



## Exploring the Path of Social Support During to Proactive Career Behavior through Resilience

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### Abstract

This study investigates the role of social support as a predictor of students' proactive career behavior strengthened by resilience. This study focuses on dual-career students actively involved in the knowledge-based creative gig economy sector in Buleleng Regency, Indonesia. A total of 146 students were selected as respondents in the study using purposive sampling criteria, and the data were analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS). The result shows that social support has a positive and significant effect on proactive career behavior, with resilience as a mediator that strengthens this relationship. This finding provides new insights into the importance of social support for dual-career students in developing proactive behaviors to navigate career paths in the precarious world of the gig economy. This study underscores the importance of social support and resilience to strengthen student's behavior in building networks and exploring career opportunities, primarily in the economy of the gig economy.

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### Abstrak

*Penelitian ini menginvestigasi peran social support sebagai prediktor dari perilaku karier proaktif mahasiswa yang diperkuat oleh resilience. Mahasiswa dual career yang terlibat aktif dalam sektor gig ekonomi kreatif berbasis pengetahuan pada Kabupaten Buleleng, Indonesia menjadi kriteria dalam penentuan purposive sampling. Novelty penelitian ini terletak pada pengembangan konseptual terkait mahasiswa dual career yang terlibat aktif gig ekonomi, khususnya pada sektor ekonomi kreatif berbasis pengetahuan yang masih terbatas dalam literatur. Sebanyak 146 mahasiswa menjadi responden dalam penelitian ini. Hasil penelitian analisis SEM-PLS menunjukkan bahwa social support memiliki pengaruh positif dan signifikan terhadap perilaku karier proaktif dengan resilience sebagai mediator yang memperkuat hubungan ini. Temuan ini memberikan wawasan baru terkait pentingnya dukungan sosial bagi mahasiswa dual career dalam mengembangkan perilaku proactive guna menavigasi alur karier ditengah-tengah precarious dunia kerja gig economy.*

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## INTRODUCTION

The World Economic Forum revealed that 61% of Gen Z worldwide are experiencing stress due to economic uncertainty (Lestari, 2025), which triggers a crisis early due to career anxiety and long-term financial stability (Andalas, 2024). The Central Statistics Agency (2024) noted that the number of informal workers in Indonesia had reached 86.58 million or 59.17% of the total working population, indicating an increasing trend in the gig economy. As a shift in employment opportunities and future career paths due to limited formal employment opportunities, specifically for young workers, namely students. Previous empirical studies (e.g., Akkermans & Hirschi, 2023; Han & Hwang, 2022) emphasized the importance of proactive career behavior resources for individuals to manage their careers independently amid market volatility and global economic turbulence that worsen career scenarios. In addition, Sonnentag (2023) stated that proactive career behavior is an individual's proactive actions in seeking a new career, seeking work, and pursuing long-term career development opportunities.

The International Labour Organization (ILO) illustrates that the gig economy is a flexible, yet precarious form of work, subject to labor exploitation, lack of social security, fluctuations in compensation, and low job security (Firdasanti et al., 2021). Indeed, Song et al. (2024) interpreted the gig economy as still holding potential career opportunities if individuals have a proactive attitude to seek, create, and develop a sustainable long-term career. Nugroho et al. (2023) found that the dominant stigma of in the freelance gig economy is only limited to the transportation or and online food delivery sectors. However, upon closer examination, the gig economy still distorts potential job opportunities in other sectors. Nugroho et al. (2023) further revealed that stigma surrounding the gig economy has slowed adaption in the creative economy sector as a potential job opportunity for students and young workers.

Uniquely, the Buleleng Regency Government focuses on creative economy-based gig economy jobs by providing them through 66,000 MSMEs (Buleleng Communication and Information Technology, 2023). This is one of the unique features of Buleleng Regency, which provides digital informal jobs, namely in the creative economy sector, as a new perspective on the informal work world compared to other regions. Buleleng Communication and Information Technology (2023) revealed that the regional government provides full social support to active students to proactively engage in the gig economy by directly diving into the gig economy work world as initial capital for network development, rather than solely focusing on financial aspects.

