Academic Resilience of High School Students Based on Gender Types at Limited Face to Face Learning Time

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Abstract

Academic resilience is the resilience of a student that allows him to bear all academic burdens and adapt to a new way of learning because by becoming a resident student it will have influence to keep and make better student welfare, including learning in the Covid-19 pandemic situation. The purpose of this study was to provide an overview of the academic residency of the students of state junior high school 130 Jakarta during the Limited Face-to-Face Learning period based on gender. Measurement of academic resiliency level in this research using resiliency dimensions measured by the adaptation results of the Adaptation Factor Analysis of Academic Resilience Instruments Version Indonesia: Exploratory and Confirmatory Approaches using quantitative methods. The sample used was 290 students of SMPN 130 Jakarta with descriptive analysis techniques found that the average academic residency of SMPN 130 Jakarta students was 90.01 which can be categorized as moderate and there is a no difference between the academic residency rate of female students and male students.

Keywords: Academic Resilience, PTMT, Gender

Abstrak

Resiliensi akademik adalah ketahanan seorang siswa yang memungkinkan ia untuk menanggung segala beban akademik dan beradaptasi dengan cara belajar yang baru karena dengan menjadi siswa resilien akan memberikan pengaruh dalam melindungi dan meningkatkan kesejahteraan diri siswa termasuk dalam pembelajaran di masa pandemic Covid-19. Adapun tujuan dari penelitian ini dilakukan adalah memberikan gambaran resiliensi akademik siswa SMPN 130 Jakarta pada masa Pembelajaran Tatap Muka Terbatas (PTM-T) berdasarkan jenis kelamin dengan menggunakan jenis penelitian deskriptif kuantitatif dengan populasi yang digunakan adalah siswa SMPN 130 Jakarta (n=290). Teknik sampling menggunakan Convinience sampling. Penelitian ini menggunakan kuesioner yang diadaptasi dari The Academic Resilience Scale-30 (ARS-30) versi Indonesia dengan skala likert. Data yang didapatkan akan dianalisis dengan menggunakan uji kategorisasi melalui aplikasi IBM SPSS Statistics 26 dan Microsoft Excel. Hasil Penelitian menunjukkan bahwa rata-rata resiliensi akademik siswa SMPN 130 Jakarta adalah 90.01. Oleh karena itu dapat disimpulkan bahwa siswa SMPN 130 Jakarta memiliki resiliensi akademik yang dikategorikan sedang dan tidak terdapat perbedaan antara tingkat resiliensi akademik siswa perempuan dengan siswa laki-laki.

Kata Kunci: Resiliensi Akademik, PTMT, Gender

INTRODUCTION

The COVID-19 pandemic has a significant impact on all activities that people do on a daily basis. One of the major impacts of the COVID-19 pandemic is in the education sector. During the COVID-19 pandemic in Indonesia, the government issued a policy to the public to implement social distancing. This also affected the learning process of students in schools. After the COVID-19 pandemic period has gradually diminished, then society must start a new step called the 'new normal'.

After that, it was published SKB 4 Ministers Number 01/KB/2022, Number 0408/2022, on the guide for maintaining learning in the time of the COVID-19 Pandemic, where learning activities during the COVID-19 pandemic were previously carried out using online learning methods, and after the period of the new normal, learning activities were implemented using a limited face to face learning system. However, limited face- to-face learning also causes students to experience problems and have difficulty controlling their emotions, which can lead to stress and short-term thinking, easily triggering a negative response (Sholichah et al., 2019). Same with Hastutiningtyas & Rosdiana (2021) the research identified that numerous children demonstrate signs of emotional instability, stress responses, anxiety, and even trauma during pandemics, making it crucial for them to become more aware of their inner abilities and learn to resolve problems, accept their academic responsibilities, and be accountable for themselves. For this to happen, pupils require academic resilience.

