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ACADEMIC SELF-RESILIENCE IN UNIVERSITY OF BHAYANGKARA JAKARTA RAYA AFTER THE COVID-19 PANDEMIC REVIEWED FROM SELF-CONCEPT

Evita Sarah & Yulia Fitriani

Faculty of Psychology, University of Bhayangkara Jakarta Raya, Jakarta

ABSTRACT

This study aimed to determine whether there is a relationship between academic self-resilience and self-concept in students at the University of Bhayangkara Jakarta Raya. The research method used a quantitative method. The population in this study were students at the University of Bhayangkara Jakarta Raya. The sample was taken from a part of 100 respondents. The sampling technique used non-probability sampling by purposive sampling with sample criteria. The criteria were male and female students who were active students at the University of Bhayangkara Jakarta Raya and from the Faculty of Psychology, FIKOM, and Law. The validity test used the validity of the contents, and the reliability test used Cronbach's Alpha. The results were analyzed by using Correlation Product Moment Pearson statistical analysis, and it showed that the variables of academic self-resilience and self-concept obtained a significance of 0.001 ($p < 0.05$), which means that there is a positive relationship between the variables. So, the higher the academic self-resilience in students, the higher the self-concept in students. The hypothesis proposed by the researcher can be accepted by mentioning the relationship between academic self-resilience and self-concept in students.

Keywords-: *Academic self-resilience, self-concept, student.*

INTRODUCTION

In 2019, Corona Virus or Covid-19 were spread worldwide, including in Indonesia. The virus is perilous because it is easy to transmit and cause death. This condition has a very detrimental negative impact on the whole world.

The Covid-19 pandemic is a phenomenon that is frightening for all levels of society and makes all aspects of life very different from before. All sectors have been affected due to the pandemic, and one of them is the Education sector. The government issued a policy through the Ministry of Education and Culture to implement a learning-from-home policy. This policy is stated in Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Online Learning Activities for all levels of Education as a form of application of the principle of physical distancing that must be done to prevent the spread of Covid-19.

In Indonesia, online learning during the pandemic made students feel stressed and depressed. It was proven by the results of a study involving 1,129 students from several provinces in Indonesia; the study found that learning tasks and boring lecturers became the primary source of stress for students during the Covid-19 pandemic (Livana et al., 2020). Research conducted by Arghaeni NB (2020) showed that online learning has several impacts on students, such as online learning causes confusion; students become passive, less creative, and productive; the accumulation of information/concepts in students is less valuable; students are experienced stress; and improvement of students' language literacy skills. Then another thing that causes students to feel pressured by online learning is a one-way learning system, stable Internet network connection, too many assignments, challenging material, and easily bored because students must stay at home.

Based on reports from Kompas.com (2020), the Indonesia government was preparing a new normal phase during the Covid pandemic. 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 the virus will still survive for a long time (Indonesia.go.id). Thus, the new normal is a condition where society must adapt to strict new habits by adhering to health protocols for the continuity of life during the Covid-19 virus pandemic.

While adapting to new life, some sectors have experienced a little leeway to strive for people's productivity. In 2022, the pandemic began to subside, and remote or online activities have begun to return to

normal. The education sector has started to return to normal activities, especially at Bhayangkara University, Jakarta. Lectures have resumed onsite learning.

It has been three years that the world has been affected by the COVID-19 pandemic. During the COVID-19 pandemic, students began to be able to adapt and overcome all the problems and difficulties they faced. Most students objected to the change from online to onsite learning. So that students are still required to continue to adapt to the many changes that occur. It cannot be denied that these changes have an impact on the psychological condition of the students themselves. This statement is supported by the results of previous research, which stated that students belong to a vulnerable group who are psychologically affected when facing sudden events such as the COVID-19 pandemic (Husky et al., 2020)

In preparation for onsite or face-to-face lectures at the University of Indonesia (UI) in July 2021, following the directions and policies of the Ministry of Education and Culture Republic of Indonesia (Kemdikbud), a survey was distributed regarding the readiness of face-to-face or onsite teaching and Learning Activities (KBM) in the campus. The survey results showed that 9,083 (48 %) students chose mixed KBM (online and face-to-face), and 5,298 (28%) students chose full online KBM. Meanwhile, only 4,542 (24%) students chose face-to-face or onsite lectures. Respondents hoped that face-to-face meetings would only be held in subjects that required direct interaction, such as field studies and practicums. Furthermore, respondents hoped that the university would pay attention to strict health protocols and routine vaccination for lectures, staff, and students.

