



# JURNAL MARAWA

## MASYARAKAT RELIGIUS DAN BERWAWASAN

### The Urgency of Students' Academic Resilience at School

Received: 07-06-2022; Revised: 30-06-2022; Accepted: -06-2022

**Zulfikar**

Minang Darussalam

Korespondensi: Padang, Sumatera Barat

E-mail: [zulfikar.um84@gmail.com](mailto:zulfikar.um84@gmail.com)

**Abstract:** The many demands and academic pressures at school and at home trigger the emergence of stress and depression in students. To deal with it, academic resilience is needed, namely the ability of students to effectively overcome difficulties to rise from academic failure and be able to return to achieving success in a depressed state by not giving up facing it. But on the other hand, students do not yet fully have academic resilience which can be seen in their behavior in dealing with academic problems. Without academic resilience, students will experience failure that has an impact on their future. Academic resilience is obtained through a learning process and experience from the environment. The school environment has an important role in developing academic resilience. This is inseparable from the role of BK teachers in developing it. Counseling teachers can make various efforts such as building or strengthening student relationships with their social environment. Then provide various forms of guidance that can be independent and foster student confidence and self-confidence. All of this needs to be done by integrating it into every guidance and counseling service in schools

**Keywords:** Teachers, Learning Process, BK

### INTRODUCTIONS

It is well known how children and adolescents living in the modern era are increasingly in need of a resilient ability to cope with the conditions of 21st century life filled with rapid changes (Desmita, 2009). Often these changes cause problems for teenagers or students, especially in academics. Such an increase in high demands on student achievement in school. From year to year the Ministry of Education and Culture establishes an ever-increasing standard of graduation. Quoted from

republika.co.id obtained information that in the academic year 2004-2005 standard passing grade is 4.25. In the 2006-2007 academic year the grade standard passed to 5.00. While in the 2007-2008 academic year the standard of passing grade is 5.25. In the academic year 2008-2009 until the academic year 2012-2013 again increased to 5.50 (Wulandari, 2015).

Not much different from the demands of the school, the pressure from the family is also felt the same. Parental attitudes that overemphasize children's discipline in pursuit of achievement, avoiding the threat

of failure and wanting to get good grades are often the triggers of stress and depression in students, especially for those who lack readiness to learn. According to Baldwin (in Desmita, 2009) in dealing with the burden of the lessons that are considered quite heavy in school will be able to cause stress in adolescents, considering at this time teenagers generally experience pressure from the school and sometimes from parents to obtain high scores in order to continue Education to favorite colleges.

Based on these conditions students must have skills that can help in dealing with various challenges and get out of the problem, especially academic problems, not quickly despair, have a high fighting or resilience in the face, to avoid stress, depression and negative behaviors that can damage themselves it self and the social environment. Steinhard & Dolbier (2008) explains that individuals who have a high resilience rate, are able to adapt from negative feelings, are able to change the stress condition into a positive thing so as to encourage high achievement motivation and able to solve problems in his life. The same is also stated by Sales & Perez (2005) that individual resilience can influence its success in adapting to stressful situations with its various risks and challenges and assisting students in solving problems and preventing vulnerability to the same factors in the past will come.

But it is different with the condition of students today. Changes in students in the form of identity crisis, moral degradation, deviant behavior in students or adolescents. This is seen when they face problems in life, especially learning or academic problems. Students tend to use shortcuts, all want easy, less resilience and resilience in facing academic problems. When the student

exams tend to cheat behavior. As the results of the R & D Media Group's survey on April 19, 2007, conducted in six major cities in Indonesia (Makassar, Surabaya, Yogyakarta, Bandung, Jakarta and Medan), which mentioned almost 70% of respondents said they had cheated when they were still in school and lecture (Halida, 2007). Similarly, in a survey conducted by Upfront in 2000 (Santrock, 2007) of 8,600 high school students in the United States, the results suggest that 70% of students claimed to have cheated or cheated during the exam. This condition indicates a lack of resilience and fighting power possessed by students in facing academic problems.

Therefore resilience is very important owned by students, because it will affect the improvement of academic performance and student life satisfaction. As the results of the study (Read, 2010) explain that there is a strong relationship between endurance and academic success. This is also reinforced by the results of research conducted Mwangi et. Al (2015) in high school students in Kiambu County Kenya, where there is a positive and significant relationship between academic resilience and academic achievement. Abolghasemi and Varaniyab (2010) also showed that successful / successful students had lower negative stress, higher resilience and higher life satisfaction than failed students. Furthermore Martin (2002) asserted that although motivation is essential for students' academic success, but motivation may be lost if they are not resilient to decline, stress study, and stress in school environments.