Students, as the main actors driving the regional creative economy sector, have received social support from both local government and educational institutions (Buleleng Communication and Information Technology, 2023). Empirical studies by Collins and Ryan (2016); Wan et al. (2023) and Wang et al. (2023) remarked that social support received by individuals is a primary resource for making decisions about proactive career behavior, including career exploration (Lim, 2017). Zimet generally defines social support as the process of exchanging resources between individuals, obtained from family, friends, colleagues, mentors, and those closest to them (Hadi & Salim, 2024; Lent, 2023; Kornblum et al., 2021). However, Diao and Yao (2025) found that family social support influences students' intention to delay entering the workforce; in other words, this social support reduces individual independence and initiative in navigating their careers. Empirical gaps are also shown from the diversity of sources of social support. For instance, Hadi and Salim, (2024) stated that parents play an important role in career exploration and adaptation, while Kornblum et al. (2021) revealed that support from a partner is an important factor in career development, in contrast to the two empirical Salim et al. (2023) found peer support as an important source of support during college. This gap underscores the important role of social support in fostering proactive career behavior, primarily among freelance students in the gig economy, which remain limited.

Chen et al. (2025) called for recommendations to explore the mechanisms by which internal factors mediate the relationship between social support and academic career behavior. Suud et al. (2024) Resilience is an intrinsic element individuals need to achieve academic and career resilience, with empirical evidence highlighting the importance of social support in enhancing academic resilience. Consistent with this phenomenon, dual-career students who pursue multiple roles face more complex career challenges (Hong & Hong, 2024). This demand is exacerbated by the uncertain

nature of gig-economy careers, making proactive student behavior a crucial aspect for effective career management (Sonnentag, 2023). Social support has been identified in several empirical studies (Collins & Ryan, 2016; Wan et al., 2023; Wang et al., 2023) as a key predictor of proactive career behavior. However, Hong and Hong (2024) illustrated that resilience emerges as a psychological factor that maintains students' emotional balance when access to social support is inadequate. Empirically, Diao and Yao (2025) found that students with high levels of *resilience* can transform career stress and uncertainty into self-strengthening opportunities through proactive career actions. Pimple and Parikh (2022) revealed that social support is an important foundation for students to build resilience. Empirical research by Diao and Yao (2025); Pimple and Parikh (2022) demonstrated the importance of studying resilience as a key internal psychological mechanism that bridges the relationship between social support and career behavior. This research arose to address previous empirical calls for greater attention to the limited mediation of resilience in the relationship between social support and career behavior.

This research is expected to meet the demands of Wood and Hjorth (2019) by addressing the limitations of the context of career development studies in the creative sector gig economy. The empirical limitations of freelance students in the creative sector gig economy highlight the extension of Career Construction Theory to protean careers, through the expansion of career resource mechanisms, including social support adaptation, and resilience, to proactive career behavior adaptation responses. This research also contributes to students' navigation of effective protean career strategies amidst the volatility of the gig economy by using the internal and psychosocial mechanisms identified.

The phenomenon of career navigation among dual-career students in the creative economy sector of the gig economy is examined through the lens of Career Construction Theory (CCT) and Conservation of Resources Theory (COR). Savickas (2014) revealed that student career navigation is formed from strategies for managing personal adaptive resources (resilience), career adaptability resources (career adaptability), adaptive responses (proactive career behavior), and adaptive outcomes (Savickas, 2014; Tokar et al., 2020). CCT refers to proactive career behavior as the actual performance of adaptive behavior in response to dynamic conditions (Savickas, 2014; Green et al., 2020; Tokar et al., 2020; Zhang et al., 2023). COR Theory: Hobfoll's theory, a supporting theory in this study, helps explain how career resources on career behavior. *Social* and psychosocial resources, resilience helps dual-career students overcome the dual challenges of work and study and face the ongoing career pressures of the gig economy (Hobfoll, 2002; Hobfoll et al., 2018).

