Final Semester Student Academic Resilience Level

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Abstract

The purpose of this research was to measure the academic fortitude of seniors completing their capstone projects. A total of 202 students from different private institutions in Central Java participated in this study, which was based on a survey research design. After data cleaning, 3 records did not pass muster due to incomplete thesis processes, reducing the usable data set to 199 students. According to the findings, no significant gender difference in academic resilience was found (assuming an equal variance; sig (2-tailed) value of $0.097 > 0.05$). After running the independent samples test for comparison, it is clear that the assumption of equal variance holds. Since 0.097 is greater than 0.05, the significance level is two-tailed. This indicates that male and female students are equally resilient in the classroom. This may indicate that students are not very resilient in the face of academic challenges as they enter the final phase of their studies, which often involves writing a thesis. There is also no discernible difference in the distribution of academic resilience between sexes; the vast majority of both sexes fall into the low category.

Keywords: academic resilience, final-year students

1. Introduction

Resilience, according to (Schoon et al., 2004), is defined as an active process that occurs in individuals to demonstrate adaptive function in dealing with problems and the ability to handle complicated life changes, maintain physical conditions under stress, rise from adversity, overcome suffering, changing the way of life according to current needs and dealing with other problems such as problems in lectures. Someone with resilience will be more resilient and consider failure, not the endpoint. In addition, resilient people will find a system to improve their mindsets or higher knowledge to solve problems thoroughly, with full attention and enthusiasm. Someone capable of resilience does not mean that they do not have anxiety; they have anxiety like all of us, but they have learned to overcome the anxiety and doubts that make them sad. Resilience directs us to achieve the highest level of things, such as job satisfaction, loving relationships, happiness, and success (Baker et al., 2021)

According to specialists, resilience is defined as the capacity to recover quickly from adversity. The ability to adapt to shifting circumstances and persevere in the face of adversity are hallmarks of a resilient personality (Block & Block, 1980; Block & Kremen 1996; Lazarus 1993). Students in their final year of school need academic resilience to complete their theses. One definition of academic resilience is the capacity to persevere in the face of adversity and thrive under pressure (Sari & Indrawati, 2016). Academic resilience is crucial for all students because it aids in their ability to persevere and succeed despite adverse circumstances. The goal is for students to develop the ability to cope with adversity and find effective solutions. Students who are able to overcome obstacles and stress in the classroom, such as exam and assignment anxiety, are said to have developed academic resilience (Sari & Indrawati, 2016). The study findings (Mallick & Kaur, 2016) show that the challenges today's students face are more nuanced. Students with strong academic resilience are able to overcome their socioeconomic disadvantages and achieve academic success. Students who exhibit academic resilience are able to recover quickly from academic setbacks, take on new challenges, overcome adversity, and thrive under high levels of stress (Martin & Marsh, n.d.).

A student's academic resilience can be defined as "the dynamic process by which he or she demonstrates adaptive behavior in response to problems, which in turn leads to his or her capacity to cope with adverse experiences and acquire knowledge and competence as a result of overcoming academic obstacles" (Rojas F., 2015). Academic

resilience is a personal process that can be successful in adjusting to academic pressure, as confirmed by (2015). According to More (2015), there are three components that contribute to the development of academic resilience: (1)Perseverance (persistence), which characterizes individuals who work diligently, focus on plans and goals, receive and use feedback, and solve problems creatively and imaginatively; (2)Resilience to adversity, which characterizes individuals who can People who are capable of taking stock of their own abilities and limitations and asking for assistance are said to exhibit (2) reflective and adaptive help-seeking. 3) A person's negative affect and emotional response paints a picture of the worries, bad feelings, lack of hope or optimism, and lack of acceptance that they carry with them throughout their lives.

College students can't make it through four years of university without being challenged to think critically and solve complex problems. Students who are able to adapt to and successfully complete academic demands in the face of adversity and significant challenges are said to have academic resilience (Hendriani, 2017). When students are able to adapt to and successfully complete academic demands despite facing challenges, they have demonstrated academic resilience (Boatman, 2014). Academic resilience, like resilience in general, is not innate or preexisting but developed through practice under stress. Parents and teachers play a crucial role in preparing children to cope with the stresses of adulthood; indeed, adults must themselves create stressful situations in order to help children learn and develop resilience. The ability to recover quickly from academic setbacks, stress, and distress is what we mean when we talk about academic resilience. Based on research by Martin and Marsh (2003). Academic resilience, as defined by Corsini (2002), is the ability to handle the stresses of schoolwork despite setbacks. Resilience is the capacity to cope effectively with stress and to learn from and grow from difficult experiences (H. C. Waxman et al., 2017). When faced with academic challenges, a student who is academically resilient will not give up easily. This will make students optimistic and think positively, even though they are in academic trouble, so they have confidence that there is a way out or a solution to dealing with academic problems and difficulties (Amallia, 2020).

