

Students' Academic Resilience: A Descriptive Study

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Abstract

College students are confronted with evolving social roles and novel psychological conditions that can influence their academic resilience. Academic resilience represents a crucial and indispensable capacity of students to navigate various academic and career challenges in the future. This phenomenon occurs when academic resilience enables students to transform feelings of helplessness into a source of strength, empowering them to confront academic adversity in college. This study aims to elucidate the academic resilience profile of students in Yogyakarta and Malang, Indonesia. The research was conducted using quantitative methods with a survey research design. The research subjects were students in the cities of Yogyakarta and Malang, with a total of 412 students who were willing to be involved in the study. Purposive sampling was used as the sampling technique, and an academic resilience scale was employed to measure the level of academic resilience of students. The garnered research data were analyzed using descriptive statistics to obtain a profile of student academic resilience. The results indicated that there was no significant difference in academic resilience between students in Yogyakarta and Malang, Indonesia. Both groups of students exhibited good personal qualities but lacked the ability to build a sense of physical and emotional security.

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1. Introduction

College students are individuals who are experiencing the young adult phase. During this phase, individuals are confronted with new social roles and psychological conditions, which can lead to the establishment of excessive standards for themselves and others (Shafiq et al., 2024). These excessive standards can have an impact on oneself and others, causing students to become vulnerable in the face of academic challenges, one of which is stress. Academic resilience is promoted as a means of helping individuals to overcome academic vulnerabilities. Academic resilience can facilitate students' expected success in dealing with academic difficulties and can even promote mental health success among students (Rachmawati et al., 2021; Tan et al., 2024). High academic resilience will help students achieve better academic grades (Elnaem et al., 2024). In particular, students need to have academic resilience in completing their studies in college. Academic resilience can result in proactive career behavior to get a better job (Bernabé et al., 2024). Academic resilience also carries a very important role in situations that are very complex, changeable, unpredictable, and ambiguous (Jiang et al., 2024).

Academic resilience is the capacity of individuals to cope with negative experiences in a manner that optimizes their potential for resilience and achievement (Ramadhani & Sagita, 2022). Academic resilience in students enable transformation of academic difficulties into opportunities for growth and transformation, empowering individuals to overcome feelings of helplessness and become agents of change. Indonesia is one of the countries with inadequate academic resilience (Kumalasari, 2023). The low academic resilience in Indonesia can be attributed to several factors, including the extended period of time spent at university, which often results in reduced parental support. Additionally, shifts in learning models to accommodate evolving circumstances (KAYUN et al., 2023), inadequate learning resources (Putra & Huwae, 2023), and socio-economic challenges that can impede educational adaptation can also influence student academic resilience (Dwiastuti et al., 2022). This context renders students in Indonesia particularly susceptible to academic difficulties, particularly in the Yogyakarta and Malang regions.

One of the academic vulnerabilities experienced by Yogyakarta students can be attributed to the inappropriate use of learning activities that are employed for social media purposes. Social media is often utilized for recreational and entertainment activities rather than to support academic pursuits (Kristiyani & Faturochman, 2021). This condition results in a lack of full cognitive engagement in academic pursuits. In contrast, the academic situation in Malang affect academic vulnerability, with students being required to adapt and be active in lecture activities by utilising information technology media (Aminta et al., 2023). This situation may affect students' academic readiness, as they are required to actively update information from various platforms. Therefore, the presence of academic resilience carries an important role in the lives of students in order to adapt and be fully involved in academic situations in higher education. Accordingly, this study explores the profile of academic resilience of students in Yogyakarta and Malang, Indonesia.

2. Method

The academic resilience profiles of Yogyakarta and Malang students were evaluated through a quantitative approach and survey research design. The survey research design was employed to ascertain the attitudes and tendencies of students' academic resilience (Dylong et al., 2024). The survey was conducted online, as this method facilitates the acquisition of research subjects, simplifies the researcher's task, and reduces the difficulty of respondents in filling out instrument data (Iglesias et al., 2024). The online survey was carried out using Google Forms. Prior to completing the online instrument, research subjects were required to complete a consent form as a research subject and indicate their willingness to be fully involved during the data collection process. Participants who indicated their unwillingness to be a research subject were excluded from further data collection. A total of 412 research subjects, who had consented to participate in this study, were students enrolled in courses related to individual development and belonging to Generation Z (born between 1997 and 2012). The research sample was obtained using purposive techniques, as these entailed the use of specific criteria for data collection (Latip et al., 2024).

