



Measuring Academic Resilience through Psychological Well-being and Decision-Making Ability Among Economics Education Students in the Society 5.0 Era

Devangga Putra Adhitya Pratama^{1*}, Novita Aprilia², Meyla Winka Putri³, Natthaphol Nitichotchaisiri⁴

^{1,3}Economic Education Study Program, Universitas Negeri Surabaya, Indonesia

²Accounting Education Study Program, Universitas Negeri Surabaya, Indonesia

⁴Department of Teaching English to Speakers of Other Languages, Siam Technology College, Thailand

devanggapratama@unesa.ac.id

ABSTRACT

Keywords:

Academic Resilience;
Decision-Making Ability;
Economics Education
Students;
Psychological Well-Being;
Society 5.0 Era.

Abstract: The increasing complexity of learning in the Society 5.0 era has heightened the risk of academic stress, which impacts students' ability to maintain consistent academic performance. This study aims to analyze the influence of psychological well-being and decision-making ability on the academic resilience of Economics Education students. An explanatory research design was used, involving 241 students selected through proportionate random sampling. Data were collected using Ryff's Psychological Well-Being Scale to measure psychological well-being, the Decision-Making Ability Scale to measure decision-making ability, and the Academic Resilience Scale to measure students' academic resilience, which were analyzed using multiple linear regression. The results indicate that psychological well-being and decision-making ability have a positive and significant influence, accounting for 68.4% of the variation in students' academic resilience. This study establishes a correlation that views academic resilience as the result of the interaction between psychological well-being and decision-making ability. The novelty of this study lies in the finding that decision-making ability plays a more dominant role than psychological well-being in shaping the academic resilience of Economics Education students. Thus, this novelty offers the perspective that enhancing psychological well-being and decision-making skills are key strategies for improving students' academic resilience in facing the challenges of higher education in the Society 5.0 era.

Kata Kunci:

Academic Resilience;
Decision-Making Ability;
Mahasiswa Pendidikan
Ekonomi;
Psychological Well-Being;
Era Society 5.0.

Abstrak: Meningkatnya kompleksitas pembelajaran pada era Society 5.0 telah memperbesar risiko tekanan akademik yang berdampak pada kemampuan mahasiswa dalam mempertahankan performa belajar secara berkelanjutan. Penelitian ini bertujuan untuk menganalisis pengaruh kesejahteraan psikologis dan kemampuan pengambilan keputusan terhadap ketahanan akademik mahasiswa Pendidikan Ekonomi. Penggunaan desain explanatory research dengan melibatkan 241 mahasiswa melalui penentuan proportionate random sampling. Data dikumpulkan menggunakan Instrumen Ryff's Psychological Well-Being Scale untuk mengukur Psychological Well-Being, Decision-Making Ability Scale untuk mengukur kemampuan pengambilan keputusan, serta Academic Resilience Scale untuk mengukur tingkat academic resilience mahasiswa yang dianalisis dengan teknik regresi linier berganda. Hasil penelitian dari kesejahteraan psikologis dan kemampuan pengambilan keputusan berpengaruh positif dan signifikan dengan mampu mewakili 68,4% variasi ketahanan akademik mahasiswa. Penelitian ini mengembangkan korelasi yang memandang ketahanan akademik sebagai hasil interaksi antara psychological well-being dan decision-making ability. Kebaruan penelitian terletak pada temuan bahwa kemampuan pengambilan keputusan memiliki peran yang lebih dominan dibandingkan kesejahteraan psikologis dalam membentuk academic resilience mahasiswa Pendidikan Ekonomi. Sehingga novelty memberikan perspektif bahwa penguatan kesejahteraan psikologis dan kemampuan pengambilan keputusan merupakan strategi penting untuk meningkatkan ketahanan akademik mahasiswa dalam menghadapi tantangan pendidikan tinggi pada era Society 5.0.

Article History:

Received : 08-06-2026
Revised : 26-06-2026
Accepted : 26-06-2026
Online : 02-07-2026



<https://doi.org/10.31764/pendekar.v9i2.40106>



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

The transformation of higher education in the Society 5.0 era presents increasingly complex academic challenges for students, particularly in navigating learning dynamics that demand adaptability, critical thinking skills, and the ability to make rational decisions. Students are no longer expected merely to achieve academic success but also to maintain psychological stability while facing increasingly competitive and multidimensional academic pressures (Wolters & Brady, 2021). This situation is particularly critical for Economics Education students, as their learning environment emphasizes analytical problem-solving and decision-making ability that require both mental resilience and cognitive readiness. On the other hand, rising academic demands often give rise to various issues such as: study burnout, decreased motivation, difficulty managing academic stress, and low student ability to adapt to changes in the learning environment (Kwan et al., 2026). This phenomenon indicates that student success in higher education is influenced not only by intellectual capacity but also by the ability to persevere, bounce back, and adapt to academic pressures—a concept known as academic resilience. Therefore, strengthening academic resilience is a strategic issue in enhancing student quality, as this ability plays a crucial role in maintaining academic performance, emotional stability, and students' readiness to face educational and professional challenges in the Society 5.0 era (Pratama & Anisa, 2022), as shown in Figure 1.