Therefore, it is necessary for school involvement in developing student academic resilience. Schools have a special responsibility to routinely support the resilience of children (Theron, 2016). School

involvement or school engagement significantly correlates and positively affects youth academic resilience (Jones and Lafreniere, 2014; Satyaninrum 2014) meaning to have a significant effect on the development of students' academic resilience. Further research results (Malindi

## RESULTS AND DISCUSSION

### Academic Resilience

The term resilience, has long been used in physics, has only recently been adapted to psychology, but was soon assumed to be important in human development studies (Albuquerque et al., 2015). Research's resilience has grown tremendously since the last decade, especially in developmental psychology, family psychology, counseling, rehabilitation and clinical psychology (Kumpfer, 2002). In general, endurance is defined as the process, capacity, or success of adapting despite challenges or circumstances that threaten (Howard & Johnson, 2000). The term resilience is interpreted by many to describe the personal nature that enables some youth at risk to succeed in life, of course with the consequence, that the less successful individuals are personally responsible for their problems (Luthar, 2003).

Reivich and Shatte (2002), stated that resilience is the ability to overcome and adapt to the perceived heavy events or major problems that occur in life. Ginsburg (2006) defines resilience as an ability to rise above difficult circumstances and allow it to exist in a less than perfect state. Individuals seek to adapt to a stressful environment and try to get out of a disadvantage.

Resilience is not an individual trait, although it is manifested in patterns of behavior and individual life. Resilience is

and Machenjedze, 2012) suggest that school involvement strengthens the resilience of learners by promoting pro-social change, future orientation, opportunities for support, basic skills learning and childhood recovery.

a dynamic process that involves shifting the balance of protective strength and vulnerability in different risk contexts and at different stages of development (Luthar, 2003). Furthermore Desmita (2009) explains that resilience is a person's or a society's ability or capacity to enable them to confront, prevent, minimize and even eliminate adverse effects of adverse conditions, or alter the miserable living conditions into a reasonable thing to overcome.

Based on some opinions above can be concluded that resilience is an individual ability to adapt and survive with conditions full of risks to rise and re-exist from a pressure and not despair and can take wisdom from what happened.

Not much different from the term resilience, academic resilience also has the same meaning. But here the term academic resilience is more emphasis on academic problems. According to Schoon (2006) students' endurance in dealing with academic demands is referred to as academic resilience. In academic context, resilience refers to the ability of students to effectively handle academic setbacks, stress and face four situations: fallbacks, challenges, adversity, and pressure in an academic context (Martin and Marsh, 2003; 2006). Furthermore Satyaninrum (2014) defines academic resilience as an individual's capacity to adapt to the academic situation, by responding soundly and productively to self-

improvement so as to be able to cope and overcome academic demands.

While Morales (2008) defines academic resilience as "the process and outcome that are part of the life story of an individual who has succeeded in academia, despite all the obstacles impeding, most others of the same background experience failure." Martin further (2013) defines as the ability to overcome acute and / or chronic difficulties that are seen as a major threat to the development of student education. Thus can be interpreted academic resilience as the ability of students effectively to overcome difficulties in order to rise from academic failure and can re-achieve kesusksesan in a pressing situation without despair facing it.

### **The Urgency Of Students' Academic Resilience At School**

As has been explained that the many demands and pressures of academic at school and at home often trigger the emergence of stress and depression in students. Academic resilience is needed in dealing with and overcoming this situation. Especially in the face of development and transition period. Resilience is seen as an important element in maintaining and promoting the mental health of children and adolescents, and as a lifelong buffer for potential threats to welfare over time and transition (Khanlou and Wray, 2014) adolescents are also preparing for their future orientation, future orientation Influenced by high challenges or resilience and achievement orientation goals have an important role in student achievement (Seginer, 2008; Jowkar et al, 2014).

The above explanation reinforces the assumption that academic resilience is an

important thing for every student to have. Students with low academic resilience are very likely to be unable to adapt and adapt to the changes, demands, and disappointments that arise in academia.

As we understand that resilience is seen as a process rather than a trait. Resilience is not an individual's trait, although individual resilience is manifest in their behavioral patterns and lives (Lutar, 2003). This has the meaning that resilience is not something that comes out of nowhere, but it is an individual's capacity through learning from the environment, both the family environment, the school and the community. As explained Mayasari (2014) resilience is the ability and skills gained through the experience and interaction of individuals with their environment.

