

Faktor-Faktor Terkait Ketahanan Akademik di Kalangan Mahasiswa: Tinjauan Sistematis

The Related Factors for Academic Resilience among University Students: Systematic Review

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Abstrak

Setiap mahasiswa akan menghadapi berbagai situasi dan rintangan selama menjalani pendidikan mereka. Pada satu sisi, resiliensi akademik berperan penting bagi keberlangsungan perkuliahan mahasiswa dan memberikan implikasi positif bagi sektor pendidikan. Namun, di sisi lain tidak semua mahasiswa memiliki kemampuan resiliensi akademik. Penelitian ini bertujuan untuk mengkaji faktor-faktor yang mempengaruhi resiliensi akademik mahasiswa secara umum. Penelitian ini menggunakan Preferred Reporting Items for Systematic Review and Meta-Analysis 2015 dalam melakukan tinjauan literatur sistematis dengan menggunakan databases EbscoHost, Emerald Insight, Eric, Scopus, serta Springerlink. Penelitian ini menemukan 13 artikel yang memenuhi kriteria inklusi dan lolos penilaian kualitas artikel. Hasil penelitian menemukan bahwa self efficacy, self esteem, student engagement, self compassion, academic achievement, self confidence, self control, academic motivation, mindfulness, coping strategies, religious coping ditemukan sebagai faktor internal. Sementara itu, iklim universitas, emotional support, dan classroom relationship merupakan faktor eksternal. Penelitian selanjutnya diharapkan dapat mengeksplorasi intervensi dalam upaya meningkatkan resiliensi akademik dengan melihat faktor-faktor yang ditemukan dalam penelitian ini.

Kata Kunci: Resiliensi; Akademik; Mahasiswa

Abstract

Every student will face various situations and obstacles during their education. On the one hand, academic resilience plays an important role in the continuity of students' studies and has positive implications for the education sector. However, on the other hand, not all students have the ability of academic resilience. This study aims to examine the factors that influence students' academic resilience in general. This study used the Preferred Reporting Items for Systematic Review and Meta-Analysis 2015 in conducting a systematic literature review using EbscoHost, Emerald Insight, Eric, Scopus, and Springerlink databases. This study found 13 articles that met the inclusion criteria and passed the article quality assessment. The results found that self efficacy, self esteem, student engagement, self compassion, academic achievement, self confidence, self control, academic motivation, mindfulness, coping strategies, religious coping were found as internal factors. Meanwhile, university climate, emotional support, and classroom relationship are external factors. Future research is expected to explore interventions in an effort to improve academic resilience by looking at the factors found in this study.

Keywords: Resilience; Academic; College Student

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INTRODUCTION

The main purpose of higher education is to provide comprehensive education to prepare students for success. Universities are educational institutions that foster the development of knowledge that contributes to improving the quality of students. Social interactions that occur in the college environment play an important role in shaping personality, developing ideas, fostering creativity and fostering student ambition (Miller et al., 2023). Fostering a good university environment is one of the motivations for development in the field of education. A good university environment can encourage student success and the continuation of their studies. This is because harmony in higher education is an indication of general adaptation, interest in life, increased levels of creativity, and student ambition (Ibijola, 2015). One of the focuses of students' goals of studying in higher education is to guide them in preparing for their future.

Students are generally in the age range of 18–25 years. Students are considered to have a high level of intellect, intelligence in thinking, and planning in action (Hulukati & Djibran, 2018). Most students have the goal of getting and maintaining good grades and even the possibility of continuing their studies to the postgraduate level (Beattie et al., 2018). However, to achieve this, there are certainly various challenges that students can generally experience. Several studies have described the various challenges faced by students when undergoing lectures. The results of research conducted by (Tumin et al., 2020) explained that many students are constrained in their

time management and commitment to study. Furthermore, many students do not feel confident running lectures due to the incompatibility of majors with psychological problems. In fact, many of them cannot graduate and cannot plan their future orientation (Doygun & Gulec, 2012). Some students also have challenges related to difficulties in dealing with economic and socio-cultural differences (Parker et al., 2017). Furthermore, students often experience challenges in adapting to and navigating the cultural aspects of college life (Javed, 2020).

These challenges are caused by several factors, including a lack of varied cognitive competence, physical conditions, and most often psychological, social, and emotional challenges (B. A. Wulandari et al., 2021). Some of these challenges can certainly have an adverse impact on their education process (Dagdag et al., 2019). One of the most frequent impacts is the increase in dropout rates (Radhamani & Kalaivani, 2021). To prevent this, students need to develop resilience during the lecture process. Resilience is the capacity of a dynamic system to adapt through a multisystem process in the face of challenges that threaten the function, survival, or development of the system (Masten et al., 2021). Meanwhile, in the context of education, it is more commonly known as academic resilience.

