

## **Exploring the Resilience of Vocational Training Instructors: Validating Resilience Measurement for Effective Coping in Education and Career Development Challenges**

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### **Abstract**

This research presents a comprehensive exploration of vocational training instructors at Training Centers (LPK) in Denpasar, focusing on the validation of the 10-item CD-RISC scale as a measure of resilience. Utilizing SPSS software for discriminant item analysis, the study confirmed the suitability of all scale items, establishing their reliability in assessing resilience within the unique context of vocational training. The calculated corrected item-total correlations indicated a robust relationship between individual items and the overall scale. Cronbach's Alpha coefficients, consistently high at 0.963 both overall and based on standardized items, underscored the internal consistency of the 10-item CD-RISC scale. This research contributes to the understanding of resilience among vocational training instructors, emphasizing the importance of tailored measurement tools for specific contexts. The affirmed reliability of the scale suggests its utility for future research endeavors aimed at enhancing the resilience of vocational training instructors in Denpasar. Beyond academic implications, this study holds practical value for improving training programs and supporting instructors in navigating the challenges inherent in their profession.

**Keywords:** Vocational Training, Vocational Training Instructor, Training Center, Training Programs, Professional Challenges.

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### **1. Introduction**

In the dynamic landscape of education and career development, the resilience of vocational training instructors stands as a crucial factor in navigating the myriad challenges that accompany their roles. As the demands on educators continue to evolve, it becomes imperative to explore and validate resilient measurement tools tailored specifically for vocational training instructors [1]. This article delves into the resilience exhibited by these educators, acknowledging the unique set of obstacles they face in the realm of education and career development. By delving into the intricate fabric of their coping mechanisms, we aim to shed light on the effectiveness of resilience in not only overcoming challenges but also fostering an environment conducive to effective learning and skill development [2]. Through this exploration, we strive to contribute to the discourse surrounding the resilience of vocational training instructors and provide insights that can enhance their ability to navigate the ever-changing landscape of education and career development [3].

Effective coping in education is a multifaceted process that involves the ability to successfully navigate and manage the challenges inherent in the educational environment [4]. Coping mechanisms are essential tools that individuals, including students and educators, employ to address stressors, setbacks, and obstacles

that may arise during the learning process. One fundamental aspect of effective coping in education is the development of resilience [5]. Resilience is the capacity to bounce back from adversity and to adapt positively in the face of challenges. In an educational context, resilience enables individuals to withstand academic pressures, setbacks, and uncertainties, fostering a mindset that views challenges as opportunities for growth rather than insurmountable barriers [6]. Resilient individuals in the educational setting are better equipped to maintain a positive outlook, sustain motivation, and persist in the face of difficulties. Additionally, effective coping in education involves the cultivation of adaptive strategies for stress management [7].

Educational environments often come with high expectations, deadlines, and performance pressures that can induce stress. Students and educators alike benefit from developing healthy coping mechanisms, such as time management, goal setting, and seeking social support. These strategies not only help in alleviating stress but also contribute to improved focus, productivity, and overall well-being [8]. Furthermore, effective coping in education encompasses the ability to embrace a growth mindset. A growth mindset is the belief that one's abilities and intelligence can be developed through dedication and hard work. Individuals with a growth mindset are more likely to

view challenges as opportunities to learn, grow, and improve [9]. This mindset fosters a love for learning and a resilience in the face of academic setbacks.

Another crucial aspect of effective coping in education is the development of effective problem-solving skills. Education is inherently problem-laden, requiring individuals to analyze situations, identify potential solutions, and make informed decisions. Those who can effectively navigate problem-solving processes are better equipped to address academic challenges, collaborate with peers, and make meaningful contributions to their learning environment [10].

Career development is a journey marked by various challenges that individuals encounter as they strive to progress in their professional lives. These challenges encompass a broad spectrum of factors, influencing not only career growth but also personal and professional fulfillment [11]. One prevalent challenge in career development is the ever-changing nature of the job market. Global economic shifts, technological advancements, and industry trends contribute to a dynamic employment landscape, creating uncertainties for individuals seeking to carve out a sustainable career path.

Another significant career development challenge is the need for continuous skill adaptation [12]. As industries evolve and embrace new technologies, employees are often required to acquire and hone diverse skills to remain competitive. This demand for skill versatility poses a challenge for individuals who may find themselves needing to upskill or reskill throughout their careers [13]. Navigating these constant skill adjustments becomes integral to sustained professional growth.

Workplace dynamics and organizational structures present another set of challenges in career development. Individuals often face hurdles related to workplace culture, interpersonal relationships, and hierarchical structures. Navigating office politics, building effective professional networks, and understanding organizational dynamics become critical aspects of overcoming these challenges [14]. Moreover, for those aspiring to climb the corporate ladder, the intricacies of leadership and management present a unique set of hurdles that require continuous learning and adaptability.

Striking a balance between work and personal life poses a perennial challenge in career development. The pursuit of professional success may inadvertently lead to burnout, impacting both physical and mental well-being [15]. Individuals must learn to manage work-related stress, set boundaries, and prioritize self-care to ensure a sustainable and fulfilling career journey.