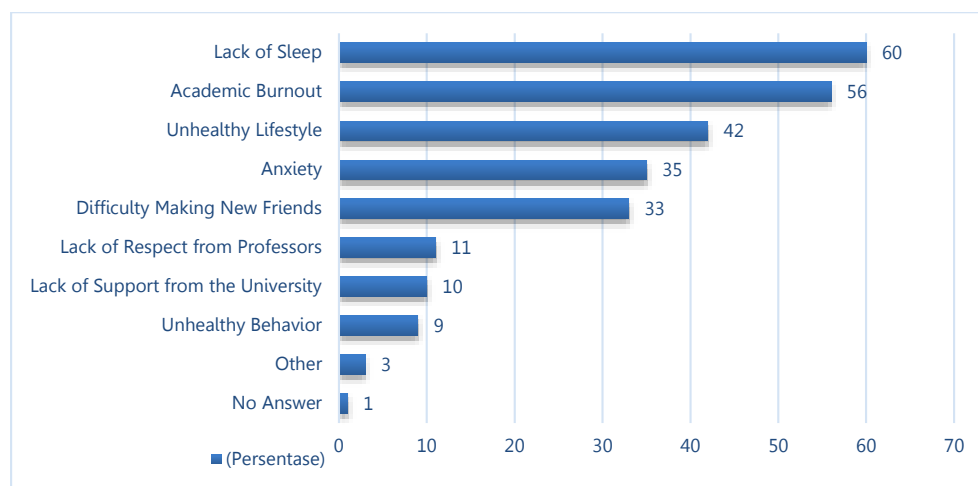


Figure 1. Factors Contributing to Psychological Health Issues Among Indonesian College Students in 2024 (Chegg, 2025)

The phenomenon of academic pressure in higher education today is showing an increasingly alarming trend, particularly among students facing the demands of competitive and complex learning environments. This condition is reinforced by empirical data from Chegg (2025) regarding the factors driving mental health disorders among Indonesian students in 2024, which shows that academic burnout ranks second highest at 56%, following sleep deprivation (60%). This data indicates that the majority of students experience academic burnout resulting from high academic workload demands, pressure to achieve academic success, and an inability to maintain a balance between academic activities and personal psychological well-being. In addition to academic burnout, according to Suprijono (2019), other factors such as anxiety, difficulty adapting socially, and low campus support further highlight that students face multidimensional pressures during higher education. This situation becomes more complex for Economics Education students because the nature of their studies demands the ability to make rational analytical decisions, readiness to face economic dynamics, and adapt to social changes simultaneously. These pressures have the potential to reduce students' ability to maintain their motivation to learn and adaptively face academic challenges. Therefore, the high prevalence of academic burnout indicates that strengthening

academic resilience is an urgent need in higher education, as academic resilience not only helps maintain students' academic performance but also serves as a psychological foundation for coping with ever-increasing academic pressures.

Academic resilience is a key construct in higher education research because it represents students' ability to cope with various academic pressures during the learning process. This concept relates not only to an individual's ability to overcome learning difficulties but also reflects students' capacity to maintain academic motivation and consistency as well as emotional stability amid increasingly complex educational demands. Students with high levels of academic resilience tend to be able to manage academic stress more adaptively and maintain engagement in the learning process (Abulibdeh et al., 2024). Furthermore, based on Prakoso et al. (2021), students will also demonstrate perseverance in achieving their academic goals even when in high-pressure situations. Conversely, low academic resilience is often associated with the onset of study fatigue, decreased motivation, low self-confidence, and an increased risk of academic burnout (Pratama & Utomo, 2024). Academic resilience is becoming increasingly relevant because the nature of learning demands analytical thinking and problem-solving skills, along with decision-making that requires both mental preparedness and psychological resilience. Therefore, academic resilience is not only viewed as the ability to withstand academic pressure but also as a crucial foundation for supporting academic success, competency development, and students' readiness to face professional challenges in the Society 5.0 era (Prakoso et al., 2026; Pratama & Sakti, 2020).

Students' academic resilience does not develop spontaneously but is influenced by various interrelated internal and cognitive factors that support an individual's ability to cope with academic stress. One internal factor that plays a significant role is psychological well-being, which describes an individual's psychological state in terms of self-acceptance, developing one's potential, maintaining social relationships, and having a clear life purpose. Students with a high level of psychological well-being tend to be better able to manage emotional stress, maintain mental stability, and demonstrate adaptive responses when facing learning challenges. A positive psychological state also contributes to the development of learning motivation and the ability to persevere in demanding academic situations. In addition to psychological factors, decision-making ability serves as a relevant cognitive factor, particularly within the context of Economics Education students. According to Nehass & Zarhbouch (2023), this ability reflects students' capacity to make decisions based on an analysis of risk-benefit trade-offs and the efficient use of available resources. Students with strong decision-making ability tend to be more focused when determining strategies for resolving academic problems, thereby maintaining their academic resilience more effectively (Shye & Viale, 2025). Therefore, psychological well-being and decision-making ability are considered to be two key factors that can simultaneously strengthen students' academic resilience in coping with the complexities of higher education.

Various previous studies have shown that academic resilience is influenced by a number of psychological and academic environmental factors, such as learning motivation, self-efficacy, social support, and psychological well-being (Alam, 2022; Alhasani & Orji, 2024; Hadi et al., 2024). These studies generally view academic resilience as a consequence of the psychological resources students possess; consequently, explanations regarding the role of cognitive capabilities in the academic adaptation process remain relatively limited. On the other hand, studies on decision-making ability by Aprilia et al. (2024) have primarily developed within the contexts of economic behavior, financial literacy, and business decision-making; consequently, their contribution to the development of academic resilience has not yet received adequate attention. This limitation indicates a conceptual gap in the literature: there is currently no model that explicitly explains how psychological resources and cognitive abilities work simultaneously to shape students' academic resilience. In fact, in the context of Society 5.0 characterized by information complexity, the accelerating pace of change, and

high demands for adaptation students' success in coping with academic pressures depends not only on their psychological well-being but also on their ability to make rational and adaptive decisions. Therefore, this study develops a more comprehensive perspective by simultaneously examining the roles of psychological well-being and decision-making ability in explaining the academic resilience of Economics Education students. The novelty of this research lies not only in the integration of these two variables but also in the effort to explain academic resilience as the result of the interaction between psychological resources and cognitive adaptive capability in the context of higher education in the Society 5.0 era.

This study offers a novel approach by integrating psychological well-being and decision-making ability into a single empirical model to analyze the academic resilience of Economics Education students. Unlike previous studies, which generally focused only on psychological factors or academic aspects in isolation, this study presents a multidimensional approach that links psychological well-being with rational decision-making ability in the context of students' academic resilience. The novelty of the study also lies in the selection of Economics Education students as the research subjects, as the characteristics of this field require a balance between analytical thinking skills for economic decision-making and psychological readiness to cope with academic pressure. Thus, this study is expected to expand the development of academic resilience research through a more comprehensive psychological and cognitive perspective within the context of higher education. In light of the aforementioned, this study seeks to (1) analyze the influence of psychological well-being on academic resilience, (2) analyze the influence of decision-making ability on academic resilience, and (3) examine the simultaneous influence of psychological well-being and decision-making ability on the academic resilience of Economics Education students.