Savickas (2014) confirms that proactive career behavior is a manifestation of students' career adaptation process in the uncertain world of the gig economy. Adaptive freelance students not only respond to situations, but also actively create their own career opportunities through network development, more intensive exploration of potential career opportunities, and self-development planning (Lent et al., 2023). Lu (2020) illustrated proactive career behavior as a form of individual self-responsibility for the formation and orientation of one's future career path. Sonnentag (2023) expanded the understanding of proactive behavior, stating that individual goals are not limited to finding or securing a new job but rather are actions to develop long-term career opportunities. Previous empirical research from by Savickas (2014); Lu (2020); Lent et al. (2023); Sonnentag (2023) showed that proactive behavior is key to managing a career in the dynamic and competitive gig economy.

Some studies (e.g., Lim, 2017; Wan et al., 2023; Wang et al., 2024) showed social support as one of the external factors shaping proactive career behavior. Students who have access to social support demonstrate more proactive career management. Neff confirmed that the social support received by students serves as a resource over cross-work experience, to facilitating the exchange of positive emotions that ultimately strengthen students' proactive behavior (Hobfoll *et al.* , 2018). However, there is a gap in the influence of social support when viewed from the source of support received. Even empirically, Diao and Yao (2025) showed a negative influence of family support on the behavior of delaying career development.

Pimple and Parikh (2022) revealed that social support is an important basic capital for students to build resilience. As a personal resource, individual adaptation is necessary for facing life's difficulties-trauma, tragedy, threats, or stress triggers while maintaining a positive attitude

and behavior amidst uncertainty (Sisto et al., 2019). Hong and Hong (2024) described that at some point, individuals tend to use rely on resilience as a sole resource when access to social support is limited. Diao and Yao (2025) emphasized that students with high resilience will experience little difficulty in navigating the challenges of exploring proactive career behavior, even with low social support. Hobfoll states that resilience emerges as a response to minimize the risk posed by threats (Bernabé et al., 2023). The gap in predictors of social support for resilience and the limited research context among students and formal workers open up opportunities for this study to include freelance students in the creative gig economy.

Hobfoll et al., (2018) in the COR theory describe resilience as abundant mental and social resources when individuals experience conditions full of threats. Empirical Zhao et al. (2020) and Bernabé et al. (2023) demonstrated a correlation between resilience resources and *proactive career behavior* in among students. Interestingly, CCT Savickas (2014) illustrated challenges and career transitions as an individual's part in building a career identity and resilience as important elements in responding to career adaptation. The empirical context gap Bernabé et al. (2023) focuses on career behavior that is proactive in career planning, Hong and Hong (2024) on student athletes in the academic transition to the world of work while Pimple and Parikh (2022) are limited to student adaptation, this context difference provides research opportunities for freelance students to enter the career response stage.

Thompson et al. (2016) found that resilience mediated social support students who felt social support reported higher resilience, as evidenced by managing adaptation and stress management. Sheridan et al. (2022) stated that individuals who received social support tended to have greater resilience actively pursued their careers. In line with Savickas's CCT theory (2014), social support helps individuals find career meaning that aligns with personal values and strengthens self-confidence, fostering positive expectations when facing career challenges. Savickas, in a CCT perspective, emphasizes that social support resources and resilience are interrelated, where individual resilience in facing difficult situations is strengthened by social support, providing additional energy to remain optimistic and confident in planning career steps (Tokar et al., 2020). This empirical hypothesis builds on the call of Chen et al. (2025). related to the exploration of resilience as an internal factor mediating the relationship between social support and career behavior. Interestingly, most previous empirical studies examined research in the context of students, so the gap in research context strengthens this hypothesis.