In the contemporary landscape, diversity and inclusion have emerged as essential considerations in career development. Overcoming biases, breaking through

glass ceilings, and ensuring equal opportunities for all individuals regardless of gender, ethnicity, or background are ongoing challenges in fostering a truly inclusive professional environment. Organizations and individuals alike must actively engage in efforts to create workplaces that celebrate diversity and provide equal opportunities for career advancement [16].

Training instructors play a pivotal role in shaping the educational landscape, bringing expertise and guidance to individuals seeking to acquire specific skills and knowledge. These professionals serve as facilitators, mentors, and knowledge disseminators, contributing significantly to the success of vocational training programs across various industries. One primary responsibility of training instructors is to design and deliver effective learning experiences. This involves creating curriculum content, lesson plans, and instructional materials that cater to the needs of the learners. A successful training instructor possesses a deep understanding of the subject matter, translating complex concepts into digestible information for diverse audiences.

The ability to engage learners through interactive methods and real-world applications is crucial in ensuring the effectiveness of the training process [17]. Effective communication skills are paramount for training instructors. Clear and concise communication not only aids in delivering information but also fosters a positive learning environment. Instructors must be adept at conveying ideas, providing feedback, and encouraging active participation from learners. The ability to adapt communication styles to accommodate various learning preferences enhances the overall learning experience for participants. Assessment and feedback are integral components of the instructor's role [18]. Training instructors must design assessments that measure the learners' comprehension and proficiency in the subject matter. Constructive feedback serves as a guide for improvement, motivating learners to refine their skills.

Skillful instructors understand the balance between challenging learners and providing the support necessary for their growth. Flexibility is a key attribute for training instructors, given the dynamic nature of vocational education. They must be prepared to adjust their methods based on the unique needs of the learners and the evolving demands of the industry. This adaptability ensures that the training remains relevant, up-to-date, and aligned with industry standards.

Beyond the classroom, training instructors often serve as mentors, offering guidance on career development and industry insights. They act as a bridge between academic knowledge and practical application, preparing learners for the challenges they may encounter in their chosen field. Establishing a mentorship relationship fosters a sense of connection

and support, contributing to the overall success of the learners [19].

In the context of vocational training instructors at a Training Center (LPK) in Denpasar, several key variables can be identified to understand their roles and effectiveness. Firstly, the instructional design and delivery methods employed by these instructors are crucial variables, encompassing the creation of curriculum content, lesson plans, and instructional materials tailored to the specific needs of learners in Denpasar [20]. Effective communication skills form another vital variable, as instructors must convey information clearly and engage learners through various interactive methods, considering the diverse backgrounds and learning preferences of individuals in the region. The adaptability of instructors to the dynamic nature of vocational education in Denpasar represents a variable ensuring that training remains relevant and aligned with local industry standards. Additionally, the mentorship role of instructors acts as a variable influencing the learners' career development and success, providing guidance on industry insights and practical applications [21]. Finally, the ability of instructors to assess learner comprehension, offer constructive feedback, and establish a supportive learning environment contributes to the overall effectiveness of vocational training programs in Denpasar. These variables collectively shape the educational experience provided by vocational training instructors in the unique context of Denpasar, fostering the development of skills and knowledge among learners in the region [22].

The phenomenon observed in the context of vocational training instructors at a Training Center (LPK) in Denpasar lies in the intricate interplay of various factors influencing the effectiveness of educational processes in this specific locale. One prominent aspect is the cultural and contextual relevance embedded in the instructional design and delivery methods. Denpasar, being a diverse and culturally rich region, necessitates instructors to tailor their approaches to resonate with the unique needs and backgrounds of learners. This phenomenon is marked by the instructors' adeptness in creating curriculum content that aligns with the local industry demands, ensuring that the training provided is not only informative but also applicable in the specific context of Denpasar.

Furthermore, the phenomenon extends to the adaptive capacity of instructors in response to the ever-evolving dynamics of vocational education in the region. This adaptability is essential to address the unique challenges and opportunities presented by the local job market and industry landscape. Instructors navigating these challenges exhibit a dynamic quality, contributing to the resilience and relevance of vocational training programs in Denpasar.

Additionally, the mentorship role assumed by instructors adds another layer to the phenomenon. The interaction between instructors and learners goes beyond the transmission of knowledge; it involves guiding individuals through their career development journey, offering insights into the intricacies of the local industries, and fostering a supportive learning environment. This mentorship phenomenon becomes a cornerstone in shaping the career trajectories of learners in Denpasar, influencing their professional growth and success. In summary, the phenomenon in the context of vocational training instructors in Denpasar is characterized by the nuanced interplay of cultural relevance, adaptability, and mentorship. These factors collectively contribute to the unique educational landscape in Denpasar, shaping the experiences and outcomes of learners undergoing vocational training in this specific locale [23].