B. RESEARCH METHODS

This study uses an explanatory research design and a quantitative approach to examine the impact of psychological well-being and decision-making ability on the academic resilience of Economics Education students. The quantitative approach was chosen because this study is oriented toward objectively testing relationships between variables through statistical analysis, thereby generating measurable and systematic empirical findings (Arifin et al., 2023). Additionally, the explanatory design is used to elucidate the causal relationships among the study's variables and to identify the extent of contribution of each independent variable to the dependent variable within the context of students' academic resilience.

The variables used in this study consist of: (1) psychological well-being as the first independent variable, representing students' psychological well-being in navigating academic life; (2) decision-making ability as the second independent variable, describing students' capacity to make rational decisions based on economic considerations; and (3) academic resilience as the dependent variable, indicating students' ability to adapt, persevere, and recover from academic pressures. The selection of these three variables is based on the theoretical link that positive psychological conditions and strong decision-making ability have the potential to enhance students' ability to cope with various learning challenges in higher education.

Sample Size Calculator

Find Out The Sample Size

This calculator computes the minimum number of necessary samples to meet the desired statistical constraints.

Result

Sample size: **241**

This means 241 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Confidence Level: %

Margin of Error: %

Population Proportion: % Use 50% if not sure

Population Size: Leave blank if unlimited population size.

Figure 2. Sample Size Calculation

Active undergraduate students enrolled at Surabaya State University's Economics Education Program who actively participate in the academic learning process between 2022 and 2025 make up the study's population. The research sample was determined using sample size calculator software, with a population of 640 students. The sample calculation used a population proportion of 50% and a margin of error of 5%, resulting in a minimum sample size of 241 students. This number is considered sufficient to support the accuracy of statistical analysis and enhance the data in this quantitative study's representativeness. The selection of respondents was based on considerations of academic characteristics relevant to the field of economics education, as well as the representation of students from various learning environments over the past four years. The sampling technique employed was proportionate random sampling. Through this sampling method, the study is expected to obtain relevant empirical data to explain the relationship between psychological well-being, decision-making ability, and academic resilience among undergraduate students in the Economics Education program, as shown in Table 1 and Table 2.

Table 1. Operational Research Variables

Variable	Indicators	Research Operational Definition Variables
Psychological Well-Being (X1)	Self-Acceptance	The ability to accept one's strengths and weaknesses as a college student.
	Environmental Mastery	The ability to manage the academic environment and the demands of college.
	Purpose in Life	Clarity regarding academic goals and future career plans.
	Personal Growth	The ability to grow through learning experiences and academic challenges.
	Positive Relations	The ability to build supportive academic relationships with professors and peers.
Decision-Making Ability (X2)	Information Evaluation	The ability to evaluate information before making academic decisions.
	Alternative Assessment	The ability to consider various alternative solutions.
	Strategic Decision Execution	The ability to consistently carry out the chosen decision.
	Reflective Decision Evaluation	The ability to evaluate the outcomes of decisions for future improvement.
Academic Resilience	Perseverance	The ability to persevere and keep trying in the face of academic difficulties.
	Adaptive Help-Seeking	The ability to seek help or support when experiencing academic difficulties.

Variable	Indicators	Research Operational Definition Variables
	Emotional Regulation	The ability to manage negative emotions resulting from academic pressure.
	Positive Academic Response	The ability to view academic difficulties as learning opportunities.
	Academic Adaptability	The ability to adjust learning strategies in response to changing academic and technological demands.

Source: (Avci, 2022; Cassidy, 2016; Nakhostin-khayyat et al., 2024; Rémeau et al., 2026; Ryff, 2014; Zhavira & Palupi, 2022)

Table 2. Classification on the Likert Scale

Answer options	Scale	Grade
Strongly Agree	SS	5
Agree	S	4
Not Really Agree	KS	3
Disagree	TS	2
Strongly Disagree	STS	1

Source: (Riduwan, 2018)

Data collection in this study was conducted using a structured questionnaire designed based on the indicators of each research variable (Table 1), namely psychological well-being, economic well-being, decision-making ability, and academic resilience. The research instrument utilized a five-point Likert scale to measure respondents' level of agreement (Table 2) with each statement, thereby enabling the collection of quantitative and measurable data (Riduwan, 2018). The questionnaire was distributed online to Economics Education students class of 2022–2025 at Surabaya State University, the research site, in order to improve the efficiency of data collection and expand the respondent pool. Before being used in the main study, the instrument underwent validity and reliability testing to ensure that each statement item could measure the research construct consistently and accurately. Subsequently, the collected data was analyzed using the Statistical Package for the Social Sciences software.

Descriptive statistics were used in the first phase of analysis to characterize the distribution of data for each research variable and the traits of the respondents. As a precondition for multiple linear regression analysis, traditional assumption tests were then carried out, such as tests for heteroscedasticity, multicollinearity, and normality. The impacts of psychological well-being and decision-making skills on academic resilience were partially and simultaneously examined using multiple linear regression analysis. Furthermore, t-tests, F-tests, and the coefficient of determination were used for hypothesis testing. This was done in order to assess the degree of relevance of the influence and the size of the independent variables' contribution to the study's dependent variable. (Creswell & Creswell, 2022)

C. RESULT AND DISCUSSION

1. Respondent Characteristics

Before testing the hypotheses and analyzing the relationships among the research variables, the characteristics of the respondents were first identified to obtain a general overview of the profiles of the students who were the subjects of the study. The characteristics of the respondents in this study included the age, gender, and university of origin of the Economics Education students who participated as research respondents. Identifying respondent characteristics is important because it provides an empirical context regarding the academic and psychological conditions of students that may influence their level of academic resilience in facing the dynamics of learning in the Society 5.0 era. Thus, the description of respondents serves not only as demographic information but also as a

foundation for comprehensively understanding the trends in the characteristics of the research subjects, as shown in Table 3.