According to Corsini (2002) academic resilience refers to a student's capacity to be resilient in facing their various academic tasks within the educational environment. Resilience generally means the ability of a person to avoid negative outcomes, such as stress, and adapt effectively despite facing setbacks or adversity. This ability to remain positive and adaptive in the face of difficult circumstances is crucial to academic success and overall well-being (Waxman et al., 2003). Resilience is necessary to students. So they can survive despite the pressing circumstances. According to Latif & Resilience (2020) academic resilience is very

important to the students. This is also communicated by Ramadhana et al., (2021) that academic resilience is part of the learning process and the way students receive lessons, so with the presence of academic resistance all the advantages of face-to-face learning can be limited for students.

Academic resilience can be seen when students experience challenges, problems, or pressure toward an academic experience (Bala, 2019). Resilience is measured by the individual's ability to rise up and restore the situation to the better (Ramadhana et al., 2021). By using an instrument consisting of three dimensions of the formation of academic resilience Cassidy (2016) perseverance which is considered an important dimension in the formation of student academic resilience (Martin, 2016). Perseverance is able to give an insight into the motivation of students and how they recover in the face of academic difficulties and stress (Fu et al., 2021), reflecting and adaptive help- seeking. A dimension where students realize that learning is useful and seeking help becomes a strong external motivation and negative affect and emotional (Ryan & Deci, 2000). This dimension provides an overview of the students who are able to see academic difficulties as a normal part for anyone facing them so that these difficulty can act as an internal motivation and this instrument is also used in research (Fu et al., 2021). The usage of a scale for academic male and female have different tendencies to each other (Oktaverina, 2021).

Accoding to Hendriani (2018) gender is a protective and resilience factor. Gender also affects how men and female look and behave in the face of disasters. In research Bala (2019) showed that there were no significant differences in the academic

resilience of male and resilience allows researchers to understand students' capacity to overcome challenging academic situations by exploring the factors that affect academic resilience. Investigating the factors that impact academic resilience will contribute to a better understanding of students' ability to adapt, maintain positivity, and persist in the face of adversity. Through this research, researchers can identify and develop strategies to support and enhance student success in the face of difficult circumstances.

In knowing the conditions of individual resilience, it is not an easy thing because there are not many instruments related to the development of resiliency (Wahyudi et al., 2020). The focus of the study is also that high school students are currently prone to stress, are able to recognize their feelings, and react to others (Oktaverina, 2021). This study will analyze how student resilience differences between male and female gender. Selection of studies based on gender, interesting to do physiologically. This study's purpose is to determine whether gender has an impact on students' academic resilience. The researchers aim to investigate if there are any differences in the academic resilience between male and female students. The study aims to enhance our understanding of how gender may influence student's ability to overcome academic challenges and develop resilience.

METHOD

This study utilized quantitative methods with a descriptive approach. The decision to use quantitative research was made because the data will be processed in the form of numbers and analyzed statistically. The descriptive approach is intended to provide a clear picture of the facts and characteristics of a particular group of people (in this case, students) by studying a phenomenon or problem in more detail. In addition, the t-test was also employed to reinforce the results of the gender test in relation to students' level of academic resilience.

The subjects used in this study are students of SMP Negeri 130 Jakarta with respondents' as many as 290 students subsequently using convenience sampling techniques, or taking samples by chance or by taking objects that happen to meet with the researcher (Sugiyono, 2019). As for data collection techniques carried out using instruments related to academic resilience adapted from one of the studies used adaptation factor analysis of academic resilience instruments version Indonesian, from Faculty of Psychology University of YARSI Jakarta by (Kumalasari et al., 2020).

The academic resilience questionnaire is based on three dimensions: perseverance, reflecting and adaptive help-seeking, negative affect and emotional response according to research by Cassidy (2016). The assessment method in this study uses a Likert scale which is presented with positive and negative statements, then utilizes the Pearson moment product correlation formula to test the validity of academic resilience. Before conducting the research, the researchers conducted a test on the instrument that will be used, "Academic Resilience Scale-30 (ARS-30) version of Indonesia" with the measurement dimension of resilience, perseverance, reflecting and adaptive help seeking and negative affect and emotional response. Data analysis techniques utilizing statistical analysis with categorization were used to understand the overall level of academic resilience, which is divided into five

categories: very high, high, medium, low, and very low.

