



Academic Resilience in Post Pandemic Covid-19 Among College Students

Yulia Fitriani¹, Fathana Gina²

^{1,2}University of Bhayangkara Jakarta Raya, Indonesia

Correspondence: Yulia Fitriani (yulia.fitriani@dsn.ubharajaya.ac.id)

Abstract

Various changes that have occurred due to the COVID-19 pandemic require students to be able to adapt to various academic demands and rise from existing problems, considering that the COVID-19 pandemic is still ongoing today. This ability is referred to as academic resilience. This study aims to see the picture of academic resilience in students in terms of self-concept and family support. The subjects in this study were students at Bhayangkara University, Jakarta Raya. The sampling technique used in this study is purposive Sampling. The data analysis method used in this research is multiple linear regression analysis. The purpose of this analysis is to determine the effect of two variables X (self-concept and family support) on variable Y (academic resilience). Based on the results of the regression analysis, the value of $p = 0.005$ or $p < 0.05$ and the value of $F = 5,631$. That is, self-concept and family support together can predict academic resilience. The results of the analysis can be seen as the value of the coefficient of determination or effective contribution of self-concept variables and family support simultaneously or together can predict the resilience of 10.4%, while the rest is influenced by other factors.

Keywords: academic resilience, family support, self-concept, post-pandemic covid-19

Introduction

The COVID-19 pandemic, which began in 2019 and is still ongoing, has had an impact on various sectors of life, including higher education. One of the changes that occur is the change of learning methods to online learning. The results of the study indicate that online learning has several impacts on students, namely online learning still confuses students; students become passive, less creative, and productive; accumulation of information or concepts on students is less useful; students experience stress; increasing students' language literacy skills (Argaheni, 2020).

Based on DKI Jakarta's Covid-19 monitoring data, cases that caused positive residents to get Covid-19 in Indonesia from 2019 to date showed 6,038,664 fatalities, and 155,820 cases of deaths from Covid-19 (Jakarta Provincial Government, 2022). The pandemic condition, government is preparing Indonesia to enter a new normal phase or new normal amid the covid pandemic (Hakim, 2020). The term new normal was first used by Roger McNamee, a technology investor who reviewed an article entitled The New Normal. New Normal is a change in human habits or behavior for the long term. The phrase New Normal refers to changes in human behavior after the Covid-19 pandemic (Suprijono, 2020). Health experts predict this virus will survive for a long time. It can be said that the new normal

is a time when people must be able to adapt to strict new habits by complying with health protocols for the continuation of their lives in various aspects of life amid the Covid-19 virus pandemic.

The occurrence of COVID-19 pandemic has had an impact on various sectors of human life. This includes the impact on the education sector. Lecture activities were previously carried out face-to-face, but due to the COVID-19 pandemic, all of them had to do online learning, which could have an impact on individual psychological conditions.

Online learning is carried out starting from basic education to higher education which is implemented through online learning, namely education that involves elements of information technology in learning according to Fitriyani (in Hardi, 2021). According to Issa and Jaron (in Dewi and Sari, 2020), there are several challenges in implementing online learning in developing countries, both in terms of limited facilities and the readiness factor of human resources, both teachers and students. Because learning is done suddenly, there is no preparation at all.

During the adaptation period to a new normal, several sectors have experienced a bit of allowance to maintain community productivity. However, this allowance has not been fully implemented by universities in particular. As is the case at Bhayangkara University, Jakarta Raya, concessions can only be granted to students who urgently need practicum activities or students who will soon graduate, but activities must still be carried out by applicable health protocols.

Most students still carry out online class activities at their homes, so it is considered that students are still required to continue to adapt to the many changes that occur. It is undeniable that these changes have more or less an impact on the psychological condition of the students themselves. This is further strengthened by the results of previous research which stated that students belonging to a vulnerable group are psychologically affected when faced with sudden events such as the COVID-19 pandemic (Husky et al., 2020).

According to the results of a survey conducted by Saiful Mujani Research and Consulting (SMRC) which was conducted between 5 - 8 August 2020 regarding online learning during the Covid-19 pandemic. The survey results showed that 92% of students experienced many problems in participating in online learning during the pandemic covid-19. Of the impact of the coronavirus pandemic that has spread, learning has to be carried out remotely. Several obstacles also emerged, such as the lack of teacher guidance to internet access problems.