Table 3. Respondent Characteristics

Aspect	Frequency	Percentage (%)
Age		
< 18 years old	6	2,49%
19 years old	57	23,65%
20 years old	71	29,46%
21 years old	84	34,85%
> 21 years old	23	9,54%
Gender		
Male	53	21,99%
Female	188	78,01%
Class of		
2022	37	37,66%
2023	77	37,66%
2024	65	37,66%
2025	66	37,66%

Based on Table 3, it is evident that the majority of respondents are in the 20–21 age range, indicating that most students are in the early adulthood developmental phase and face relatively high academic demands. In terms of gender, female respondents outnumbered male participants, reflecting the general characteristics of students in the Economics Education Program. Meanwhile, the distribution of respondents based on student cohorts admitted between 2022 and 2025 shows proportional representation of students from the program. This makes the research data capable of representing the conditions of economics education students within a diverse academic environment. These characteristics indicate that the research respondents belong to a group of active students who are currently facing various academic demands, social adaptation challenges, and academic pressures; thus, it is relevant to analyze the relationship between psychological well-being and decision-making ability on the academic resilience of economics education students.

2. Validity and Reliability Testing

Table 4. Validation Test Results Using Pearson Correlation

Item	Pearson Correlation	Sig. (2-tailed)	Keterangan
X1.1.1	.753	.000	Valid
X1.1.2	.493	.000	Valid
X1.1.3	.756	.000	Valid
X1.1.4	.863	.000	Valid
X1.2.1	.661	.000	Valid
X1.2.2	.706	.000	Valid
X1.2.3	.821	.000	Valid
X1.2.4	.808	.000	Valid
X1.3.1	.412	.003	Valid
X1.3.2	.623	.000	Valid
X1.3.3	.684	.000	Valid
X1.3.4	.748	.000	Valid
X1.4.1	.717	.000	Valid
X1.4.2	.665	.000	Valid
X1.4.3	.786	.000	Valid
X1.4.4	.648	.000	Valid
X2.1.1	.530	.000	Valid
X2.1.2	.706	.000	Valid

Item	Pearson Correlation	Sig. (2-tailed)	Keterangan
X2.1.3	.406	.003	Valid
X2.2.1	.671	.000	Valid
X2.2.2	.753	.000	Valid
X2.2.3	.493	.000	Valid
X2.3.1	.756	.000	Valid
X2.3.2	.863	.000	Valid
X2.4.1	.661	.000	Valid
X2.4.2	.706	.000	Valid
X2.5.1	.821	.000	Valid
X2.5.2	.808	.000	Valid
Y1.1.1	.412	.003	Valid
Y1.1.2	.623	.000	Valid
Y1.1.3	.684	.000	Valid
Y1.2.1	.748	.000	Valid
Y1.2.2	.717	.000	Valid
Y1.2.3	.665	.000	Valid
Y1.3.1	.786	.000	Valid
Y1.3.2	.648	.000	Valid
Y1.4.1	.530	.000	Valid
Y1.4.2	.706	.000	Valid
Y1.5.1	.406	.003	Valid
Y1.5.2	.671	.000	Valid

The validity test results in Table 4 all items in the research instrument have significant Pearson correlation coefficients at a 5% significance level (Sig. (2-tailed) < 0.05). The correlation coefficients obtained ranged from 0.406 to 0.863, indicating a moderately strong to very strong relationship between each item and the total score of the construct being measured. Thus, all statement items were deemed statistically valid for measuring the variables Psychological Well-Being (X1), Decision-Making Ability (X2), and Academic Resilience (Y). Furthermore, no items were found to require elimination, as all items met the validity criteria, as demonstrated by significance values less than 0.05 and correlation coefficients above the required minimum threshold of 0.30.

Table 5. Reliability Test Results

	Cronbach's Alpha	N of Items	Description
X1	0.925	16	Reliable
X2	0.885	12	Reliable
Y	0.885	12	Reliable

The Cronbach's Alpha values (Table 5) obtained for the variables Psychological Well-Being (X1), Decision-Making Ability (X2), and Academic Resilience (Y) were 0.925, 0.885, and 0.885, respectively. All of these values are above the recommended minimum reliability threshold of 0.70, so the research instrument is deemed to have a very good level of reliability. An alpha value of 0.925 for the Psychological Well-Being variable falls into the "highly reliable" category, while alpha values of 0.885 for the Decision-Making Ability and Academic Resilience variables fall into the "highly reliable" category. These results indicate that all items within each variable exhibit strong internal consistency in measuring the same construct, making the research instrument suitable for obtaining accurate, stable, and reliable data.

3. Test of Classical Assumptions

The Kolmogorov-Smirnov normalcy test yielded a test statistic of 0.087 and a significance value of 0.200. The residual data in the regression model are regarded as normally distributed as this significance value is higher than the significance level of 0.05. The data distribution is considered appropriate for use in multiple linear regression analysis since this result shows that the research model has satisfied the normality assumption. Furthermore, the normal distribution of the residuals indicates that the relationship patterns between psychological well-being, decision-making ability, and academic resilience can be analyzed objectively without significant data distribution deviations.

The results of the multicollinearity test show that the variables psychological well-being and decision-making ability have a tolerance value of 0.148 and a Variance Inflation Factor (VIF) value of 6.754. A tolerance value above 0.10 and a VIF value still below the maximum threshold of 10 indicate that there is no serious multicollinearity among the independent variables in the research model. Although the VIF value is relatively high, it remains within the statistical tolerance limit, so both independent variables can still be used simultaneously in the regression analysis. These findings indicate that psychological well-being and decision-making ability are strongly correlated, yet they are still able to explain academic resilience through empirically distinct contributions.