RESULT

The results showed that of the 24 statements, only 23 statements were declared valid due to a significance value > 0.05. Subsequently, the 23 items were tested for reality with Alpha Cronbach's 5% significance rating and showed a value of 0.898 indicating a high category that means data is reliable. Then the researchers used the same instrument with 23 statements items for this study.

In this study data analysis techniques utilizing statistical analysis with categorization were used to understand the overall level of academic resilience, which is divided into five categories: very high, high, medium, low, and very low. The results of the calculation of the academic resilience instrument in SMPN 130 Jakarta students of a total of 290 students in the validity and reliability test are declared valid for 23 statements with a significance value < 0,05 and the instrument remains declared reliable on the grounds that the Alpha Cronbach. The normality test aims to determine whether the data used in this study follows a normal distribution or not. The processing of data is carried out using IBM SPSS Statistics 26 software, and the normality test used in this study is the Kolmogorov-Smirnov test. If the p-value obtained is greater than 0.05, it indicates that the data is normally distributed, while a p-value less than 0.05 suggests that the data is not normally distributed. The results of the normality test conducted on students' data from SMPN 130 Jakarta will determine the validity of the data used in this study.

Additionally, data collected throughout the research was continuously analyzed, from data collection to processing to descriptive presentation to the formation of conclusions based on research results value is greater than the r table or 0.757 > 0.158. As for reliability testing processing using the Alpha Cronbach approach through IBM SPSS Statistics 26 software.

The normality of research data of students SMPN 130 Jakarta (n = 290) is the significance value (2-tailed) is 0.007 or p = 0.007. It is concluded that the value of p>0.005 then the research data is declared to be distributed normally and can be used to perform a categorization test. This, researcher's analyzed data using data analysis techniques on the categorization test that has five levels of categories that are very low, low, medium, high, and very high. As for the results of the research, the resilience level of SMPN 130 Jakarta students overall is 90. 01 with a standard of deviation of 7.28. The results can be concluded based on the academic resilience categorization.

This shows that the level of academic resilience of SMPN 130 Jakarta students overall is quite varied where each category has several students who fill. Starting from a very low level of resilience of 12 students or 4%, a low category of 71 students or 24%, a middle category of 138 students or 48%, a high category of 50 students or 17%, and a very high class of 19 students or 7%. Based on the results presented in the categorization Table 1, a majority of students at SMPN 130 Jakarta possess average academic resilience, with 138 students exhibiting such resilience. This suggests that these students have the capability to combat stress and overcome academic challenges, including any obstacles that may hinder the learning process during limited face-to-face learning time.

For more details, it can be seen in the table below that gives an overview of how the sub variable or dimensions of academic resilience form the level of academicals resiliency in students SMPN 130 Jakarta.

Table 1. Frequency Distribution of Academic Resilience Students

Interval Score	Categories	F	%
≤ 79	very low	12	4
79 – 86	lowly	71	24
87 – 94	Middle	138	48
95 – 101	High	50	17
≥102	very high	19	7
Totally		290	100

DISCUSSION

According to Wang & Gordon (1994) students with a strong level of resilience may have the ability to transform challenging environments into motivation by using their expectations and aspirations. By doing so, they can remain focused on overcoming obstacles and enhancing their social capabilities in a limited face-to-face learning environment that may be filled with challenges such as adapting to new material, managing limited time, and adhering to newly implemented rules and regulations.

Students with good academic resilience will be able to complete their academic tasks well and on time. Based on the results of the sub variables of academic resilience at SMPN 130 Jakarta, the sub variable of perseverance was found in the very high category with a result of 84.31%. This shows that the students possess a strong effort and unwillingness to give up in achieving their plans and goals in their academic pursuits. Moreover, the sub variable of reflecting and adaptive help seeking indicates students' strengths and limitations in altering their approaches to learning and seeking support in the form of incentives or help, with the result of 82.63% or higher. On the other hand, the sub variable of negative affect and response displays the students' feelings of anxiety in avoiding negative things or accepting negative influences (Cassidy, 2016). It is presented at 65.97% which is the highest category.