In the school environment in developing student academic resilience can not be separated from the role of school residents such as teachers, students, and other school personnel. Teachers and schools, as well as colleagues, can help the resilience of young people to be protective in an environment of academic stress (Liebenberg, 2016, Wilks, 2008) and also have a very important role in fostering vulnerable students or adolescents dealing with Difficulty (Liebenberg, 2016).

Many things can be done by teachers, especially teachers Guidance and Counseling (BK) in developing student academic resilience in schools such as by building or strengthening relationships. Building or strengthening relationships is done in order to improve students' relationship with their social environment. Teachers can build a source of resilience for students through a quality relationship that is with teacher-

student interaction (Liebenberg, 2016). Strengthening relationships is needed to develop student academic resilience. Children with close family, friends, school, and community relationships are more likely to have a strong sense of security that produces strong values and prevents them from seeking alternatives to damaging love and attention (Ginsburg, 2006). Therefore, BK teachers need to provide guidance to students so that students can establish relationships with school residents, especially building a harmonious relationship with their friends.

Building or strengthening relationships is very important, as studies show that social relationships will protect students from academic failure. As Langenkamp (2010) explains in his research that social relationships in secondary schools are protective of low academic outcomes in the first year of high school. This shows how important the role of schools in strengthening student relationships in order to develop student academic resilience.

Providing guidance that can be self-reliant also needs to be given to the students, because independence is very important grown in students. With the independence of students able to face every challenge, avoid stress, depression and other negative behaviors that can damage himself and his social environment. As the results of Hass's research, Allen and Amoah (2014) show that a sense of independence, social support and access to "safe haven" interact to facilitate the decisive moment in their lives. Therefore, teachers need to provide guidance counseling that can make students capable of becoming a

resilient person in facing academic problems.

In addition, BK teachers can also develop students' confidence and confidence. Confidence and self-confidence are very important for students. Children gain confidence by showing their abilities in real situations (Ginsburg, 2006) that is confident and believes that they are able to resolve every problem in their academic. Therefore all this needs to be done by the BK teacher in developing student academic resilience that is integrated in every guidance and counseling service in school.

## CONCLUSION

Along with the development of the age of change of behavior of students / adolescents. Changes in behavior that tend to be negative lead to academic problems. This is triggered by many demands and academic pressures both at school and at home that cause stress and depression to the students. In order not to spread this problem then it takes a skill to overcome it. This skill is known as academic resilience or resilience, ie, the ability of students to effectively overcome difficulties to rise from academic failure and to re-attain success in pressing circumstances by not giving up on it.

Academic resilience is very important for students to be able to face the challenges of living their lives especially in academics. Students without resilience are very likely to be unable to adapt and adapt to the changes, demands, and disappointments that arise in life. Academic resilience is gained through the learning and experience of the environment. Academic resolutions need to be developed. Develop academic

resilience is inseparable from the role of the school. This means how the involvement of each personnel in the school environment in developing student academic resilience.

All this can not be separated from the duty and responsibilities of BK teachers who are part of the school personnel. Various efforts that can be done by BK teachers in developing student academic resilience is to build or strengthen student relationships with their social environment. This is important because studies show that social relationships will protect students from academic failure. Then it can provide various forms of guidance that can characterize students, because independence will make them resilient or resilient person in facing problems, especially academic problems. BK Teachers can also foster student's self-esteem and confidence. All this needs to be done by integrating into every counseling and guidance service in the school.

## REFERENCES

Abolghasemi, A. dan Varaniyab, S. T. 2010. Resilience and perceived stress: predictors of life satisfaction in the students of success and failure. *Procedia Social and Behavioral Sciences*, 5, 748–752.

Albuquerque, Carlos et al. 2015. Protective resilience factors in institutionalised portuguese adolescents. *Procedia - Social and Behavioral Sciences*, 171, 276–283.

Baca, Christine D. 2010. Resiliency and Academic Performance. *Scholar Centric* 1–8

Desmita. 2009. Mengembangkan Resiliensi Remaja Dalam Upaya Mengatasi Stres Sekolah. *Jurnal Ta'dib*, 12, (1) 1–10.

Ginsburg, Kenneth R. 2006. *A Parent's Guide to Building Resilience in Children and Teens*. America: American Academy of Pediatrics.

Halida, Rizka (Litbang Media Group). 2007. Mayoritas Siswa-Mahasiswa Menyontek. <http://www.sampoernafoundation.org/content/view/699/48/lang.id/>

Hass, Michael. Allen, Quaylan. and Amoah, Michelle. 2014. Turning points and resilience of academically successful foster youth. *Children and Youth Services Review*, 44, 387–392.