The significant values for psychological well-being and decision-making ability were 0.271 and 0.318, respectively, which are higher than 0.05, according to the heteroscedasticity test results using the Glejser test. These findings show that the residual variance can be regarded as constant at all levels of the independent variables since the regression model does not display heteroscedasticity. The regression model in this study is deemed stable and appropriate for additional hypothesis testing about the impact of psychological well-being and decision-making skills on the academic resilience of Economics Education students since the homoscedasticity assumption is satisfied.

4. Multiple Linear Regression Test

After confirming that all classical assumptions were met, the next step involved testing the hypotheses using multiple linear regression analysis. This test aimed to determine the magnitude of the influence of each independent variable (namely, psychological well-being and decision-making ability) on the academic resilience of Economics Education students individually. Additionally, the t-test is used to identify the variable that has the most dominant influence on shaping students' academic resilience in the Society 5.0 era. Thus, the results of the partial tests are crucial for explaining the strength of the relationships between variables based on the regression coefficient values, the level of significance, and the direction of influence generated in the research model, as shown in Table 6.

Table 6. Results of the T-Test

Table 1. Results of the t-Test								
Model		Coefficients ^a					Collinearity Statistic	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.254	2.041		0.614	0.542		
	Psychological Well-Being	0.281	0.094	0.336	2.989	0.005	0.148	6.754
	Decision-Making Ability	0.612	0.109	0.641	5.615	0.000	0.148	6.754
a. Dependent Variable: Academic Resilience								

Table 6 shows that psychological well-being has a regression coefficient of 0.281 with a significance level of 0.005, indicating that psychological well-being has a positive and significant effect on the academic resilience of Economics Education students. These results indicate that the better the students' psychological well-being, the higher their ability to cope with academic pressure.

Meanwhile, decision-making ability shows a regression coefficient of 0.612 with a significance level of 0.000, indicating a positive and significant influence on academic resilience. The standardized beta coefficient for decision-making ability, at 0.641 (higher than that of psychological well-being at 0.336) shows that decision-making ability is the most dominant variable influencing students' academic resilience. These findings demonstrate that students' ability to make rational, adaptive, and strategic academic choices plays a crucial role in building academic resilience amidst the complexities of learning in the Society 5.0 era.

After conducting a partial influence test using the t-test, the next step is to perform a simultaneous test using the F-test. The F-test is conducted to assess whether the regression model used in the study has a significant level of validity and predictive power in explaining the relationships among the study variables. Furthermore, the simultaneous test is crucial for demonstrating the extent to which the combination of psychological factors and decision-making ability can comprehensively shape students' academic resilience in facing the demands of higher education in the Society 5.0 era, as shown in Table 7.

Table 7. Results of the F-Test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4821.356	2	2410.678	312.547	.000 ^b
	Residual	2946.872	239	7.714		
	Total	7768.228	241			
a. Dependent Variable: Academic Resilience						
b. Predictors: (Constant), Psychological Well-Being, Decision-Making Ability						

Based on the results of the analysis in Table 7, the researchers found a calculated F-value of 312.547 with a significance level of 0.000, which is less than 0.05, indicating that psychological well-being and decision-making ability simultaneously have a significant effect on the academic resilience of Economics Education students. These results indicate that students' academic resilience is not influenced by a single factor but is shaped through the interaction between psychological well-being and an individual's ability to make rational and adaptive decisions. This strong simultaneous influence also demonstrates that students who possess positive psychological stability coupled with the ability to determine appropriate academic strategies tend to be better able to cope with academic pressures, maintain their motivation to learn, and adapt to the dynamics of higher education. Thus, this research model shows that the integration of psychological and cognitive aspects serves as a crucial foundation for strengthening the academic resilience of Economics Education students in the Society 5.0 era.

5. Test of Hypothesis

Because it reveals how well the regression model explains the variation in the dependent variable based on the independent variables included in the study, the coefficient of determination test is crucial. The strength of the empirical model created to describe students' academic resilience in the Society 5.0 period may thus be determined by looking at the coefficient of determination, as shown in Table 8.

Table 8. The Coefficient of Determination Test Result

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.682	2.04716
a. Predictors: (Constant), Psychological Well-Being, Decision-Making Ability				
b. Dependent Variable: Academic Resilience				

R-squared value of 0.684 and an adjusted R-squared value of 0.682, the researchers' analysis in Table 8 shows that psychological well-being and decision-making skills account for 68.4% of the variation in academic resilience among students studying Economics Education. The academic environment, learning motivation, social support, and self-efficacy are some of the variables beyond the research model that affect the remaining 31.6%. This relatively high coefficient of determination indicates that the research model possesses strong predictive power in explaining students' academic resilience. Furthermore, a correlation coefficient of 0.827 indicates that the relationship between psychological well-being, decision-making ability, and academic resilience falls into the very strong category. These findings suggest that positive psychological well-being, coupled with good decision-making ability, is a critical factor in shaping students' capacity to adapt and effectively cope with academic pressures within a higher education setting.

6. Discussion

Discussion begins with a partial analysis of psychological well-being, which was found to have a positive and significant effect on the academic resilience of Economics Education students. This finding indicates that students' psychological well-being plays a crucial role in shaping their ability to cope with academic pressures in the Society 5.0 era. Academically, this relationship makes sense because students with good psychological well-being tend to have more stable emotional control, the ability to adaptively cope with stress, and a clearer goal orientation in the learning process. According to Pratama et al., (2022), a positive psychological state also enables students to maintain their motivation to learn when facing complex academic demands, thereby preventing academic burnout and a decline in learning engagement. In the context of Economics Education students, the ability to maintain psychological balance becomes increasingly important because the nature of the learning process demands analytical thinking, problem-solving skills, and adaptation to rapidly changing information. Therefore, psychological well-being functions not only as an emotional state but also as an internal foundation that strengthens students' academic resilience in facing the competitive and multidimensional dynamics of higher education.

