

# College Student Academic Resilience Profile

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**Abstract:** Academic resiliensi is the ability to deal with academic demands successfully. This study aims to describe the description of the students academic resilience in Faculty of Education Universitas Negeri Semarang. The research method used a survey involving Faculty of education students as respondent. This study used a random sampling technique and resilience scale as an instrument. The results of this research show that students had a score of 88% wick is in high academic resilience category and 12% in the middle academic resilience category. Aspect that shape academic resilience are confidence (self – believe), control (a sense of control), composure (low anxiety), and commitment (persistent) are on a balanced composition. To sum up, students with high academic resilience capable of conduct a task with various level of difficulties and was able to perform the task on time consistently

**Index Terms:** student; academic resilience

## 1 INTRODUCTION

Student academic performance was influenced by the high academic demands causing academic stress and boredom in learning, as a result students have a high risk of academic stress. High academic demands and limited time to socialize can increase the stress and negatively affect student life. The results of a study conducted by Bataineh (2013) of 232 students of the Faculty of Education at King Saudi University showed that academic stress on students was caused by excessive academic demands, lack of study time, low motivation, and high family expectations. High intensity of assignments, competitive class, minimum amount of allowance, limited friendships with other students and lecturers are other factors causing stress on students. Academic stress has a significant impact on student life. Not only inhibit optimal academic achievement, but also affects the interpersonal and intrapersonal lives of students. Based on this phenomenon, students urgently own capability to bounce back from pressures they experienced. The capacity of individuals to deal with academic vulnerable conditions is called academic resilience. Resilience is very important for students because it can improve students' ability to adapt skillfully, coping with stress, and prevent psychological stress (Stallman, 2010 in Lerner & Steinberg, 2004). Academic resilience refers to the ability of students to bounce back and overcome stressful conditions and adapt to challenges or stressful environments. Resilience can help improve students' academic success even though there are obstacles to achieving these successes (Bernard, 2005 in Sarwar, 2010). In facing academic difficulties, resilient students find strength in themselves to overcome the negative effects of the difficulties they face. Resilience helps students deal with stress and academic pressure during the learning process. Based on the phenomenon of the importance of academic resilience in college students, the authors intend to conduct a research of student academic resilience. This study aim to reveal the level of resilience of the students. The results of this study are expected to be used as study material in the implementation of academic programs in order to achieve optimum academic performance.

## 2. METHOD

This research uses a quantitative approach with descriptive survey research methods. Descriptive survey research methods are used to obtain a clear and comprehensive picture related to academic resilience of students at the Faculty of

Education, Universitas Negeri Semarang. Data collection techniques used were random sampling and resilience scale as an instrument. Descriptive survey research methods in this research aims to describe, analyze, and generalize the level of academic resilience of.

## 3. RESULT

The result shows that the majority of students already possess high academic resilience. Students are able to deal effectively with challenges, stresses and pressures in academic settings. The results of the study were reviewed from the aspects of academic resilience, namely confidence (self-believe), control (a sense of control), composure (low anxiety), and commitment (persistent) in a balanced composition (25%).

## 4. DISCUSSION

Study in higher education has demanded students with high cognitive skills. As a result, the tasks are increasingly numerous and varied. Resilience was proven to be one of the protective factors for students. Students able to do assignments with any difficulty level according to their own abilities and being able to complete assignments on time consistently. This result is supported by McGillivray and Pidgeon (2015) research on 89 students aged 18-57 at universities in Australia which showed that students with high resilience had significantly lower psychological pressure and had resistance to face high academic pressure. Forming aspects of academic resilience, confidence (self-believe), control (a sense of control), composure (low anxiety), and commitment (persistent) are in a balanced composition. In the aspect of confidence (self-believe), students possess high confidence in completing assignments and examinations. Students are able to do assignments according to their own abilities, if they get difficulties, they struggle to complete it on their own. They have a regular study schedule both in preparing daily class and facing tests and examinations. In the aspect of control (a sense of control), students have sufficient skills to collaborate with lecturer through consultation. In the aspect of composure (low anxiety) students are able to manage themselves especially during stressful times. Among the symptoms that arise when facing an exam, such as dizziness, sweating, and worry about the truth of the exam answers. In the aspect of commitment (persistent), students try to finish assignments on time consistently. Although students have other assignments from each lecture, students try to collect assignments on time, doing assignments as

quickly as possible. Students also try to consistently follow lectures with opinion when there is discussion in class, keep attending the class and concentrate while attending lectures. High level of student academic resilience is supported by several factors, according to Rahmawati (2015) during the lecture, students as an individual experience the development of future orientation. According to Desmita (2012) future orientation is one of the phenomena of cognitive development that occurs during adolescence. According to Nurmi (Desmita, 2012), future orientation is closely related to hopes, goals, standards, plans and strategies for achieving future goals. Therefore, students who are in their late teens to early adulthood begin to give great attention in various fields of their lives in the future. Individuals with high awareness performed clear goals, strong determination hard work and self-discipline. Research conducted by Marsh and Martin (2010) showed that self-confidence, control and commitment are significant contributions to the improvement of student resilience. The experience of success in the past can improve student confidence. More specifically, the development of self-confidence involves the development of learning to optimalaize the chances of student success. To improve control skills, students must be shown that hard work and effective learning strategies have an impact on achievement and other learning skills. One way to build control is to provide reciprocal clear assignments so that students know which parts need to be improved. In addition, students are given awards for what students have succeeded in doing. For most students academic anxiety can be a serious problems. One way to reduce the fear of failure is to improve the class climate through cooperation, increased self-confidence and personal abilities. Demonstrates how failure can be a bridge to success and does not illustrate the overall future of students. Specific ways that can be done to reduce student anxiety are by encouraging effective planning of learning, developing test-taking skills, and encouraging and monitoring learning strategies. Research conducted by Pidgeon et al (2014) showed that resilience can reduce the risk of psychological stress, help students manage learning demands, improve learning outcomes, and facilitate effective coping stress when dealing with academic pressures. Previous research indicates that student academic success is not only related to resilience, but is also the result of modification of other psychosocial factors including peer relationships, feelings of belonging to campus, social support, and psychological well-being. Research conducted by Tores and Garde (2014) in his article entitled Resilience and coping strategy profile at university: Contextual and Demographic variables show that the constructs of resilience and coping strategies are interrelated. The higher the resilience construct, the higher the coping strategy they have.

## 5. CONCLUSION

The results showed that students had high academic resilience. Students showed confidence in carrying out assignments and examinations, performed assignments according to their own abilities. If they get hard assignments, they struggle to complete them on their own. They ask the consultation to the lecturer and asking for consideration. Students are able to manage themselves especially during stressful times and try to finish assignments on time consistently.

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