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ACADEMIC RESILIENCY OF THE ENGLISH DEPARTMENT STUDENTS OF UIN IMAM BONJOL PADANG WHILE FINISHING THEIR THESIS DURING PANDEMIC

ABSTRACT

Students who feel burdened and experience various difficulties in doing thesis, because they feel confused starting to do it. These problems and challenges are often faced by students in undertaking thesis work. Therefore students who are working on a thesis need a high level of resilience from within themselves in order to be able to endure difficult conditions and try to finish the final task. Resilience, usually also referred to as academic resilience. The purpose of this study was to determine the description of academic resilience of students who are taking thesis. This research is a quantitative descriptive study with incidental sampling technique with a total of 90 subjects and the instrument used was academic scale academic resilience scale (ARS-30). The results of the study show that the picture of academic resilience in the final students in the high category is 80% compared to students with a low academic resilience category of 20%.

(154 Words)

KEYWORDS

Academic Resiliency; Thesis; Pandemic

INTRODUCTION

Student faces harder demanding situations and opposition at university degree. Academic and non-educational regions Competitive demanding situations and intensification in regions . This occurs due to the fact the subject receives more difficult and greater is happening. Diverse and social relationships among college students and relationships among college students and instructors grow to be greater impersonal.

In better training, college students face more and more more stringent educational requirements. For example, on the master's degree you're required to write down articles in top-notch journals, and on the doctoral degree you should be a scientist who produces clinical knowledge. Students are actually feeling greater of a burden to achieve university, compete for work, and make a number of cash after graduation.

During the COVID19 pandemic, university-degree assignments increased. Assignments are skilled now no longer only with the aid of using college students, however additionally with the aid of using instructors and instructional institutions. The pandemic scenario is inflicting financial troubles on the country wide and character ranges which might be characterised with the aid of using recessions skilled with the aid of using numerous countries, which include Indonesia. The recession additionally affected the own circle of relatives economy, as many marketers lost clients and personnel had been dismissed. There also are fitness troubles, own circle of relatives loss, and intellectual fitness. The consequences of a literature evaluate of preceding research display that excessive faculty college students enjoy mild, slight to excessive ranges of strain throughout a pandemic.

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The consequences of a literature evaluate of preceding research display that excessive faculty college students enjoy mild, slight to excessive ranges of strain and low subjective well being throughout a pandemic. The COVID-19 pandemic has had a primary effect on numerous components of training. In general, the effect of a recession on college students is to pay for training with the aid of using thinking about converting training and profession goals, dealing with restrained sources in line with priorities, and feeling hopeless and helpless.

In addition, there had been main modifications in studying strategies for adapting to pandemic situations, namely Studying From Home (SFH). SFH is carried out the usage of on-line studying. This applies due to the fact the authorities is enforcing a social distance strategy to include the unfold of the virus throughout a pandemic. This alternate manner that every one events want to adapt,

however now no longer all will work. Students enjoy a lot of barriers related to on-line studying When a pupil is confronted acutely and chronically

REVIEW OF RELATED TO LITERATURE

Resilience and academic resilience are closely related. Academic resilience is a concept rooted in psychological resilience. However, psychological resilience emphasizes the creation of psychological well-being through adaptation to the problems encountered, while academic resilience emphasizes academic achievement despite facing severe obstacles. Novotny (2011) explained that the term resilience is used together with descriptive adjectives, so it will be more accurate to discuss resilience in certain fields, such as academic resilience.

Resilience is the ability to develop, mature, and be able to increase self-competence in dealing with adverse conditions, including biological and environmental constraints. Resilience theory believes that almost all young people have an innate and natural capacity for resilience that can develop positively and healthily. Resilience includes the ability to be able to bounce back or return to its original state. Cassidy (2016) argues that resilience is a psychological construct that explains success despite adversity and is considered an asset in human characteristics, which describes the ability to bounce back, to overcome obstacles concluded from various experts that psychological resilience is an individual's ability to think and act when faced with difficult situations, resulting in three typical conditions of resilience, e.g. better results even in high-risk conditions, able to survive under threats, and being able to recover from trauma.

Academic resilience has several different definitions. Ross defines academic resilience as a student's capacity to cope with acute or chronic problems that are considered to be the main disturbance in the student's educational process. That definition is followed by which emphasizes the individual's capacity to face academic challenges. Some researchers define academic resilience as an outcome, namely the existence of academic achievements achieved by students with high-risk backgrounds. The other definition of academic resilience is to emphasize a process of dealing with high-risk situations through the education system and producing excellence academic achievement.

This study will use the definition of capacity and definition of outcome. The definition of capacity will be used to determine an individual's potential to survive, thrive and improve in educational and academic settings. While the definition of outcome will be used to determine the actual achievement of this student. The instrument used will adjust to the definition used.