These findings suggest that the influence of psychological well-being on academic resilience stems not only from positive emotional states but also through psychological mechanisms that enable students to make more adaptive assessments of various academic challenges. Students with high levels of psychological well-being tend to demonstrate better self-acceptance, environmental mastery, and a sense of purpose in life, enabling them to view academic pressure as a manageable challenge rather than a threat to be avoided. This cognitive assessment process contributes to the development of more effective coping strategies, more stable emotional regulation, and the ability to maintain academic motivation when facing academic difficulties. Thus, academic resilience does not arise solely because students feel psychologically comfortable, but because these positive psychological conditions foster adaptive responses that enable students to persevere, adapt, and remain productive in high-pressure academic situations.

Analysis of decision-making ability, which has a positive and significant influence on academic resilience. These findings indicate that decision-making ability is a cognitive factor that significantly determines students' ability to adaptively cope with academic pressure. Academically, according to Zhang et al., (2024), this relationship can be explained because students with good decision-making ability tend to be able to prioritize their studies, manage their time, choose problem-solving strategies, and make rational academic decisions in high-pressure situations. These abilities become increasingly important in the era of Society 5.0 when students are faced with the complexity of information, the acceleration of technological change, and the demands of dynamic learning (Pratama et al., 2025). In the context of Economics Education students, decision-making ability is also closely related to the characteristics of the discipline, which emphasizes analytical skills, logical

reasoning, and rational problem-solving. Therefore, students who are able to make decisions accurately tend to be more flexible in facing academic challenges, are less likely to experience learning disorientation, and have a stronger ability to adapt to changes in the learning environment. This condition shows that decision-making ability not only functions as a cognitive skill but also serves as a strategic mechanism that strengthens students' academic resilience in maintaining the continuity of the learning process amidst complex academic pressures (Putra et al., 2025; Utomo et al., 2025).

Decision-making ability has a more dominant influence than psychological well-being offers a new perspective on the study of academic resilience, particularly among Economics Education students. Until now, research on academic resilience has largely positioned psychological factors as the primary determinants of students' ability to cope with academic pressures. However, the results of this study indicate that in the increasingly complex learning environment of the Society 5.0 era, the ability to make rational, swift, and adaptive decisions has become a more decisive resource in maintaining academic resilience. Students are not only required to maintain psychological stability but must also be able to evaluate various alternative actions, set academic priorities, and select the most effective problem-solving strategies amidst the dynamics of technology- and information-based learning. Therefore, this study expands our understanding of academic resilience through the integration of psychological and cognitive dimensions into a single empirical model, while demonstrating that decision-making ability serves as a strategic mechanism that strengthens students' capacity to endure and adapt to various academic challenges.

The researchers attempted to delve deeper, with simultaneous test results showing that psychological well-being and decision-making ability together have a significant impact on the academic resilience of Economics Education students. These findings indicate that students' academic resilience is not only shaped by psychological stability but is also influenced by their cognitive ability to make rational and adaptive decisions. This simultaneous relationship occurs because students with good psychological well-being tend to maintain emotional stability and learning motivation, while decision-making ability helps students determine effective academic strategies when facing learning pressures. The integration of these two factors creates a stronger adaptive capacity, allowing students to manage academic challenges in a more directed and resilient manner. In the context of higher education in the Society 5.0 era, this condition becomes highly relevant because students are faced with rapidly changing, complex, and technology-based learning environments, requiring a balance between psychological strength and strategic thinking ability. As a result, academic resilience in Economics Education students can be understood as the outcome of a multidimensional interaction between individual emotional intelligence (EQ) and decision-making ability (IQ) that supports the sustainability of academic performance.

The significance becomes apparent when linked to the characteristics of learning in the Society 5.0 era, which places humans at the center of technology and information utilization. In an academic environment characterized by a rapid flow of information, intensive use of digital technology, and increasingly complex decision-making demands, students' ability to make appropriate academic choices becomes a crucial factor. The research results indicate that decision-making ability has a stronger influence on academic resilience than psychological well-being. This finding offers a different perspective from the prevailing view that has tended to place psychological factors as the primary determinants of academic resilience. This indicates that in the Society 5.0 era, students' success in maintaining academic resilience is determined not only by their ability to manage psychological conditions but also by their cognitive capacity to filter information, evaluate various alternatives, and establish appropriate academic strategies. Thus, academic resilience in the context of modern higher education can be understood as the result of the interaction between

psychological readiness and decision-making skills, which enables students to adapt effectively to the increasingly dynamic changes in the learning environment.

The researchers also found a correlation between the characteristics of the respondents in this study. The majority of students aged 20 to 21 years psychologically fall into the emerging adulthood phase (a developmental period characterized by increased academic demands, identity exploration, and the individual's ability to make independent decisions) (Sulhan et al., 2024). This condition makes students in this phase more vulnerable to academic pressure, but on the other hand, they begin to have a more mature capacity for adaptation and self-regulation compared to the previous phase. The dominance of female respondents also indicates characteristics relevant to the tendency of students in managing emotional and psychological aspects during the learning process. In line with the findings of López-Madrigal et al. (2021), which state that women tend to develop more structured and problem-oriented coping mechanisms, an important component of emotional stability in the academic context. The characteristics of the respondents academically reinforce the logic of the research findings that psychological well-being and decision-making ability significantly contribute to academic resilience because students in this developmental phase are facing the demands of emotional management, academic prioritization, and the ability to make adaptive decisions in the face of the complexities of learning in the Society 5.0 era.

The findings of this study are also in line with the theory of psychological well-being proposed by Ryff & Keyes (1995), which states that individuals with self-acceptance, the ability to manage their environment, and clear life goals tend to be more capable of coping with pressure and maintaining optimal psychological functioning. In the academic context, this condition is reflected in students' ability to persevere and adapt when facing complex learning demands. The research findings also support the cognitive decision-making approach by Nehass & Zarhbouch (2023), which explains that an individual's ability to evaluate alternatives and make rational choices plays a crucial role in the adaptation process to high-pressure situations. This connection is reinforced by various previous studies that show that psychological well-being has a positive relationship with academic resilience, while decision-making ability contributes to students' adaptation and problem-solving skills (He et al., 2024; Lourenço & Paiva, 2024; Valente et al., 2024). However, this research presents a more comprehensive perspective by simultaneously integrating both variables in the context of Economics Education students in the Society 5.0 era. The research results not only reinforce previous theories and empirical findings but also demonstrate that academic resilience is formed thru a combination of psychological strength and strategic thinking abilities that complement each other in supporting students' academic achievement.