The instrument utilized is an academic resilience scale developed based on the theory of Ginsburg & Jablow (2006). The indicators of the academic resilience scale cover (a) knowledge and skills to overcome difficult situations, (b) confidence in being able to face difficult situations, (c) building a sense of physical and emotional security, (d) having good personal qualities, (e) contributing to oneself and others, (f) being able to overcome difficulties positively and adaptively (indicator 6), and (g) controlling actions and decisions. The results of the validity and reliability analysis demonstrated that 28 items were deemed valid, with an Alpha Cronbach reliability value of 0.978. Further, the research data collection procedure comprises the following steps: (a) formulation of research problems, (b) compilation of research instruments, (c) data collection, (d) data analysis, and (e) drawing of conclusions. The collected research data were subjected to descriptive statistical analysis, which provides an overview of the academic resilience of Yogyakarta and Malang students. Descriptive statistics describe variables in quantitative form, categorizing them and reporting them in percentage form (Garcia-Grimaldo et al., 2024).

3. Results and Discussion

3.1. Results

This study explores the academic resilience profile of students in Yogyakarta and Malang, Indonesia. The findings indicate the absence of statistically significant difference in the level of academic resilience between students in these two locations, as summarized in Table 1.

Table 1. Academic Resilience among College Students in Yogyakarta and Malang, Indonesia

No	City	Level of Academic Resilience (Percentage)			
		Very high	High	Low	Deficient
1	Yogyakarta	23% (N=46)	49% (N= 97)	19% (N= 37)	9% (N= 17)
2	Malang	27% (N=57)	52% (N=111)	13% (N=29)	8% (N=18)
Indicator 1 (Knowledge and skills to overcome difficult situations)					
1	Yogyakarta	10% (N= 20)	54% (N= 107)	30% (N= 59)	6% (N=11)
2	Malang	8% (N=18)	59% (N=126)	27% (N= 58)	6% (N= 13)

No	City	Level of Academic Resilience (Percentage)			
		Very high	High	Low	Deficient
Indicator 2 (Have confidence in being able to complete academic assignments)					
1	Yogyakarta	14% (N= 28)	51% (N= 101)	26% (N= 52)	8% (N= 16)
2	Malang	30% (N= 64)	49% (N= 106)	16% (N= 35)	5% (N= 10)
Indicator 3 (Build a sense of physical and emotional security)					
1	Yogyakarta	6% (N= 11)	54% (N= 106)	34% (N= 66)	7% (N= 14)
2	Malang	7% (N= 14)	49% (N= 106)	37% (N= 80)	7% (N= 15)
Indicator 4 (Have good personal qualities)					
1	Yogyakarta	29% (N= 58)	44% (N= 87)	21% (N= 41)	6% (N= 11)
2	Malang	40% (N= 85)	41% (N= 89)	14% (N= 30)	5% (N= 11)
Indicator 5 (Have a contribution to yourself and others)					
1	Yogyakarta	12% (N= 23)	51% (N= 58)	29% (N= 101)	8% (N= 15)
2	Malang	10% (N= 21)	60% (N= 129)	24% (N= 51)	7% (N= 14)
Indicator 6 (Able to overcome difficulties positively and adaptively)					
1	Yogyakarta	15% (N= 30)	52% (N= 102)	23% (N= 46)	10% (N= 19)
2	Malang	17% (N= 36)	57% (N= 123)	20% (N=43)	6% (N= 13)
Indicator 7 (Controlling actions and decisions)					
1	Yogyakarta	10% (N= 19)	57% (N= 112)	24% (N= 47)	10% (N= 19)
2	Malang	13% (N= 29)	59% (N= 126)	20% (N= 44)	7% (N= 16)