Ideally, students can complete theses for one semester or six months in the 7th or 8th semester. The thesis weighs six credits, equivalent to 24-30 hours per week or 600-750 hours per semester. Each student needs a different time to complete it. Students often face academic problems in completing a thesis, ranging from simple to complex issues, such as understanding the material to be used as scientific work, continually revising from supervisors, low motivation, and other difficulties up to the thesis exam, which is often a frightening specter. For students, it causes them to be late in completing their studies and even drop out of college. The pressures of completing the thesis can cause stress and even suicide. This is also reinforced by Indonesian Psychiatric Specialist Doctor Teddy Hidayat (2017), who said that three students committing suicide in college within three months are evidence of high suicide rates among college students. As a result, it was found that 30.5 percent of students were depressed, 20 percent thought seriously about committing suicide, and 6 percent had attempted suicide, such as cutting, jumping from a height, and hanging themselves. This is caused by academic pressure, unclear graduation, and the threat of dropping out: the financial factors and living costs, relationships with lecturers, parents, and young people. Students need a strong inner resilience to overcome adversity and keep working toward their goal, whether it's finishing a thesis or a final assignment. Academic resilience is the capacity of students to cope with and even thrive in the face of adversity (Cairns et al., 2010). Each student has their own unique set of difficulties (S. Waxman & Booth, 2003). Thus, if resilience increases, students can overcome any difficulties that arise in life (Morales, 2008). Based on the above background, the following problems can be identified: (1) The low academic resilience of final year guidance and counseling students, (2) There is a lot of pressure from students at the final level of the undergraduate program to the crisis level to quickly finish their thesis.

Based on the background of the problems above, there are main problems that are studied: What is the current state of students in their final year of college or university? The purpose of this study is to investigate and characterize the academic resilience of college seniors. Research on academic resilience has primarily been conducted on minority samples, including groups of disadvantaged students (Tudor & Spray, 2019), students who live in rural areas (Li et al., 2017), and immigrant students (Willda et al., 2015). (Anagnostaki et al., 2016; Borjian, 2018). All students, including those enrolled in higher education, are likely to encounter some sort of academic difficulty or challenge. Academic resilience can be broken down into the first three components, which describe people who work hard, focus on process goals, and have endurance (Anagnostaki et al., 2016; Borjian, 2018). The

second strategy involves looking for adaptive support that is self-aware enough to recognize its own limitations and ask for help. Anxiety, negative emotions, pessimism, and a negative acceptance of one's circumstances are all part of the third category, negative affect and emotional response. According to (Cassidy, 2015), resilience is not a characteristic that will appear in every situation. Individuals may be resilient to some types of stress and adversity but not necessarily resilient to other things. Furthermore, (Rutter, 1999) states that resilience is not an individual trait or characteristic. Therefore, resilience is not something that automatically exists in individuals, but resilience is something that is formed and trained by personal awareness and self-confidence.

2. Method

The research method used is descriptive and comparative quantitative research methods. The population of this study was final-year students of the Guidance and Counseling Study Program in Central Java who were completing their thesis. The sampling technique used purposive sampling, and samples were taken from UPGRIS Guidance and Counseling Study Program students, UMK, UMM, Univet Sukoharjo, Unima, UPS Tegal, UIN Walisongo, UIN Salatiga, IAIN Kudus and Ivet University Semarang with a total number of 202 students. After cleaning the data, 3 data did not meet the criteria because the thesis process had not yet been made, so the data that could be analyzed became 199 students. Data analysis techniques used descriptive statistics and independent sample tests with the help of SPSS 26 software. The data collection tool used an academic resilience scale compiled by researchers with a reliability coefficient of 0.817. Of the 24 items, after conducting a validity test, there are 16 valid items.

3. Results

Based on descriptive statistics, the majority of students (127, or 63.82%) were classified as having a low level of academic resilience, while 55, or 27.64%) were classified as having a very high level of academic resilience, and 14 students (7.03%) were classified as having a very low level of academic resilience. low, with only 3 people falling into the high category (1.51%). For male students, 53.33 percent fall into the very low category, 31.67% into the low category, 10.7 percent into the medium category, and 5.33% into the high category. The results showed that among the women studied, 68.35% fell into the low category, 25.75% into the high, 5.75% into the very low, and 0% into the very high. There is no statistically significant difference between male and female academic resilience when looking at descriptive statistics. There was also not much of a difference in academic resilience between students in the seventh semester and those in the ninth and eleventh semesters, according to the study's findings. Sixty-four.70 percent of students in semester 7 and 61.90 percent of students in both semesters 9 and 11 fell into the Low category for their resilience. Seventh-semester students made up 27.20 percent of the high category, while ninth- and eleventh-semester students made up 28.57 percent of the high category. Table 1 below displays the full set of data.