D. CONCLUSION

This study concludes that psychological well-being and decision-making ability are factors that significantly influence the academic resilience of Economics Education students in the Society 5.0 era, both partially and simultaneously. These findings indicate that students' academic resilience is determined not only by positive psychological conditions but also by their cognitive ability to make rational and adaptive decisions when facing various academic demands. Theoretically, this study expands the literature on academic resilience by integrating the perspectives of psychological resources and cognitive adaptive capability into a single conceptual model. Practically, the results underscore the importance of developing educational programs that focus not only on enhancing students' psychological well-being but also on strengthening their decision-making abilities as part of efforts to improve academic resilience amid the complexities of learning in the Society 5.0 era. The results of this study provide important implications for the development of higher education in the Society 5.0 era, guiding strategies that if students want to excel academically, they need to have high psychological readiness and adaptability to change.

Important contributions suggested for the development of academic resilience among Economics Education students thru strengthening the perspective that academic resilience is not only influenced by academic factors but also by psychological well-being and students' decision-making abilities. Research findings indicate that students who can maintain psychological stability and make rational decisions tend to be more adaptive in facing learning pressures and changes in the academic environment. This contribution becomes relevant in the context of Economic Education because the characteristics of learning demand critical and strategic thinking abilities, which require mental readiness and precision in making academic choices. Practically, the research results can serve as a basis for designing strategies to strengthen academic resilience thru the development of psychological support services for problem-solving-based learning and adaptive decision-making training for students. Further research is recommended to develop models that incorporate other variables that theoretically have the potential to influence academic resilience, such as self-efficacy, social support, academic motivation, academic engagement, emotional intelligence, and the learning environment. In addition, the use of longitudinal designs or mixed-methods approaches is also recommended to gain a deeper understanding of the dynamics of how students' academic resilience develops as they face learning challenges in the Society 5.0 era.

ACKNOWLEDGMENTS

The author would like to thank all of the Economics Education students who took part in this study as responders and helped make it a reality. The research contributes to the basis of psychological well-being and decision-making skill toward academic resilience in the era of Society 5.0, which is why the author appreciates the power of the primary conclusions of this study through the obvious positioning of novelty.

REFERENSI

- Abulibdeh, A., Zaidan, E., & Abulibdeh, R. (2024). Navigating the Confluence of Artificial Intelligence and Education for Sustainable Development in The Era of Industry 4.0: Challenges, Opportunities, and Ethical Dimensions. *Journal of Cleaner Production*, 437(January), 140527. <https://doi.org/10.1016/j.jclepro.2023.140527>
- Alam, A. (2022). Investigating Sustainable Education and Positive Psychology Interventions in Schools towards Achievement of Sustainable Happiness and Wellbeing for 21st Century Pedagogy and Curriculum. *ECS Transactions*, 107(1), 19481–19494. <https://doi.org/10.1149/10701.19481ecst>
- Alhasani, M., & Orji, R. (2024). Promoting Stress Management among Students in Higher Education: Evaluating the Effectiveness of a Persuasive Time Management Mobile App. *International Journal of Human-Computer Interaction*, 41(1), 219–241. <https://doi.org/10.1080/10447318.2023.2297330>
- Aprilia, N., Surjanti, J., & Susanti. (2024). Entrepreneurial Behavior is Reviewed from Financial Literacy and Use of Social Media With Self-Efficacy as a Moderating Variable. *Technicum Social Sciences Journal*, 55(March), 197–210. <https://doi.org/10.47577/tssj.v55i1.10710>
- Arifin, S., Pratama, D. P. A., & Utomo, P. (2023). *Pengantar Statistika: Teori dan Metode Ekonomi Terapan*. CV. Pena Jaya Pers.
- Avci, S. (2022). Investigation of the Individual Characteristics that Predict Academic Resilience. *International Journal of Contemporary Educational Research*, 9(3), 543–556. <https://doi.org/10.33200/ijcer.1076091>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7(November), 1787. <https://doi.org/10.3389/fpsyg.2016.01787>
- Chegg. (2025). *Global Student Survey*. Chegg, Inc.
- Creswell, J. W., & Creswell, J. D. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sixth Edit). SAGE Publications Inc.
- Hadi, M. Z. P., Hartono, R., & Rozi, F. (2024). Problem Solving and Decision Making in An Educational Context. *JISHUM (Jurnal Ilmu Sosial Dan Humaniora)*, 2(4), 461–470. <https://doi.org/10.57248/jishum.v2i4.408>
- He, G., Chen, S., Lin, H., & Su, A. (2024). The association between initial metacognition and subsequent academic achievement: a meta - analysis of longitudinal studies. In *Educational Psychology Review* (Vol. 36, Issue 3). Springer US. <https://doi.org/10.1007/s10648-024-09922-w>
- Kwan, K., Ting, L., & Ng, K. (2026). Academic stress, negative affect, and subjective academic performance: the mediating role of academic exhaustion and the moderating role of the growth mindset of intelligence. *Current Psychology*, 45(4), 371. <https://doi.org/10.1007/s12144-025-09013-1>