According to the results of research conducted by Argaheni (2020) shows that online learning has several impacts on students, namely online learning still confuses students; students become passive, less creative, and productive; accumulation of information/concepts on students is less useful; students experience stress; improvement of students' language literacy skills. Another thing that causes students to feel stressed with online learning is that the learning system is one-way, the network connection must be stable, the assignments given are quite a lot, they do not understand the material being taught, and they are bored because they are allowed only at home.

In addition to academic problems, the COVID-19 pandemic also has several other impacts on students, including administrative services to students that cannot be done conventionally, delays in student tuition payments due to the Covid-19 pandemic also have an impact on the economy of students' parents, several students return to their villages. page and it is not certain when it will return until the pandemic period is declared safe (Nuvriasari & Harsoyo, 2020). Psychologically, the covid pandemic causes excessive anxiety or fear so that students feel depressed, stressed, and anxious (Nurkholis, 2020).

Various changes that have occurred due to the COVID-19 pandemic require students to be able to adapt to various academic demands and rise from existing problems, considering that the COVID-19 pandemic is still ongoing today. This ability is referred to as academic resilience. Resilience itself is a skill to adapt and be able to survive according to the human capacity to be able to face and solve problems after experiencing difficulties (Hendriani, 2018). While academic resilience is a person's

toughness in dealing with various academic tasks in an educational environment (Tumanggor & Dariyo, 2015). Students who have good academic resilience will not easily give up in the face of academic difficulties. On the contrary, he will always be optimistic, think positively, and be able to get out of trouble. Academic resilience is resilience in the learning process, which is a dynamic process that reflects a person's strength and resilience to rise from negative emotional experiences; when facing difficult situations that suppress or contain significant obstacles in the learning activities carried out (Hendriani, 2018). Therefore, students need to have high academic resilience.

Academic resilience is influenced by several factors, including individual factors, family factors, and external or community factors (Everall et al., 2006). Individual factors include cognitive abilities, individual self-concept, self-esteem, and social competence. Family factors include support from parents; or other family members that affect the growth of an individual's resilience. Community factors that affect individual resilience are social and economic conditions that can affect the cognitive ability, affection, and behavior of individuals to respond to it. Social and economic conditions greatly affect the access obtained, the distribution of facilities, and the growth of individual resilience capabilities in a wider scope.

Based on the problems above, this study aims to see a picture of academic resilience in students in terms of internal factors, namely self-concept, and external factors, namely family support.

Literature Review

Resilience is an individual's ability to be able to adapt to problems, survive, cope with stress, and thrive amid life's difficulties (Connor & Davidson, 2003). While academic resilience is a person's toughness in dealing with various academic tasks in an educational environment (Oyoo et al., 2018). Students' resilience tends to maintain motivation and academic performance regardless of challenging or stressful conditions that are risky. Cassidy (2016) defines academic resilience as an individual's ability to be able to increase success in terms of education despite experiencing significant difficulties. Academic resilience itself can be interpreted as an individual's ability to survive, rise, and adapt to difficult and stressful conditions in the academic field (Kartika et al., 2016). Academic resilience portrays how students or students overcome various negative experiences or challenges that are so large, pressing, and inhibiting during the learning process, so that they can adapt and carry out any academic demands well (Hendriani, 2017). Martin & Marsh (2003) describe academic resilience as the ability to deal with setbacks, stress, or pressure effectively in academic settings. Academic resilience can be summed up as a student's ability to face pressure, be able to rise and adapt to difficult situations and conditions in the academic field.

Academic resilience will portray how students overcome various negative experiences or challenges that are so big, pressing, and inhibiting during the learning process, so that they can adapt and carry out any academic demands well (Martin & Marsh, 2003). The dimensions of academic resilience consist of confidence, control, composure, dan commitment.