Table 1. Category of Academic Resilience Level

No	Category	Number	%	Man	%	Women	%	Smt 7 %	Smt 9 and 11 %
1	Very high	3	1,51	3	5	0	0	1,47	1,58
2	Height	55	27,64	19	31,67	36	25,90	27,20	28,57
3	Low	127	63,82	32	53,33	95	68,35	64,70	61,90
4	Very low	14	7,03	6	10	8	5,75	6,61	7,93
	Amount	199	100	60	100	139	100	100	100

Test Independents Samples Test between Men and Women

Group Statistics

	Kelp	N	Mean	Std. Deviation	Std. Error Mean

DA	Man	60	37.6833	8.88627	1.14721
	Women	139	35.9424	5.62058	.47673

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Say.	t	df	Say. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
DA	Equal variances assumed	11.382	.001	1.666	197	.097	1.74089	1.04515	-.32023	3.80200
	Equal variances are not assumed.			1.401	80.115	.165	1.74089	1.24232	-.73136	4.21314

Under the assumption of equal variance, the sig (2-tailed) value is 0.097 > 0.05, suggesting that males and females exhibit equivalent levels of academic resiliency. Independent samples test was performed, and it was found that Equal variance was assumed, with a sig (2-tailed) value of 0.097 > 0.05. This indicates that male and female students are equally resilient in the classroom.

4. Discussion

From the data presented above, it is clear that the participants in this study fall into the category of students with low academic resilience. This may indicate that students are not very resilient in the face of academic challenges as they enter the final phase of their studies, which often involves writing a thesis. Studies in the United States (Rutter, 1999), Canada (Salmela-aro, 2007), China (Struthers et al., 2000), Australia (Tao et al., 2000), and the United Kingdom (Ryan et al., 2010) all found that students' social, emotional, physical, and academic functioning was low due to the many demands and challenges they faced in higher education. Students who have taken longer than the average to graduate can be said to have low resilience because of the high demands, high stressors, and long time it takes to complete the study.

When comparing male and female academic resilience, we find no statistically significant difference; most people in both sexes fall into the low academic resilience category. As a result, students' academic fortitude is the same regardless of their gender. This finding is consistent with previous research (Salim & Fakhrurrozi, 2020) finding no significant difference between male and female students' academic self-efficacy and resilience.

Similarly, students' academic fortitude is unaffected by the length of time spent on their theses. This is evidenced by the fact that students' academic resilience does not vary significantly between the seventh- and eleventh-semesters. This contradicts the belief (Rahayu et al., 2021) that student resilience is inversely proportional to stress; the more resilient a person is, the less stress they will experience. Consistent with prior studies, this one also confirms the inverse relationship between stress and resilience (Willda et al., 2015). Therefore, academic resilience decreases in proportion to the duration of academic stress. As a result, students' academic perseverance will be influenced by how long it takes them to complete the thesis project. Stress is defined as a level of pressure that affects mental and physical performance, which can result in being unproductive and creative (Simonelli-Muñoz et al., 2018). Resilience can increase when individuals build strength within themselves (Reivich, 2002; Coopersmith, 1967). By creating self-strength, the individual can achieve self-transformation after experiencing pressure.

5. Conclusion

Students in their final year of school need academic resilience to complete their theses. One definition of academic resilience is the capacity to persevere in the face of adversity and thrive under pressure (Sari & Indrawati, 2016). Academic resilience is crucial for all students because it aids in their ability to persevere and succeed despite adverse circumstances. The goal is for students to develop the ability to cope with adversity and find effective solutions. Academic resilience or resilience is not obtained through innate or existing in the individual but through exercises when facing pressure. The role of people around children, namely parents, and teachers, is significant in training children to deal with stresses in life; even parents and teachers must create challenging conditions that can cause pressure so that children can learn and form self-strength. From the data presented above, it is clear that the participants in this study fall into the category of students with low academic resilience. This may indicate that students are not very resilient in the face of academic challenges as they enter the final phase of their studies, which often involves writing a thesis. There is also no discernible difference in the distribution of academic resilience between sexes; the vast majority of both sexes fall into the low category. As a result, students' academic fortitude is the same regardless of their gender. Similarly, students' academic fortitude is unaffected by the length of time spent on their theses. This is evident from the fact that students' academic resilience remains constant from the seventh semester through the eleventh.

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