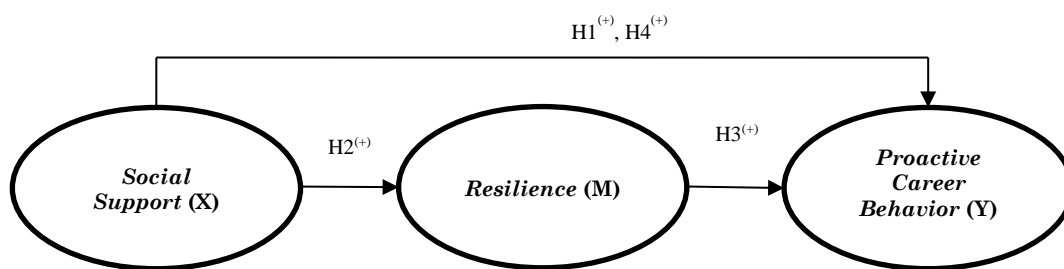


Figure 1 Research Model

Referring to the conceptual framework and previous studies, this study proposes the following hypothesis formulation:

- H<sub>1</sub> : Social support has a positive and significant effect on proactive career behavior.
- H<sub>2</sub> : Social support has a positive and significant effect on resilience.
- H<sub>3</sub> : Resilience has a positive and significant effect on proactive career behavior.
- H<sub>4</sub> : Resilience mediates the influence of social support on proactive career behavior.

## METHOD

This quantitative study analyzes the impact of social support and resilience on proactive career behavior. Respondents included dual-career students in the creative gig economy across Buleleng Regency, Indonesia. Purposive sampling technique was used to filter respondents (Sekaran & Bougie, 2016) by applying the following criteria: (1) Respondents are students who are still actively involved in academics, and (2) Students have experience running a freelance project at least once. These criteria are important for obtaining an accurate and relevant perspective on the research objectives.

The data collection method uses primary data sources through questionnaires, adopting measurement scales from several experts relevant to dual-career student respondents in the knowledge-based creative economy sector, the gig economy. The proactive career behavior measurement scale adopted from Lent et al. (2023). Proactive career behavior consists of three measurement scales with details: three statement items reflecting networking/conferring, three statement items related to exploring/searching and five item related planning/reflecting/reskilling. The social support assessment scale uses measurements from Zimet et al. (1988), which have been translated into Indonesian by Indonesian researchers Sulistiani et al. (2022). This social support is reflected in two statements on the measurement scale. Family support (3 items from the measurement scale), friends support (1 item) and significant others (1 item). The Connor-Davidson Resilience Scale (CD-RISC) was adopted to assess the resilience dual-career students, consisting of 12 items on a 5-point Likert scale. The CD-RISC consists of three statement items on the positive acceptance of change measurement scale, one statement item on the spiritual scale, three statement items on strength in facing pressure, three items on the personal competence measurement scale, and two statement items for on self-control measurement scale. (Gouda et al., 2022). All statements were rated using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Ethical considerations in the research were addressed by providing initial information on the research objectives, procedures, and consent for participation. Data security and confidentiality of information provided by participants will be fully safeguarded. The researcher included an attention-check item to ensure respondents' attention and seriousness in completing the questionnaire. Participants in this study were selected using a non-probability sampling technique, namely purposive sampling with a specific purpose. A total of 300 questionnaires were distributed to students. However, after verification with attention check, only 146 questionnaires met the requirements and were considered valid. Questionnaires that involved respondents answering quickly without reading the questions carefully (112 questionnaires), not complying with the instructions given (31 questionnaires), the presence of external interference where respondents filled out the questionnaires in an inconducive work environment (11 questionnaires), were excluded from the analysis to maintain the validity and reliability of the data obtained. This figure is quite good for social science research, and also meets the required sample size based on the maximum likelihood assumption ( $29 \text{ items} \times 5-10 = 145-290$ ) (Hair et al., 2022).

Primary data will then be analyzed using Smart-PLS, a Structural Equation Modeling (SEM-PLS) tool, to test the relationships among the variables proposed in the hypothesis. (Hair et al., 2019). This analysis was chosen because it can test the complex relationship between variables, namely the dependent variable of social support and the mediator of resilience towards proactive career behavior, by exploring the extension of CCT supported by COR theory.