The purpose of this study is to comprehensively explore and understand the dynamics of vocational training instructors at Training Centers (LPK) in Denpasar. By delving into the instructional design and delivery methods employed, this research aims to uncover the cultural and contextual relevance embedded in vocational education in this specific locale. Additionally, the study seeks to investigate the adaptive capacity of instructors in response to the evolving dynamics of the local job market and industry landscape. Furthermore, it aims to explore the mentorship role of instructors and its impact on the career development of learners. Through this comprehensive exploration, the study endeavors to contribute valuable insights into the unique phenomenon of vocational training in Denpasar, shedding light on the factors that influence the effectiveness of educational processes and ultimately providing recommendations for enhancing the quality of vocational training programs in this specific regional context.

## **2. Research Method**

This quantitative research employs a scale testing method to investigate vocational training instructors at Training Centers (LPK) in Denpasar. The study aims to gather insights from a sample size of 176 participants through non-probability purposive sampling. The participants are chosen intentionally based on specific criteria relevant to the study's objectives.

The primary data collection instrument is a carefully designed scale that assesses various aspects such as instructional design, adaptability, and mentorship qualities exhibited by the instructors. Data analysis will be conducted using the Statistical Package for the Social Sciences (SPSS) software [24]. The SPSS platform allows for the application of various statistical tests to examine the relationships and patterns within the collected data.

Descriptive statistics will be utilized to present an overview of the central tendencies, while inferential statistics, such as correlation and regression analyses, will be employed to explore the relationships between variables. This analytical approach aims to provide a quantitative understanding of the cultural and contextual relevance, adaptability, and mentorship dynamics exhibited by vocational training instructors in Denpasar. The results derived from SPSS analyses will contribute to a more comprehensive understanding of the unique educational phenomenon in Denpasar and offer valuable insights for the enhancement of vocational training programs in this specific regional context [25].

### 3. Result and Discussion

Processing of research results was carried out using SPSS software by testing item discriminant data. The test results showed that all items from the 10-item CD-RISC scale were declared feasible and there were no items that were inappropriate. The following are the results of calculating the total item correlation coefficient (rix) value for each item on the 10-item CD-RISC scale which shown on Table 1.

Table 1. Correlation Coefficient Value

Item	SM	SV	CITC	CA
1	35.9773	47.977	.859	.958
2	35.9489	46.917	.882	.957
3	36.2955	50.198	.761	.962
4	35.9375	46.196	.907	.956
5	36.2330	50.134	.779	.961
6	35.9318	46.258	.892	.956
7	36.2898	49.578	.791	.961
8	35.9261	46.732	.862	.958
9	35.9773	47.622	.801	.960
10	35.9943	46.886	.812	.960

Where SM is scale mean if item deleted, SV is scale variance if item deleted, CITC is corrected item-total correlation, and CA is Cronbach's Alpha if item deleted. Based on calculations using SPSS software, the reliability values obtained are as follows on Table 2.

Table 2. Reliability Value

Cronbach's Alpha	CASI	Total of Item
0,963	0,963	10

Where CASI is Cronbach's Alpha based on standardized items. The processing of research results was conducted using the SPSS software, employing discriminant item analysis to assess the suitability of the 10-item CD-RISC scale. The examination revealed that all items within the scale were deemed suitable, and no items were considered unsuitable. The subsequent analysis focused on the calculation of the corrected item-total correlation and Cronbach's Alpha coefficients for each item.

The results, as presented in the table, display the scale mean if each item is deleted, the scale variance if the

item is deleted, the corrected item-total correlation, and the Cronbach's Alpha if the respective item is deleted. Notably, all items exhibited high corrected item-total correlations, ranging from 0.761 to 0.907, indicating a strong relationship between individual items and the overall scale. The Cronbach's Alpha coefficients, both overall and based on standardized items, were consistently high at 0.963, reflecting a high degree of internal consistency within the 10-item CD-RISC scale. In summary, based on the SPSS calculations and the derived reliability statistics, the 10-item CD-RISC scale demonstrated strong internal consistency with a Cronbach's Alpha of 0.963. This signifies that the scale is reliable and can be confidently utilized in further research investigations, providing a robust and consistent measure of the resilience construct it intends to assess.

### 4. Conclusion

The article presented a thorough examination of vocational training instructors at Training Centers (LPK) in Denpasar, with a focus on the 10-item CD-RISC scale. The discriminant item analysis conducted using SPSS software confirmed the suitability of all items within the scale, indicating their reliability for measuring resilience in the context of vocational training. The high corrected item-total correlations for each item underscored the strong relationship between individual items and the overall scale. The calculated Cronbach's Alpha coefficients, both overall and based on standardized items, consistently demonstrated a high level of internal consistency at 0.963. This suggests that the 10-item CD-RISC scale is a reliable instrument for assessing resilience among vocational training instructors in Denpasar. The findings contribute valuable insights to the field of vocational education, emphasizing the importance of resilience measurement tools tailored to specific contexts. The article's conclusion affirms the reliability of the 10-item CD-RISC scale, providing a foundation for its utilization in further research endeavors aimed at understanding and enhancing the resilience of vocational training instructors in Denpasar. This research not only adds to the academic discourse on vocational education but also holds practical implications for the improvement of training programs and the overall success of instructors in navigating the challenges of their profession.

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