence and a rational mindset tend

to be able to assess work situations realistically without over-perceiving threats or failures (Bandura, 1997; Morimoto). & Okada, 2022). In line with this (Liu & Zhang, 2025) showed that general self-efficacy is one of the factors that significantly influences students' work anxiety (negative correlation coefficient to anxiety).

#### **IV. CONCLUSION**

Thus, it can be concluded that strengthening aspects of self-belief (self-efficacy), rational thinking, and objectivity within an individual are effective protective factors in reducing the level of anxiety in facing the world of work.

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