- López-Madrugal, C., Fuente, J. de la, García-Manglano, J., Martínez-Vicente, J. M., Peralta-Sánchez, F. J., & Amate-Romera, J. (2021). The Role of Gender and Age in the Emotional Well-Being Outcomes of Young Adults. *International Journal of Environmental Research and Public Health*, 18(2), 552. <https://doi.org/10.3390/ijerph18020522>
- Lourenço, A. A., & Paiva, M. O. (2024). Academic Performance of Excellence: The Impact of Self-Regulated Learning and Academic Time Management Planning. *Knowledge*, 4(2), 289–301. <https://doi.org/10.3390/knowledge4020016>
- Nakhostin-khayyat, M., Borjali, M., Zeinali, M., Fardi, D., & Montazeri, A. (2024). The relationship between self-regulation, cognitive flexibility, and resilience among students: a structural equation modeling. *BMC Psychology*, 12(337), 1–8. <https://doi.org/10.1186/s40359-024-01843-1>
- Nehass, B., & Zarhbouch, B. (2023). Decision-Making Styles and Their Relationship to Academic Achievement. *International Journal of Humanities and Educational Research*, 5(3), 562–578.
- Prakoso, A. F., Ginanjar, A. E., Rafsanjani, M. A., Pratama, D. P. A., & Irawan, N. (2026). Mapping Three Decades of Regional Economics in Developed and Developing Countries with Future Insight. *Economic and Regional Studies*, 19(1), 1–21. <https://doi.org/10.2478/ers-2026-0001>
- Prakoso, A. F., Sholikhah, N., & Rafsanjani, M. A. (2021). The Affirmation of “idaman jelita” Character to Form Students Economics Literacy. *Dinamika Pendidikan*, 16(2), 156–164. <https://doi.org/10.15294/dp.v16i2.30772>
- Pratama, D. P. A., & Anisa, N. A. (2022). Pendidikan Ekonomi: Kunci dalam Mengatasi Kemiskinan di Era Globalisasi. *Jurnal Ekodik: Ekonomi Pendidikan*, 10(02), 36–41.
- Pratama, D. P. A., Anisa, N. A., Mulyani, M., Arifin, S., Megasari, A. D., & Liftiana, R. (2025). Education and Technology: The Combined Effect on Performance of SMEs Through Accounting Applications. *Sinergi Jurnal Ilmiah Ilmu Manajemen*, 15(2), 42–49. <https://doi.org/10.25139/sng.v15i2.11084>
- Pratama, D. P. A., & Sakti, N. C. (2020). Pengembangan Media Pembelajaran Handout Digital Berbasis Android. *Jurnal Pendidikan Ekonomi Undiksha*, 12(1), 15. <https://doi.org/10.23887/jjpe.v12i1.25327>
- Pratama, D. P. A., Sakti, N. C., & Listiadi, A. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Mind Mapping pada Era Pembelajaran Jarak Jauh. *Jurnal Pendidikan Ekonomi Undiksha*, 14(1), 146–159. <https://doi.org/10.23887/jjpe.v14i1.47710>
- Pratama, D. P. A., & Utomo, P. (2024). Tren Transformasi Pendidikan Ekonomi Terhadap Investasi Pendidikan Berkelanjutan Sebagai Penguatan Sumber Daya Manusia Tahun 2016-2025. *Dharma Ekonomi*, 31(1), 187–207. <https://doi.org/10.59725/de.v31i1.217>
- Putra, J. A. K., Pratama, D. P. A., & Hendriawan, A. (2025). The Effect of Intellectual Capital, Behavior Direction, Effort Level, and Persistence Level on Employee Performance as an Effort to Improve Productivity at PT. Global Offset Sejahtera. *Indonesian Journal Economic Review*, 5(2), 317–326. <https://doi.org/10.59431/ijer.v5i2.630.RESEARCH>
- Rémeau, M., Raffy, G., & Borst, G. (2026). Academic Resilience in Contexts of Inequality: Motivational and Self-Efficacy Profiles of Disadvantaged High Achievers. *Journal of Adolescence*, May, 1–18. <https://doi.org/10.1002/jad.70190>
- Riduwan. (2018). *Skala Pengukuran Variabel-Variabel Penelitian* (Cetakan 12). Alfabeta.
- Ryff, C. D. (2014). Psychological Well-Being Revisited: Advances in Science and Practice. *Psychother Psychosom*, 83(1), 10–28. <https://doi.org/10.1159/000353263>
- Ryff, C. D., & Keyes, C. L. M. (1995). The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>
- Shye, S., & Viale, R. (2025). Editorial: The cognitive basis for decision making under risk and uncertainty: research programs & controversies. *Frontiers in Psychology*, 16, 1–3. <https://doi.org/10.3389/fpsyg.2025.1546461>
- Sulhan, N. A. A., Ardaniah, N. H., Nasrullah, & Rahmadi, M. S. (2024). Periodisasi Perkembangan Anak pada Masa Remaja: Tinjauan Psikologi. *Behavior: Jurnal Pendidikan Bimbingan Konseling Dan Psikologi*, 1(1), 9–36.
- Suprijono, A. (2019). *Model-Model Pembelajaran Emansipatoris*. Pustaka Pelajar.
- Utomo, P., Pratama, D. P. A., Arifin, S., Waloyo, & Sandyawati, N. S. (2025). Constructing of Penta Helix Model Approach in Reducing Stunting and Upscaling Human Resource Capabilities in Surabaya Development. *Review of Management and Entrepreneurship*, 9(2), 18–37. <https://doi.org/10.37715/rme.v9i2.5679>
- Valente, S., Dominguez-lara, S., & Lourenço, A. (2024). Planning Time Management in School Activities and Relation to Procrastination: A Study for Educational Sustainability. *Sustainability (Switzerland)*, 16(16), 6883. <https://doi.org/10.3390/su16166883>
- Wolters, C. A., & Brady, A. C. (2021). College Students’ Time Management: a Self-Regulated Learning Perspective. *Educational Psychology Review*, 33(4), 1319–1351. <https://doi.org/10.1007/s10648-020-09519-z>
- Zhang, Y., Paquette, L., & Hu, X. (2024). Academic procrastination, incentivized and self-selected spaced practice, and quiz performance in an online programming problem system: An intensive longitudinal

investigation. *Computers & Education*, 214, 105029. <https://doi.org/10.1016/j.compedu.2024.105029>
Zhavira, R., & Palupi, L. S. (2022). Academic Hardiness and Psychological Well-Being among University Students. *Jurnal Psikologi Dan Kesehatan Mental*, 7(2), 145–155. <https://doi.org/10.20473/jpkm.v7i22022.145-155>