## RESULTS AND DISCUSSION

The majority of the 146 respondents, by gender, consisted of 85 men (58.22%) and 61 female (41.78%), with an age range of 20-24 years. The participation of female students directly into the gig economy shows a shift in traditional career patterns due to easy access to freelance platforms. Where the Buleleng Regency government is currently enthusiastic about creating informal jobs in the digital-based MSME sector as a step to empower the workforce that is not absorbed in the formal workforce. Most students choose careers as graphic designers, copywriters, photographers, to or digital marketing consultants in the creative economy sector supporting MSME development in Buleleng Regency. Students are not only involved in MSME development, but some students are

also involved in freelance work, namely, research data analysis, online tutoring, and translation, as types of work that are starting to become popular in the academic and research fields.

The rise of informal employment is supported by the flexibility of time inherent in Gen Z as a digital native generation. Students even expressed that this career choice aligns with their personal interests and values. Interestingly, student respondents aged 20-24 tend to be more involved in career exploration to find the fields they are most interested in and skilled in. Students in the exploration phase tend to work on various freelance platforms to gain experience and build a portfolio of work. Compared to dual-career students aged 24 and above, they tend to engage in job exploration with the goal of greater career stability and long-term benefits. Students at this age build reputations and portfolios by moving from small projects to more profitable ones, expanding their professional networks to obtain long-term career opportunities, as they have already adapted to specific career development.

Table 1. Respondent Characteristics

Characteristics	Category	Number of Respondents	Percentage (%)
Gender	Man	85	58.22
	Woman	61	41.78
Type of work	Graphic designer	37	25.34
	Copywriter	31	21.23
	Photographer	29	19.86
	Digital marketing consultant	14	9.59
	Data analysis	15	10.27
	Online tutor	18	12.33
	Translator	2	1.38
Age	20-24 years old	98	67.12
	25-30	38	26.03
	Over 30 years old	10	6.85

### Evaluation of Measurement Model

The convergent validity test, as the initial stage of evaluating the outer model, is demonstrated through the loading factor value. Hair et al. (2019) stated that an item is considered valid if its loading factor is  $>0.7$ . Based on table 2, all tested items showed loading factors above the 0.7 threshold, indicating strong convergent validity. Table 2 also shows excellent reliability values based on Cronbach's Alpha, rho\_A, and Composite Reliability, which are higher than the threshold of 0.7. These three values indicate that the instrument used in this study can be relied upon to measure the research variables consistently. The AVE value in table 2 shows a figure above 0.5, indicating that the indicators used to measure the constructs strongly describe the research constructs. Overall, the instruments used in this study are declared valid and reliable.

Table 2 Measurement Model Test

Construct	Loadings	CA	rho_A	CR	AVE
Proactive Career Behavior (Y)		0.880	0.880	0.926	0.806
PCB1 Networking / Conferring	0.908				
PCB2 Exploring/Searching	0.895				
PCB3 Planning/ Reflecting/ Reskilling	0.891				
Resilience (M)		0.880	0.882	0.914	0.683
R1 Positive Acceptance of Change	0.833				
R2 Spiritualist	0.908				
R3 Strong Against Pressure	0.873				
R4 Personal Competence.	0.862				
R5 Self-Control	0.724				
Social Support (X)		0.929	0.930	0.955	0.875

SS1 Family Support	0.949
SS2 Friends Support	0.921
SS3 Significant Others Support	0.937

Table 3 presents the second stage of discriminant validity testing by examining cross-loadings. Hair et al. (2019) stated that discriminant validity is met if the factor loading of a model item is higher than the loading of the item on other variables in the model. The outer loading results for the tested constructs indicate a significant contribution from each indicator to the measured construct. The proactive career behavior construct shows that PCB1 (0.908), PCB2 (0.895), and PCB3 (0.891) have very high outer loadings, as do the social support constructs SS1 (0.949), SS2 (0.921), and SS3 (0.937). The resilience construct has various outer loadings, namely R1 (0.833), R2 (0.908), R3 (0.873), R4 (0.862) showing strong outer loadings although R5 (0.724).