Table 1 indicates the absence of significant difference in the academic resilience among the college students in Yogyakarta and Malan, Indonesia. However, the level of academic resilience of Malang students is still slightly higher than that of Yogyakarta students. This is evident in Table 1, which shows that the academic resilience of Yogyakarta students at the high to very high level is 72%, while that of Malang students is 79%. This indicates that a significant proportion of Malang students are able to overcome challenging academic circumstances by drawing upon their personal attributes, demonstrating adaptability, and acting in an appropriate manner, in comparison to Yogyakarta students. With regard to academic resilience indicators, students in both regions, namely Malang and Yogyakarta, exhibit commendable personal qualities as a manifestation of academic resilience, yet they are deficient in terms of fostering a sense of physical and emotional security. Nevertheless, there is a notable distinction between the two groups. While Malang students exhibit a greater degree of confidence in their ability to complete academic tasks, Yogyakarta students demonstrate a more positive and adaptive approach to overcoming academic challenges.

3.2. Discussion

The college students from Yogyakarta and Malang exhibit no significantly different academic resilience. Both Yogyakarta and Malang students possess the capacity to obtain the resources necessary to adaptively overcome academic challenges. Further, academic resilience is the ability of individuals to resume their lives after experiencing difficulties in academics (Nisa et al., 2023; Ramadhani & Sagita, 2022). This condition can be achieved through the influence of internal and external factors, including the availability of public services (external) and self-adjustment skills (internal). The cities of Yogyakarta and Malang are well-served by the government in terms of public services, including in their education sector (Rasbin, 2018). This can facilitate the development of student academic resilience. Additionally, students in Yogyakarta and Malang possess good adjustment skills to new environments (Putri & Kiranantika, 2020). They recognize the importance of social interaction with their environment to fulfill their needs, live together, and maintain themselves as social beings. It can be concluded that there is no significant difference in the academic resilience among students in Yogyakarta and Malang, Indonesia, due to the availability of public facilities that support student academic activities and the good adjustment skills of students in both regions.

One of the public service functions of educators is to assist students in attaining the anticipated academic outcomes and fortify their academic resilience. Educators' support for students as a form of public service encompasses guidance, motivation, dedication, and tasks that engage students in academic activities (Ahmed et al., 2018; Ojeleye et al., 2023). The facilitation of student activities is also regarded as a means of fulfilling students' social needs, thereby enhancing academic resilience (Putri & Nursanti, 2020). The facilitation of students' social needs can contribute to the reduction of racism, minority status, and other negative issues in academics. Consequently, educators must provide guidance, motivation, dedication, increased student engagement, and facilitation of social activities to promote students' academic resilience.

Adjustment in a new learning environment, particularly college, is a challenge for students (Aloka, 2023; Elnaem et al., 2024; Purnamasari et al., 2022). Therefore, academic resilience is essential to help students manage their career goals, aspirations, and lives, as well as academic success. Academic resilience will help students to build positive relationships and better self-adjustment. (Basharpour & Eyni, 2023; Frisby & Vallade, 2021) asserts that students with good self-adjustment can be said to be able to adapt to the academic environment, thus becoming resilient individuals in facing academic challenges. Students who possess confidence in their abilities tend to perceive external circumstances as less threatening, leading to a more optimistic outlook on academic challenges. However, it is important to note that the findings of this study may not be applicable to individuals who have not undergone individual development courses.

4. Conclusion

Students in Yogyakarta and Malang, Indonesia, exhibit comparable levels of resilience, indicating that the factors influencing resilience may be similar in these two locations. These factors include guidance, motivation, dedication, increasing student involvement in university activities, as well as facilitating student social activities, self-confidence, and positive relationships with others. Future researchers may utilize the results of this study or other variables that appear in this study for further analysis. It is predicted that variables such as motivation, involvement, self-confidence, positive relationships, and social support have an impact on increasing students' academic resilience. Furthermore, providing useful training for students to increase academic resilience through increasing learning motivation, building self-belief, and creating a supportive environment is considered to be an effective method of increasing students' academic resilience. Consequently, it can be posited that the capacity for effective self-regulation is contingent upon the presence of self-assurance and constructive interpersonal relationships. These factors, in turn, facilitate the development of resilience in students confronted with academic challenges.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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