Howard, S., & Johnson, B. 2000. What makes the difference? Children and teachers talk about resilient outcomes for children "at risk." *Educational Studies*, 26, 321–337.

Jones, G. dan Lafreniere, K. 2014. Exploring the Role of School Engagement in Predicting Resilience Among Bahamian Youth. *Journal of Black Psychology*, 40 (1) 47–68.

Jowkar, B et al. 2014. Academic Resilience in Education: The Role of Achievement Goal Orientations. *J Adv Med Educ Prof*, 2 (1) 33–38.

Khanlou, N & Wray, R. 2014. A Whole Community Approach toward Child and Youth Resilience Promotion: A Review of Resilience

Kumpfer, KL. 2002. *Factors and Processes Contributing to Resilience*. New York: Plenum

Langenkamp, Amy. G. 2010. Academic Vulnerability and Resilience during the Transition to High School: The Role of Social Relationships and District Context. *Sociology of Education*, 83, (1) 1–19.

Liebenberg, Linda et al. 2016. Bolstering resilience through teacher-student interaction: Lessons for school psychologists. *School Psychology International*, 37, (2) 140–154.

Luthar, Suniya S. 2003. *Resilience and Vulnerability Adaptation in the Context of Childhood Adversities*. Cambridge, UK: Cambridge Press.

Malindi, M. J. and Machenjedze, N. 2012. The Role of School Engagement In Strengthening Resilience Among Male Street Children. *South African Journal of Psychology*, 42, (1) 71–81.

Martin, A. J. 2002. Motivation and academic resilience: Developing a model for student enhancement. *Australian Journal of Education*, 46, (1) 34–49.

Martin, A. J. and Marsh, H. W. 2003. 'Academic resilience and the four Cs: Confidence, control, composure, and commitment', *Self-concept enhancement and learning facilitation research centre*. Australia: University of Western Sydney.

Martin, A. J. and Marsh, H. W. 2006. Academic Resilience And Its Psychological And Educational Correlates: a Construct Validity Approach. *Psychology in the Schools*, 43, (3) 267–281.

Martin, Andrew J. 2013. Academic buoyancy and academic resilience: Exploring 'everyday' and 'classic' resilience in the face of academic adversity. *School Psychology International*, 34, (5) 488–500.

Mayasari, Ros. 2014. Mengembangkan Pribadi yang Tangguh Melalui Pengembangan Keterampilan Resilience. *Jurnal Dakwah*, XV, (2) 265–287.

Morales, Erik E. 2008. Exceptional Female Students of Color: Academic Resilience and Gender in Higher Education. *Innov High Educ*, 33, 197–213.

Mwangi, CN et. al. 2015. Relationship between Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya. *International Journal of School and Cognitive Psychology*, S2:003 1–5

Reivich, Karen & Andrew, Shatte. 2002. *The Resilience Factor*. New York: Broadway Books.

Sales., & Perez, P. 2005. Post traumatic factors and resilience: The role of shelter management and survivors' attitudes after earthquakes in El Salvador. *Journal of Community & Applied Psychology*, 15, 368–382.

Santrock, J.W. 2007. *Adolescence : Perkembangan Remaja*. (Alih bahasa : Shinto B Adheler dan Sherly Saragih). Jakarta : Erlangga

Satyaninrum, Ika Rahayu. 2014. Pengaruh *School Engagement, Locus of Control, Dan Social Support* terhadap Resiliensi Akademik Remaja. *Tazkiya Journal of Psycologi*, 19, (1) 1 – 19.

Seginer, Rachel. 2008. Future orientation in times of threat and challenge: How resilient adolescents construct their future. *International Journal of Behavioral Development*, 32, (4) 272 – 282.

Schoon, Ingrid. 2006. *Risk and Resilience Adaptations In Changing Times*. New York: Cambridge University Press

Steinhardt, M & Dolbier, C. 2008. Evaluation of a resilience intervention to enhance coping strategies and protective factors and decrease symptomatology. *Journal of American College Health*, 56, (4) 445 – 453.

Theron, Linda C. 2016. The everyday ways that school ecologies facilitate resilience: Implications for school psychologists. *School Psychology International*, 37, (2) 87 – 103.

Wilks, Scott E. 2008. Resilience amid Academic Stress: The Moderating Impact of Social Support among Social Work Students. *Advances in Social Work*, 9, (2) 106 – 125.

Wulandari, Indah. 2015. UN, Sebuah Ujian Nasib.

<http://www.republika.co.id/berita/kolom/fokus/15/02/07/njdzwz-un-sebuah-ujian-nasib>