Table 3. Cross Loading

Constructs	Proactive Career Behavior	Resilience	Social Support
PCB1	<b>0.908</b>	0.485	0.291
PCB2	<b>0.895</b>	0.496	0.333
PCB3	<b>0.891</b>	0.464	0.322
M1	0.321	<b>0.833</b>	0.300
M2	0.509	<b>0.908</b>	0.330
M3	0.411	<b>0.873</b>	0.360
M4	0.356	<b>0.862</b>	0.308
M5	0.526	<b>0.724</b>	0.382
SS1	0.296	0.423	<b>0.949</b>
SS2	0.370	0.382	<b>0.921</b>
SS3	0.319	0.367	<b>0.937</b>

### Structural Model Evaluation

$R^2$  value, or coefficient of determination, indicates the extent to which proactive career behavior is predicted by social support and resilience. The  $R^2$  value for proactive career behavior of 0.806 indicates that 80.6% of the variance in the variable can be explained by the factors in the model. The  $R^2$  value indicates that this research model explains changes in the predictor variables very well, while 19.4% is attributed to other factors not yet analyzed in this study. The  $Q^2$  value is 0.678, indicates that the SEM-PLS model has good predictive validity, namely, that 67.8% of the variability in proactive career behavior can be explained and predicted by the model. Hair et al. (2019) reported that a  $Q^2$  value above 0.25 indicates good predictive ability. The collinearity test method by Kock & Lynn (2012) recommends a threshold value of Variance Inflation Factor (VIF) of 3.3 to detect potential lateral collinearity in the SEM-PLS model. It is known that the VIF value for all latent variables is below the threshold, thus ensuring there is no common method bias or distortion in the estimation of the relationship between constructs.

Table 4 and figure 2 present the results of the hypothesis based on the bootstrapping steps of the SEM-PLS analysis, showing that social support has a positive and significant effect on proactive career behavior, however with a smaller effect compared to other direct effects ( $b = 0.154$ ,  $t$ -statistic = 2.049,  $p = 0.041$ ), so that the hypothesis  $H_1$  is accepted. The direct effects of social support on resilience ( $b = 0.418$ ,  $t$ -statistic = 6.772,  $p = 0.000$ ) and resilience on proactive career behavior ( $b = 0.472$ ,  $t$ -statistic = 6.982,  $p = 0.000$ ) both show a positive significant relationship, so  $H_2$  and  $H_3$  are accepted. The results of the analysis of the indirect effect of social support on proactive career behavior through the mediator resilience are statistically significant ( $t$ -statistic 4.573;  $p$ -value 0.000). Based on the analysis, resilience is able to partially mediate the relationship between social support and proactive career behavior of dual-career students in the knowledge-based creative economy sector, gig economy. Social support not only has a direct effect on proactive career behavior but also exerts a greater influence by increasing resilience. This finding makes an important

contribution; social support can encourage dual-career students to be proactive in exploring gig-economy career development in the knowledge-based creative economy sector, with resilience as a connecting factor that strengthens this influence.

Table 4. Hypotheses Result

Direct Effects	Std $\beta$	Std Error	$t$ -Value	$P$ -Value	Decision	Confidence Interval (95%)	
						LL	UL
H1 SS $\rightarrow$ PCB	0.154	0.075	2.049	0.041	Supported	0.006	0.302
H2 SS $\rightarrow$ R	0.418	0.062	6.772	0.000	Supported	0.297	0.539
H3 R $\rightarrow$ PCB	0.472	0.068	6.982	0.000	Supported	0.338	0.605
Indirect Effects							
H4 SS $\rightarrow$ R $\rightarrow$ PCB	0.198	0.043	4.573	0.000	Supported	0.113	0.283