- a. *Confidence (self-belief)* is students' confidence and trust in their ability to understand and perform academic tasks well. Learners in this case are students who can face the challenges that exist and can do their best according to their abilities.
- b. *Control (a sense of control)* is the ability of students to process and control various demands or challenges that come with their learning activities. They are confident about how to do the job well.
- c. *Composure (low anxiety)* includes feelings of anxiety and worry. Feelings of anxiety are related to students' anxiety when they feel uneasy or sick in thinking about school assignments, homework, or school exams. Worry is a student's fear of not doing well on schoolwork or exams. Someone who has low anxiety can control negative feelings such as feelings of discomfort, cope with stress, focus, and think clearly when making a decision, and is not affected by stressful circumstances.
- d. *Commitment (persistence)* is the ability of students to continue trying to solve an answer or understand a problem even though the problem tends to be difficult and full of challenges.

Factors that affect academic resilience consist of individual factors, family factors, and external/community factors (Everall et al., 2006). Individual factors are related to individual cognitive abilities, self-concept, self-esteem, and social competence. Family factors include support from parents; or other family members that affect the growth of an individual's resilience. Because the closest family understands the child's character; the response and support for the child will be more appropriate when the family plays this important role. Meanwhile, community factors are related to social and economic conditions that can affect the cognitive ability, affection, and behavior of individuals to respond to them. Social and economic conditions greatly affect the access obtained, the distribution of facilities, and the growth of individual resilience abilities in a wider scope.

Methodology

The research method used is quantitative. This research begins by collecting data on phenomena that occur in the field. Various changes in learning that occur due to the COVID-19 pandemic require students' ability to adapt and rise from the difficulties they face. After the phenomenon is formulated, the researcher looks for a theory that is on the compiled phenomenon. Researchers determine Academic Resilience as the main variable or dependent variable. The independent variables consist of Self-Concept and Family Support. This research was carried out by distributing the scale through Google Forms via social media to Bhayangkara University students, which was carried out from June 25, 2022, to July 1, 2022.

Sample and Sampling Technique

According to Sugiyono (2016), a population is a generalization area consisting of objects/subjects that have certain qualities and characteristics. The population in this study were students of Bhayangkara University, Jakarta Raya. While the sample is part of the number and characteristics possessed by the population. This sample was taken because this study could not be studied by all members of the population. The researcher used a non-probability sampling technique. According to Sugiyono (2016), non-probability sampling is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample. The selection of respondents was obtained using purposive sampling. Purposive sampling is sampling with certain considerations (Sugiyono, 2016). The reason the researcher uses the non-probability sampling technique and the selection of respondents by purposive sampling is that the two techniques are suitable for quantitative research and research that does require certain criteria so that the samples taken are by the research objectives. The sample used in this study were students who had special characteristics, which are:

1. College students in Bekasi
2. Registered as an active student
3. Has taken at least 4 semesters in 2022

Table of Distribution of Research Subjects

Group	Categories	Amount	Percentage
Fakultas	Psychology	45	45,1%
	Communication Science	37	37,3%
	Law	18	17,6%
Total		100	100%

Research Instrument

This study uses a research instrument with a Likert scale. According to Sugiyono (2016), a Likert scale is a measuring tool used to measure attitudes, opinions, and perceptions of a person or group of people about certain phenomena. The tool used by the researcher as a data collection tool is in the form of a scale and uses the answer choices SS (very suitable), S (suitable), TS (not suitable), and STS (very unsuitable). The researcher uses favorable and unfavorable items.

a. Academic Resilience Scale

Table of Reliability Test of Academic Resilience Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
0.828	24

Based on the table above, the reliability coefficient on the academic resilience scale is 0.828, this means that the academic resilience scale is declared reliable.

b. Family Support Scale

Table of Reliability Test of Family Support Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
0.820	25

Based on the table above, the reliability coefficient on the family support scale is 0.820, this means that the family support scale is said to be reliable.

c. Self-Concept Scale

Table of Reliability Test of Self-Concept Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
0.924	32

Based on the table above, the reliability coefficient on the self-concept scale is 0.924, this means that the self-concept scale is said to be very reliable.