Based on a survey conducted by the Indonesia Ministry of Education and Culture (Kemendikbud) to 230.000 students about their experiences of distance learning (PJJ) during the pandemic, it was revealed that students felt comfortable with the online lecture method (medcom.id). According to Koroh (2020), students' responses and independence learning toward online learning are very positive, with 77.71%. It means that students are enthusiastic about participating in the online learning method. Koroh's research aligns with an article published by Binus University Online Learning. The article mentioned several things that make students feel comfortable during the online learning process, such as a more flexible time and place where students do not need to come to campus, and learning can be done anywhere. Also, online learning can save expenses because students do not need to spend money on food, transportation costs, and printing costs as learning materials can be downloaded. Students are worried that their performance will decrease if they cannot adjust to these changes. Therefore, resilience is considered very important for students to be able to adjust and adapt better to this situation. According to Widuri (in Annisa and Euis, 2021), the concept of resilience is the ability of a person to accept, face, and transform the problems that have been and are being faced.

According to Reivich and Shatte (in Tia & Joko, 2020), resilience is a person's ability to survive in difficult and very stressful circumstances that force a person to adapt to the condition by facing and overcoming the situation and then being able to bounce back. Meanwhile, according to Martin and marsh (2003), academic resilience is the ability to deal with setbacks, stress, or pressure effectively in an academic setting. Resilience determines a person's success or failure due to how he or she can or may not adapt to the problem at hand. In online learning, academic resilience can help students adapt to change. The study conducted by Sari and Suhariadi (in Dewi and Sari, 2020) found that strong academic resilience will make students committed to facing various changes in their academic lives. Moreover, academic resilience helps students overcome the difficulties of online learning, which can increase satisfaction with online learning in the future.

Based on Challen, Machin, and Gillham (in Fauzan and Heru, 2021), resilience plays a role in influencing students to reduce stress and anxiety. Also, resilience can positively affect students' academic performance and current or future well-being. By having resilience, students can build a positive character to survive, deal with, and carry out their duties as students facing online learning during Covid-19. Individuals with resilience can survive difficulties, not easily give up on circumstances, and be optimistic under challenging conditions. Thus, optimizing these functions will support a person in achieving a healthy mental state (Snyder & Lopez in Tia and Joko, 2020). If resilience in a person increases, the individual can overcome any problem, increase self-potential, and become optimistic, brave, and emotionally mature (Aprilia in Feti & Triana, 2017). According to Uyun (in Feti and Triana, 2017), individuals with high resilience can escape problems quickly, not get carried away by the feeling of being victims of the environment or circumstances, and make decisions in difficult situations.

According to Everall, Allrows, and Paulson (2006), self-concept is a factor that influences academic resilience. Afrizawati et al. (2021) stated that self-concept is an individual's view of themselves regarding their physique, abilities, and success in adjusting to their environment. Self-concept exists because of an ever-evolving process that distinguishes individuals from one another. Self-concept is an ability that exists in a

person to shape and determine behaviors that support student success in the academic field or become key. The key here is intended when the student can exert the potential in them to do something that is his obligation. (Afriza et al, 2021). According to Deaux et al. (in Annisa et al. 2016), self-concept is a person's beliefs and judgments about himself. These beliefs are related to talents, interests, abilities, and physical assessments. When students are confident in their abilities, they can solve problems.

The problem that often occurs is that when the environmental situation changes, students with a low self-concept will find it difficult to solve problems that arise due to the changing environmental situation. In the post-COVID-19 pandemic period, students who have adapted and are comfortable with online learning find it difficult to adapt to life before the COVID-19 pandemic if their self-concept or confidence in their abilities is low. Their resilience will also be low because they cannot adapt to the post-pandemic situation.

Students with a positive self-concept will find it easier to develop their abilities than those with a negative self-concept. Desmita's research (in Afrizawati et al., 2021) stated that the better or more positive a person's self-concept, the easier it will be for him or her to achieve success because with a good or positive self-concept a person will be optimistic, dare to try new things, dare to succeed and dare to fail, full of confidence, enthusiasm, feel self-worthwhile, dare to set life goals, as well as behave and think positively. On the other hand, students with a negative self-concept will be more difficult to achieve success in learning.

Based on the background above, self-concept is closely related to students' self-resilience abilities. Therefore, researchers are interested in testing whether there is a relationship between academic self-resilience and self-concept in students University of Bhayangkara Jakarta Raya.

METHOD

This research used quantitative research methods using two variables, the bound variable in this study is Academic Self-Resilience and the free variable is Self-Concept. The population was University of Bhayangkara Jakarta Raya students, and the sample was 100 respondents with particular characteristics: male and female, active students at the University of Bhayangkara Jakarta Raya, students of the Faculty of Psychology, Faculty of Law, and Faculty of Communication Sciences, and have taken at least two semesters.

The sampling technique used non-probability sampling, which 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 methods. Purposive sampling is sampling with specific considerations (Sugiyono, 2016).

Measuring the correlation between variables has a different measuring tool for each variable. The academic self-reliance variable uses three dimensions proposed by Cassidy (2016): perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. Then the Self-Concept variable used four aspects proposed by Berzonsky (in Fienika et al., 2022), namely: physical aspects, psychological aspects, social aspects, and moral aspects.

The data analysis method used Correlation Product Moment Pearson. Then, SPSS software version 25 for windows was used to process the data of the questionnaire results.