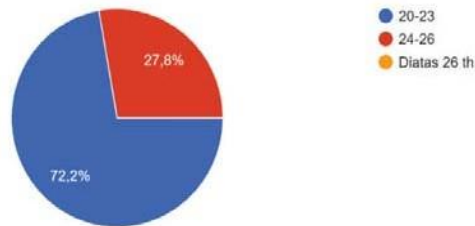
METHOD

The study was carried out through quantitative research with survey technique. The Population of the study was directed to last year students of English education department students in UIN Imam Bonjol Padang who took their thesis project. The sample taken was 90 students who were collected from questionnaire that was given before.

RESULTS



From the above chart, it can be drawn that 57 % of the total participants was female and most of them for about 58% were in their fourth year. The majority of them was relatively young between the range of 20-23 years old.



The sum up of the total percentage of resiliency indicator is shown in the above table

No	Indicator	Resiliency	
		High	Low
1	emotional regulation	45,8%	54,2%
2	self control toward impuls	73,52%	26,54%
3	Optimism	80%	20%
4	Analytical Ability	66,15%	33,85%
5	Emphathy	81,1%	18,9%
6	Self-efficacy	78,2%	21,2%
7	Reaching out	81,1%	18,9%

Table 1 : percentage of resiliency

From the above table, it can be seen that most indicators provided in the questionnaire indicated high level of resiliency for about 84% while only 26% of the total respondents were showing low level of academic resiliency. Although most indicator were showing good result, there is one indicator which is the emotional regulation that is still signaling low level of resiliency. 54,2 % responded that they frequently still feel emotional instability like loose of contentration and mood swing during their academic consultation with their advisor during pandemic. Online consultation in fact contributed to the

ineffective factor that lead them to emotional instability.

Students with high level of academic resilience will have greater empathy. Empathy is the ability a person has to perceive and interpret nonverbal signs from others' mental and emotional states. This means the person can read other's nonverbal signs and gain insight into their lives.

Students with low academic resilience tend to exhibit low impulse control. According to Reivich and Shatte (2002), people with low impulse control often experience emotional changes with fast paced that control emotions and behavior.

Based on the results of the study, it can also be seen that academic resilience is reviewed of gender have differences between women and men. Where the level of female academic resilience is higher than the level of resilience male academics. This research is the same as what was revealed by Mwangi and Ileri (2017) that female students rated higher have academic resilience compared to male students. This is due to social development the emotions possessed by women are higher and women are considered to have relationships that care more about each other either with peers or with older people and women are considered to have more social support which is positive compared to male students (Sun & Stewart, 2007).

Final student academic resilience can be influenced by several factors, one of which is One study conducted by Roellyana and Listiyandini (2016) showed that that optimism plays a significant role in academic resilience in final year students who work on thesis by 12.3%. This matter indicates that if a final year student working on a thesis, have confidence to get good results and always think positive, then it will help them to be better able to deal with the difficulties occurred during the scripting process.

In addition to this, research conducted by Sari and Indrawati (2017) shows that: that there is a significant positive relationship between peer social support with academic resilience, which means the higher the social support of friends peers, the higher the academic resilience of students. Social support peers make an effective contribution of 22% to Resilience academic. Peer social support consists of instrumental support, informational support, and emotional support. Any form of support make an effective contribution to academic resilience. Endorsement instrumental provides an effective contribution of 22%, emotional support by 21.7%, and informational support by 14%.

DISCUSSION

1. Emotional Regulation

Each individual should have the ability to regulate emotions well in dealing with all problem conditions. Good emotional control abilities make it easier for individuals to overcome their problems because they can minimize negative feelings after experiencing difficult conditions (Asriandi, 2015). Good emotional regulation is often defined by emotional regulation which shows that individuals are always calm in stressful conditions (Reivich & Shatte, 2002).

One of the problems faced by final year students who require good emotional regulation is when carrying out the task of completing a thesis. Based on the results of research that has been carried out on 90 students, it appears that students have less emotional regulation. The form of emotional regulation depicted is the lack of focus in completing the thesis and feeling irritated with academic conditions. In addition, students tend to be stuck in unfavorable conditions when the thesis feedback from the Advisor provides many improvements. Unstable emotional regulation conditions can result in the emergence of various problems (Silk, Steinberg and Morris, 2003). So, if the emotional regulation in dealing with the problem of completing a problematic thesis, it will have an impact on unfavorable attitudes and behavior, such as delaying tasks, having difficulty focusing and panicking easily. In line with these conditions, students have the potential to experience psychological disorders, such as stress, sadness, and excessive anxiety (Larson, Rafleilli, Ham, & Jewell, 1990).

2. Self-control toward impuls

Individual skills to control the desires, urges, pleasures and pressures that are presented from the individual are impulse control. Low impulse control can show unfriendly social behavior, so that it has an impact on less harmonious social relationships (Reivech & Shatte, 2002). This is shown by the behavior of individuals who tend to be aggressive, egocentric and anti-social.