Result

The data analysis method used in this research is multiple linear regression analysis. The purpose of this analysis is to determine the effect of two variables X (self-concept and family support) on variable Y (academic resilience). Based on the results of the regression analysis, the value of $p = 0.005$ or $p < 0.05$ and the value of $F = 5,631$. That is, self-concept and family support together can predict academic resilience. The results of the analysis can be seen as the value of the coefficient of determination or effective contribution of self-concept variables and family support simultaneously or together can predict the resilience of 10.4%, while the rest is influenced by other factors. The regression equation in this study is $Y = a + b_1x_1 + b_2x_2$ or $Y = 39,946 + 0.033x_1 + 0.112x_2$.

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.323 ^a	.104	.086	4.74060

a. Predictors: (Constant), DukunganKeluarga, KonsepDiri

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	253.083	2	126.542	5.631	.005 ^b
	Residual	2179.907	97	22.473		
	Total	2432.990	99			

a. Dependent Variable: Resilience

b. Predictors: (Constant), DukunganKeluarga, KonsepDiri

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.946	3.121		12.799	.000
	KonsepDiri	.033	.015	.224	2.263	.026
	DukunganKeluarga	.112	.060	.185	1.868	.065

a. Dependent Variable: Resilience

Discussion

The results showed that self-concept and family support together can predict academic self-resilience. One of the factors that can influence academic self-resilience is family support (Everall et al., 2006). According to Friedman (2010), family support is a form of action that involves individual self-esteem, providing information, providing instrumental assistance in the form of material, and involving emotions when dealing with individual problems. In line with research conducted by Faradiah (2021), there is a positive relationship between family support and the resilience of prisoners in Sidoarjo, a positive relationship shows that the higher the family support, the higher the level of resilience, and the effect of family support on resilience is 23.2%. the rest is influenced by other factors. Research conducted by Kumalasari & Akmal (2020) shows that resilience plays a significant role in student learning satisfaction online, the higher the academic resilience, the better the readiness of students to learn online and increase student satisfaction in learning using online methods. Although academic resilience does not have a direct impact on individual satisfaction, academic resilience possessed by individuals can help students be better prepared during the online learning process which will affect student satisfaction with the online learning process. Research conducted by Hendriani (2017), resilience will be possessed if students can adapt positively to negative experiences that are stressful during the learning process.

These results are also in line with and provide additional evidence to the research conducted by Astuti and Edwina DS (2017), that self-concept and resilience are positively correlated on the subject of first-year students of the employee class program. Astuti and Edwina DS (2017) further explain that self-concept contributes to resilience, namely, a high self-concept will determine high resilience.

The results of this study are also supported by research on self-concept and resilience conducted by Andriani and Kuncoro (2020), that self-concept and self-adjustment are significantly correlated with resilience. Positive self-concept and self-adjustment of students determine the level of resilience when experiencing the effects of floods and tidal waves, and vice versa when self-concept and self-adjustment are negative, resilience becomes lower.

Resilience is a person's ability to survive in difficult and very stressful situations that force a person to adapt to these conditions by facing and overcoming them and being able to bounce back after facing difficult situations according to Reivich & Shatte (in Tia and Joko, 2020). While academic resilience

according to Martin and Marsh (2003) is the ability to deal with setbacks, stress, or pressure effectively in academic settings.

In academic resilience factors, self-concept arises because this variable is one of the factors forming academic resilience (Everall et al., 2006). Self-concept is an individual's mental picture of self-knowledge, self-expectations, and self-assessment (Calhoun & Acocella, 1990). Thus, what forms the level of positive and negative academic resilience is self-concept. An individual who has a positive self-concept, the level of resilience will also be higher, someone with a positive self-concept has the characteristics of always thinking positively in the face of failure and seeing failure as not a slump but rather a learning, having an optimistic attitude and believing that it can be done. bounce back after experiencing difficulties, see themselves as valuable, can see the positive things that are in them, and can optimize their abilities for future success (Fleshman & Schoenberg, 2011). Based on this, it can be concluded that self-concept and self-adjustment have a major influence on a person's ability to overcome difficulties in his life.

Conclusion

Based on the results of the study, self-concept and social support together can predict academic self-resilience after Covid 19 pandemic. Academic resilience in students needs to be trained so that students do not experience significant psychological obstacles in completing their learning process. Suggestions for students to maintain academic resilience by improving self-concept. For parents and the community to provide support to students so that students' academic resilience is maintained.

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