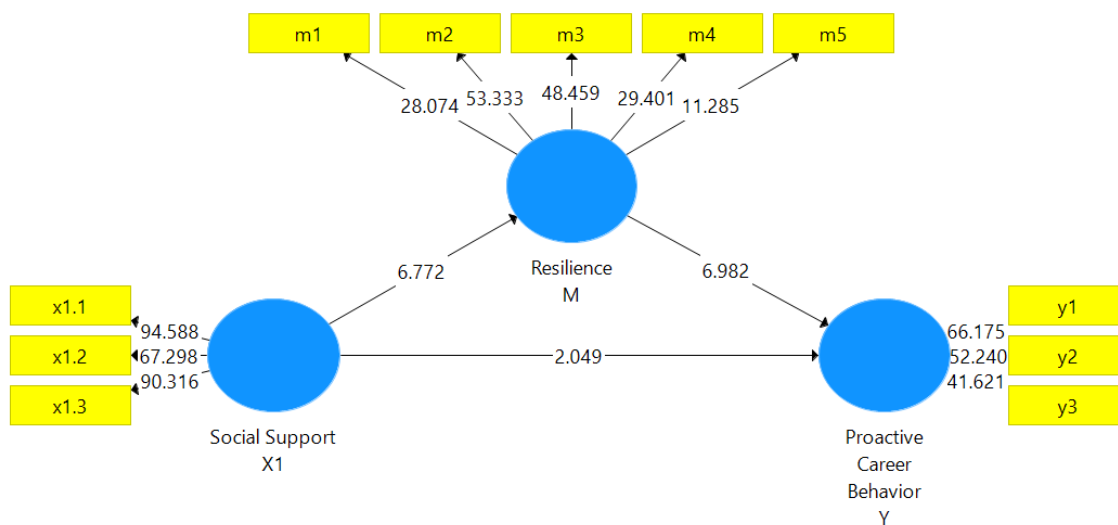


Figure 2. Exploring the Path of Social Support During Proactive Career Behavior through Resilience

The first finding shows that social support has a positive and significant effect on proactive career behavior, this finding is supported by the empirical (e.g., Wang et al., 2023; Lent, 2023). This finding implies that the more social support a person receives, the more proactive career behavior they exhibit. Social support from parents in the context of dual-career students plays an important role in the initial formation of the growth of proactive behavior in student career exploration (Mann & Turner, 2023). Parents will provide emotional, instrumental, financial support, and evaluation (Wang et al., 2023) in activating students' proactive behavior, namely career exploration and career planning (Guan et al., 2015) considering that parents are role models (Hadi & Salim, 2024) for young students who have just entered the world of work. Dual-career students emphasized that the absence of career support from parents leads to passive responses to career preparation, even to some extent inhibiting proactive career behavior. Support from a partner or special person in this empirical implies that this source of support has more influence than support from peers in achieving career goals. This is relevant considering the differences in comfort felt by students who receive support during the process of accessing resources.

An interesting finding from this empirical study is that proactive dual-career students demonstrate professional network expansion behavior in building their careers. This is relevant because the gig economy relies on connections and collaboration between individuals. Social support from parents and partners is a key resource for students in seeking information on career opportunities in the creative gig economy, including developing personal skills to open new career paths. Freelance students with support from various sources tend to have higher levels of confidence in career exploration activities, both through online platforms and by establishing relationships with

clients in relevant industries. Uniquely, this support motivates students to be more open to change, but not in their career-planning and skill-improvement behaviors. This can be explained by the fact that long-term planning requires a deeper self-understanding of strengths and weaknesses, along with concrete steps for self-development to achieve future career goals. This tendency occurs because students in the transition phase are generally focused on completing their studies rather than maintaining continuity in their existing freelance work.

Broadening insights into the influence of parental and partner social support led dual-career students to explore networking to support proactive behavior in identifying opportunities and accessing the job market. This would not be possible through traditional planning and skill development alone. These findings further enhance CCT's understanding of the importance of social access in career exploration in the gig economy, which relies heavily on independence and networking as key career opportunities.

Social support also positively and significantly influences the resilience of dual-career students. This finding is supported by Savickas' CCT theory (Arastaman, 2019), which states that social support resources shape individual resilience in the face of difficult situations. Tokar et al. (2020), in line with CCT, emphasized that social support will be strengthened by the presence of resilience as additional energy to remain optimistic and confident for individuals in planning career steps. Parental social support contributes to the development of children's resilience; this support will foster personal agency and spiritual self-belief in children at every stage of life. Support from partners also influences individual resilience, especially in by increasing self-confidence in facing change with a positive attitude and in facing pressure with strength (Ocampo et al., 2018). Interestingly in this study, peer support did not dominate over support from parents or partners. This is relevant, considering that the time freelance students devote to peers is decreasing due to the dual roles they carry.