The results of the T-test for the comparison of academic resilience between female and male students at SMPN 130 Jakarta who are currently attending limited face to face classes, it can be seen that there is no significant difference in the level of academic resilience, as the value of significance obtained is less than 0.05 (0.40), indicating that there is no difference in the overall level of academic resilience between the two groups of students. In this case, it can be concluded that both male and female students are in the same category and have an average level of academic resilience.

Academic resilience students SMPN 130 Jakarta are in the middle category and there is no difference between the academic resilience of female students and male students. This means that SMPN 130 Jakarta students include resilient students. Resilient students will continue to produce good outcomes, survive and even thrive amidst the difficulties and misery they face. A study by the Hospital for Sick Children in Ontario found that 67-70 percent of children/adolescents experienced deterioration during the COVID-19 pandemic: depression, anxiety, irritability, attention, hyperactivity and obsession/compulsion. Plus limited face-to-face learning gives changes even pressure to students, Sari et al. (2020) also stated that the academic pressure the student perceives requires resilience in himself as the

transition of the learning system from online to limited face to face must be able to be overcome by the student.

ARS-30 the Indonesian version used to measure the level of academic resilience, this is because the student's academic capacity will be able to develop when students are exposed to risk factors such as traumatic experiences (Rana et al., 2022). In the context of this discussion, student academic resilience refers to students' abilities to overcome and bounce back from setbacks and challenges, which can include difficulties and challenges in their academic pursuits, such as academic anxiety or stress. It is important to note that student academic resilience is not exclusively determined by their gender, as there is no significant difference between the academic resilience of female and male students. However, students who possess academic resilience are more likely to succeed in their academic pursuits, produce positive outcomes, and excel in their learning. Additionally, these students are better equipped to thrive in the face of adversity, even in times of crisis or uncertainty such as the COVID-19 pandemic.

This giving students the opportunity to respond adaptively and non-adaptively that subsequent response can be a measurement related to the academic resilience that students have to the specific sketch given in ARS-30. ARS-30 is used to detect the limitation of student responses to academic difficulties. There are three variables in ARS-30, the variable Perseverance is a dimension that includes the desire to continue to struggle and pursue self-discipline (Wagnild & Young, 1993), effective commitments and strategies with a goal orientation (Martin & Marsh, 2006), personal control and consistency (Connor & Davidson, 2003). In this study,

the sub variable perseverance obtained a very high category score with a presentation of 84.31%, meaning that a student's persistence factor gave the odds to improve higher resilience. In research Isnaini et al (2022) get students who have a high level of resilience are shown to have high results on their endurance indicators.

Sub variable reflecting and adaptive help seeking is an attitude that describes and seeks adaptive help which in this case is a form of reflection of strengths and weaknesses, regulates the approach to learning, seeking help, having support and encouragement, seeing efforts and achievements, as well as giving reward even punishment (Cassidy, 2016). According to the research Ramadhana et al., (2021) discover that students with intrinsic and extrinsic impulses will be able to understand their needs in learning management and potentially to encourage their willingness to try different learning methods, then able to evaluate self-fulfillment and avoid punishment.

Sub variables negative affect and emotional response mean negative effects and emotional responses that can describe anxiety, avoid negative things, and have emotional reactions, optimism and doubts such as accepting negative influences (Connor & Davidson, 2003), relatively low tension or anxiety (Martin & Marsh, 2006) and someone has meaning or purpose to live in something that is lived (Cassidy, 2016). In this study, it was found that students of SMPN 130 Jakarta this indicator of 65.97% gave an image that students are able to avoid negative things or problems including emotions as found in the study. Dwi & Yoseph (2021) that a high school student is able to understand and protect the feelings of a friend and does not consider the same between the difficulties

and emotions he feels with others. However, associated with negative effects, there are still students who feel anxious and often complain about tasks and lack of ability to cope with problems during learning.