RESULTS

Research categorization

Table 1. Self-Resilience Categorization
Academic Self-Resilience

Category	Value Limit	N	Percentage
High	$X > 40,98$	99	99%
Low	$X \leq 39,02$	1	1%
Keep	$39,02 < X \leq 40,98$	0	0
Total		100	100%

Based on Table 1, the results of subject categorization on the academic self-resilience variable show that 99% of 99 subjects get a high category and 1% with 1 subject getting a low category.

Table 2. Self-Concept Categorization

Self-Concept			
Category	Value Limit	N	Percentage
High	$X > 96$	91	91%
Low	$X \leq 64$	0	0
Keep	$64 < X \leq 96$	9	9%
Total		100	100%

Based on Table 2, the results of subject categorization on the self-concept variable show 91%, with 91 subjects getting high categories, and 9%, with 9 subjects getting medium categories.

Correlation Test

Table 3. Correlation test Correlations

		Self Resilience Academic		Self Concept	
Academic	Self Resilience	Pearson Correlation	1	.321**	
		Sig. (2-tailed)		.001	
		N	100	100	
Self Concept	Self Resilience	Pearson Correlation	.321**	1	
		Sig. (2-tailed)	.001		
		N	100	100	

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results obtained, it shows the significance of the two variables, namely 0.001 ($p < 0.05$), which means there is a relationship between academic self-resilience and self-concept. The correlation coefficient result is 0.321, which means that the correlation direction is weak and there is a possibility of a relationship.

DISCUSSION

This research aimed to determine the relationship between academic self-resilience and self-concept in students after the Covid-19 pandemic. This study used a questionnaire in the form of a Google Form with a non-probability sampling data collection method. The number of respondents was 100 subjects who were active students of Bhayangkara University Jakarta Raya at the faculty of Psychology, Fikom, and Law.

The descriptive results that researchers have done on 100 students show that academic self-resilience is included in the high category, which is 99%, with a frequency of 99 subjects and an average category score of 40.98. This indicates that most students have high academic self-resilience. Students have been able to adjust to the covid-19 pandemic situation and have gone through a difficult time during online learning; they are familiar with online learning but have become confused again. Thus, it can be interpreted that students can meet the dimensions of academic self-resilience proposed by Cassidy (2016): perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response.

The descriptive analysis data that researchers have conducted on 100 students shows that students' self-concept falls into the high category of 91%, with a frequency of 91 subjects and a category value of 96. This indicates that the value of self-concept in students in this study is high. Thus, it can be interpreted that students can fulfill the aspects of self-concept proposed by Berzonsky (in Fienika et al., 2022), which consist of physical, psychic, social, and moral aspects.

Based on the correlation test results between the variable academic self-resilience and self-concept using the Spearman Technique, the significance value was 0.001 ($p < 0.05$). So, there is a positive correlation between the two variables. The Alternative Hypothesis (H_a) is accepted, and the null Hypothesis (H_0) is rejected.

Furthermoe, based on the correlation test results between the academic self-resilience and self-concept variable, the correlation coefficient was 0.321, which means it is weak and there is a possibility of a relationship. According to Safira and Atika (2014), several things allow the relationship between the two to be

weak. The first cause is that there are other attributes that researchers do not measure. Then, the second is other factors that affect the two variables. Regarding the academic self-resilience factor, according to Everall, Allrows, and Paulson (2006), besides the individual factor that includes self-concept, other factors influence it, such as family and community factors.

The results of this study are also supported by Andriani and Kuncoro's research (2020) on self-concept and resilience, which showed that self-concept and self-adjustment are significantly correlated with resilience. Students' positive self-concept and self-adjustment determine their resilience level when experiencing change. Vice versa, when self-concept and self-adjustment are negative, resilience becomes lower. The results of this study also align with Fhurmann's research (1990) that self-concept is a variable to determine how a person receives, feels, and responds to himself and his environment. Shiffer et al. (1997) explain that self-concept is important in personality; self-concept is a core or primary factor in personality and is considered the key that regulates and directs human behavior. Students who believe that they can overcome various obstacles in life, then this self-concept play a role in determining a person's success or failure in overcoming their life problems.

CONCLUSION

Based on the research results, there is a positive relationship between academic self-resilience and self-concept, but it has a weak level of closeness. Self-concept plays a vital role in students' academic self-resilience because if the self-concept is high, their self-resilience is also high. An individual's ability to increase success in education; even though they are experiencing difficulties in their academic field, students can develop their academic resilience because the potential of these abilities has been reflected in their characters' development. This ability can make a significant contribution to students. Students will be better able to rise from any problems or academic pressures. In addition, students can also change for the better because they have learned from the experiences they have faced while studying. They will also be more concerned and considerate of themselves when faced with academic pressure. The results of this study can be a reference for subsequent researchers to find out more about academic resilience and its association with other factors that can influence it.

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