Based on research that has been conducted on 90 students, it was revealed that they have fairly good impulse control. Therefore, good impulse control can make individuals think more logically and objectively and respond positively to social realities so as to reduce the emergence of new problems (Reivech & Shatte, 2002). Some forms of impulse control that were quite good were revealed that they stated that they still tried to respond positively to rejection in the process of completing the thesis. In addition, students try to maintain good relations with the lecturers concerned and their peers.

So, the ability to control impulses is essential to achieve successful student academic completion (Tice, Bratslavsky & Baumeister, 2001). Conversely, poor impulse control skills can cause individuals to easily dissolve in sadness so that over time they withdraw or avoid going forward to continue completing thesis assignments.

3. Optimism

Optimism is an individual's attitude who has strong hopes for everything despite experiencing difficulties (Slamet, 2014). Students who have an optimistic attitude, then he has the confidence to be able to face any conditions and try to achieve goals (Fitri, Zola, & Ifdil, 2018). So, an attitude of optimism is one of the important elements that a resilient individual must have.

Based on the results of research conducted on 90 students, it shows that they have a fairly good attitude of optimism. This is shown in the statement that they have strong belief in being able to work hard, believe that they have the opportunity to successfully complete academics and have the

view that the next will be better and difficulties can be overcome.

4. Analytical Ability

Individuals who are able to analyze problems tend to be able to identify in detail the factors causing the problems they are experiencing (Asriandi, 2015). In addition, individuals who are able to analyze problems tend to have a strong attitude to persist with a problem until the problems they face can be overcome (Desmita, 2014).

Based on the results of the research, it appears that students have the ability to analyze problems quite well. This is reflected in the statement that they are quite good at identifying their mistakes which are the cause of the difficulties. In addition, they are not easy to blame the lecturer factor if there is a failure so they try to think about how to find the best solution.

5. Empathy

Empathy is the ability of individuals to understand the psychological signs or emotions of others and the social environment that the individual observes. Grotberg argues that the characteristics of a resilient individual come from within, for example feelings of affection, loyalty and altruism, which individuals express in various ways (Sedanayasa, 2014). In addition, individuals who have the ability to empathize can also feel the suffering and discomfort experienced by others.

Based on the results of research on 90 students, it shows that the respondents have good empathy skills. This is shown in the respondent's statement that they are easy to interpret the body language of the lecturer and easily feel the difficulties experienced by others. In addition, respondents stated that they care if their friends have difficulties. Respondents tend to be able to understand the difficulties of completing their friend's thesis by sharing experiences and solutions that can be applied when they encounter the same problem. This makes the respondent's social relationships increase due to high empathy abilities (Wagaman, 2011). So, good empathy can make it easier for individuals to get along and adapt to the social environment.

6. Self-efficacy

When an individual has a problem in himself, then the individual is able to survive and be able to deal with the problem effectively, self-confidence and appropriate self-esteem (Schoon, 2006). Based on the results of the study, that respondents have a fairly high self-efficacy. Respondents tend to be able to complete the thesis report with all the challenges because of their good self-efficacy. Likewise, it is easy for respondents to quickly return to their enthusiasm after facing something they don't like because they are sure that they can deal with it. Respondents also have a strong commitment to completing thesis assignments and can handle problems effectively. In line with that, self-efficacy can help students in completing student academic assignments (Handayani & Nurwidawati, 2013).

7. Reaching out

Reaching out is the individual's ability to increase the positive things in the individual. The resilience attitude that is reflected in the individual is the ability to analyze the risk of the problem, understand himself well and find

meaning and purpose in his life (Reivich & Shatte, 2002). Individuals who have a purpose in life and feel they have an obligation and positive self-existence and high social awareness, then he has a positive self-understanding (Faqih, 2004).

Based on the results of research that has been conducted on 90 respondents, it appears that respondents have high reaching out. High reaching out ability makes students try hard to achieve something as well as possible (Abidin, 2011). This is what experiencing difficulties in academic completion is, students have academic resilience by showing the fighting power to get up and try to complete their thesis by following procedures that are in accordance with academic guidelines. They tend to get used to and be sincere with the difficulties they experience.

CONCLUSION

The results showed a high average picture. Resilience Overview academic achievement of final students in the high category with an average of (80%). Category of low academic resilience with an average of a number of (20%). This means that the final student has good ability to survive, bounce back, and adapt positively to academic demands including essay.

The research implications obtained are based on the results of the study, because there are still many students have low academic resilience so that students the final level who is working on the thesis is expected to have the confidence to get good results from his efforts and always think positively about with the process of completing the thesis, in order to be able to get through the difficulties that occur in the process of writing the script. For higher education institutions and supervisors to provide input and direction to students final level to have good faith and always think positive in the process of working on the thesis, so that in dealing with the various difficulties that are present in the process of working on a thesis, students can become more resilient.

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