According to the research Li (2017) students in the Asian region generally have an excellent level of academic resilience compared to other regions. This study found that the level of academic resilience among students in the middle category is within the range of average and can still be improved. One way to build academic student resiliency is to support students in the academic field, such as by encouraging them to identify their strengths and skills, and helping them respond and face feedback constructively. By building students' academic resilience, they will be better equipped to achieve their academic goals and succeed in the face of challenges and adverseness (Olson et al., 2022).

Although the results of this study differ, the research Setyawan (2021) the researchers found that there were different levels of academic resilience between male and female students where male students had greater academic resistance (mean=41.86) than female (mean=39.69) where this was supported by Sagone & Caroli (2014). This difference is due to the fact that male students tend to have more optimistic characteristics and more satisfied with their lives than female students. According to the research Anggraini (2022) the researchers concluded that female are more difficult to access and control the power and resources they have to solve problems and are more prone to trembling when compared to male.

The research from Rahayu (2021) also shed light on the differences in how teenage male and female cope with academic stress during limited face-to- face learning. Female students tend to have higher levels of stress than male students due to their increased likelihood of experiencing stress, frustration, and conflict. Female students may also be more likely to react overly to physical, emotional, and cognitive aspects when faced with academic challenges. These findings suggest that it is important to take gender differences into account when designing academic support systems and intervention strategies to help students navigate academic adversity. Similar findings were also found in research from Ye & Blömeke, (2021) the study, which looked at adolescent academic resilience levels with a sample of three countries Norway, Peru and Hong Kong resulted in the proportion of less fortunate female students having significantly lower academic resistance rates in this case than men.

The male students were found to be relatively tougher than the female. This may be due to the fact that men are easier to adapt to changes when they happen and can usually stay focused under pressure and more confident in achieving goals while female are generally more emotional and more affected after experiencing trauma (Malik et al., 2022). But the research from Anggraini (2022) the study also found similar results in the academic resilience rate between female and male where this suggests that gender does influence the resiliency rate, but is not a major factor.

In fact, academic resilience is a response that both female and male students can demonstrate in the face of difficulties. The potential for greater resiliency is an indicator of success in education, and it is important to note that the ability to overcome and bounce back from setbacks is not determined solely by a

student's gender. Instead, resilience can be cultivated through various interventions, such as providing students with support in the academic field and helping them recognize their strengths to respond to feedback constructively. Good academic resilience has also been shown to improve positive mental and emotional well-being for students, so it is highly possible if academic resistance provides an understanding of why some students are able to survive and succeed while others are not (Westover, 2022).

Therefore, for every student at school is expected to have a high academic resilience, but one way to realize it is the role of guidance and counseling teacher in helping students improve their academic resistance. What can be done is to guide the group Pincus, et al. (2020) by focusing material on bullying behavior, increasing self-esteem for alcohol addicted students, reducing trauma related anxiety in students affected by Covid-19, and reducing anxieties and improving academic performance, in addition there is counseling on issues that hinder students' academic resilience Dewi et al. (2021) through the Solution-Focused Brief Counseling approach students are able to solve problems such as self-esteem (Sameve et.al, 2016), family counseling (Zamroni et.al, 2016), dealing with anxiety (Suranata & Prakoso, 2020), controlled compulsive internet use (Nurmalasari et al., 2016; Nugroho et al., 2018), improve academic self-concept (Pratini & Afifah, 2018) and increase self-regulated learning (Setyawati et al., 2019).

CONCLUSION

The results of this study indicate that 290 students at SMPN 130 Jakarta possess diverse levels of academic resilience, with

categories ranging from very low (4%), low (24%), to high (17%) and very high (7%). This finding suggests that students at SMPN 130 Jakarta are a diverse group, with many of them exhibiting average or middle levels of resilience. The results of the academic resilience between female and male students at SMPN 130 Jakarta is no difference in the overall level of academic resilience between the two groups of students. In this case, it can be concluded that both male and female students are in the same category and have an average level of academic resilience. Beyond education or academics, resiliency is an important factor in living a fulfilling life, as it enables us to better handle challenges, develop our talents and skills, and achieve our goals with greater joy. Therefore, building resiliency skills and supporting individuals to develop these skills is crucial in promoting a sense of wellbeing and overall positive outcomes.

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