Findings of social support for self-control as part of resilience tend to be lower than other aspects. Dual-career students in the creative economy sector, particularly those in the gig economy, require self-regulation and self-discipline to achieve career and academic balance. Limited self-control is influenced by internal factors, such as emotional maturity and personal values, that are difficult to influence by others. These findings provide CCT insight that developing self-control skills can increase dual-career students' adaptive resilience in the challenging conditions of the gig economy.

The majority of freelance students in the 20-24 year age range are in the career identity formation phase with limited work experience, in line with CCT Savickas (2014). When individuals navigate their career paths, they will face various challenges, so resilience is needed as a personal resource to adapt. Hong and Hong (2024) revealed that the only reliable resource is resilience, as in certain conditions social support may be unavailable or not in accordance with one's needs. Interestingly, students will use spiritualism as a primary form of resilience when facing stressful environments and view this condition as a challenge to be managed, gradually developing resilience skills by accepting change positively. This finding is in line with the COR theory proposed by Hobfoll et al. (2018), which describes resilience as an abundance of mental and social resources when individuals experience conditions full of threats. COR theory illustrates resilience as the only resource available and can be relied upon when other resources are not obtained. Gen Z students tend to pursue careers in flexible jobs, in digitalized MSMEs such as graphic design, copywriting, and photography. However, this career choice is precarious to long-term career stability, so that in some conditions students do not receive career support from their parents due to differences in career paths.

Resilience, as an individual's ability to rise above and persist in the face of challenges, has been shown to partially mediate the relationship between social support and proactive career behavior. These findings suggest that the strong spiritual influence of Buleleng Regency's culture, coupled with mental strength in facing difficulties, is a key factor influencing proactive career behavior. The process of overcrossing social support resources in the form of positive experiences will build students' rational beliefs, reduce anxiety in career decision-making, and foster positive acceptance of career challenges (Schooreel et al., 2017). The social support felt by dual-career students encourages them to engage in networking and more intensive career exploration (Hadi &

Salim, 2024). Freelance students in the knowledge-based creative economy sector in the gig economy of MSMEs in Buleleng Regency, dominated by young students, utilize social support as a resource to strengthen their resilience in minimizing feelings of hopelessness and anxiety.

Conceptually, these findings demonstrate the role of resilience in among dual-career students in proactively facing career challenges in the precarious gig economy of the knowledge-based creative economy sector, alongside the role of social support. In practice, this study highlights the importance of interventions to encourage students' proactive behavior in seeking future career opportunities by developing intensive career guidance programs to increase student resilience amid the dynamic changes in gig-economy careers. These interventions include the development of soft and hard skills training integrated into the curriculum or student self-development programs, and seminars held by the university counseling department with parents and students to raise awareness of the importance of providing gig economy career support.

## CONCLUSIONS AND SUGGESTION

This study makes an important contribution to the literature on proactive career behavior among dual-career gig-economy students, particularly in the knowledge-based creative economy sector, which remains under-researched. This study also expands the evidence on the mechanism of resilience's role as a partial mediator in the relationship between social support and students' proactive career behavior. Overall, this study's results confirm that social support and resilience resources play a key role in encouraging proactive career behavior among freelance students in Buleleng Regency. Social support from parents and partners provides a stronger foundation than support from peers for students to build resilience and leads to students' proactive behavior in networking and exploring career opportunities, helping them plan a more stable and promising career in the future. Research on the gig economy and MSMEs in the creative economy sector provides new insights into the importance of social support and resilience in fostering proactive students in the world of gig-economy careers, that are full of challenges and opportunities.

Further research can explore in depth the management of internal and external resources using the Conservation of Resources (COR) theory approach by among freelance students in facing challenges to achieving career goals. Integration with Career Construction Theory (CCT), further research can explore how students' cognitive processes, such as self-efficacy, influence self-control in developing proactive career behavior in the creative economy sector. Expanding the relationship between self-regulation, self-efficacy, resilience, and social support is recommended as a predictor of proactive career behavior in the future research, especially for students in the early stages of career exploration in the creative gig economy.

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