Academic resilience reflects the academic success that individuals achieve despite adversity. It is certainly an important concept to promote equity in education (Rudd et al., 2023). Academic resilience is defined as a construct of resilience that reflects the increased likelihood of individual success in

education despite various difficulties (Cassidy, 2016). (Cassidy, 2015) divides the aspects of academic resilience into three categories: a) perseverance, which includes individuals who work hard, do not give up easily, focus on processes and goals, and have persistence in facing difficulties; b) reflective and adaptive help-seeking, which involves individuals who can reflect on their strengths and weaknesses and seek support and encouragement from others as a means of adaptive behavior; and c) negative affect and emotional responses, such as anxiety, negative emotions, optimism-pessimism, and negative acceptance, experienced by individuals throughout their lives.

Students who face many problems but lack or do not have good academic resilience skills are feared to have various psychological impacts, such as pressure, stress, and depression. This can lead to poor academic performance and increased college dropout rates (Radhamani & Kalaivani, 2021). The study states that the prevalence of academic resilience in college students is in the low category, namely 36% of 13,931 students in 18 countries (Chua et al., 2023). (Skedsmo & Huber, 2023) present other literature stating that student academic resilience varies from 5% to 40% in terms of prevalence rate.

The low prevalence of academic resilience is certainly unfortunate. Students with good academic resilience abilities can have a significantly positive impact on the continuity of lectures. This is needed as a capacity to bounce back from academic difficulties, which is the best strategy for students to successfully complete their studies (Wardhana, 2018).

Individuals who have good academic resilience can consistently show more positive academic achievement, lower dropout intentions, better grades, and more satisfaction with their lives (Bittmann, 2021). Furthermore, academic resilience is also positively related to students' academic performance, which will predict emotional intelligence (Ononye et al., 2022). Cassidy et al (2023) found that good academic resilience ability improves students' psychological well-being. Furthermore, academic resilience plays a crucial role in mitigating the risk of academic burnout (Romano et al., 2021).

Researchers in education and psychology have widely developed research on academic resilience to apply conventional notions of resilience to academic problems (Rudd et al., 2021). Although research on academic resilience is usually focused on students or college students who face greater adversity, it is important to recognize its importance for college students in general, as they all have to face adverse and stressful situations during their academic experience. On the one hand, academic resilience plays an important role in the continuity of students' studies and has positive implications for the education sector. However, on the other hand, not all students have good academic resilience. Therefore, it is important to conduct a specific study to find out the factors that influence students' academic resilience. This will be useful for practitioners or students to foster academic resilience. This study aims to conduct a systematic literature review to observe the factors that influence academic resilience in college students.

RESEARCH METHOD

This study aims to determine the factors that influence students' academic resilience in general. Academic resilience is a psychological variable that plays an important role in the resilience of educational continuity in students. However, not all students have good academic resilience. Therefore, it is important to explore what factors are associated with academic resilience. This will be useful to foster students' academic resilience. A systematic literature study was conducted in this research, guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analysis 2015 (PRISMA-P 2015) (Moher et al., 2015). Researchers often use PRISMA-P 2015, an international guideline, to conduct systematic literature reviews. Researchers use PRISMA-P 2015 to prepare research protocols by constructing all relevant evidence according to inclusion and eligibility criteria designed to answer research questions.

This research used five main electronic databases in searching for articles, namely EbscoHost, Emerald Insight, Eric, Scopus, and Springerlink. The five databases provide complete facilities, easy-to-search data, and adjustable data display to meet research needs. Data searches began in July 2023. In addition, we systematized the syntax using AND and OR conjunctions and the Boolean method to find articles related to the study objectives. The keywords used in EbscoHost, Emerald Insight, Eric, and Springerlink were "academic resilience" AND ("college" OR "university" OR "undergraduate") AND "students." Meanwhile, the Scopus database uses the

keywords "academic resilience" and "students".

In searching for articles, researchers have set inclusion criteria to answer the research questions, namely: 1) articles written in English; 2) articles using quantitative research methods; 3) articles published in peer-reviewed journals; 4) discussing academic resilience in college students and its influencing factors; 5) published with a range of years 2013–2023; 6) no cultural restrictions in the search for articles; 7) Articles that did not meet the inclusion criteria, such as gray publications, theses, and dissertations, were excluded.

For initial screening in this study, researchers examined titles and abstracts that met the inclusion criteria. Then, the researchers thoroughly read the obtained articles to further select them based on the set inclusion criteria and study objectives.

We used a methodological quality review based on the guidelines of (Cummings et al., 2010). This is due to the fact that all articles obtained used quantitative research methods. In addition, we evaluate the research design, sampling techniques, measurement or data collection processes, and analysis techniques to carry out the methodological quality review (Germain & Cummings, 2010). Further assessment of the articles was conducted to determine their suitability for further review.

Data extracted from articles include author name, year, journal name, country, purpose, theoretical framework or model, conceptualization, methodological approach, sample or participants, reported reliability and validity, data analysis techniques, and results.

RESULT AND DISCUSSION

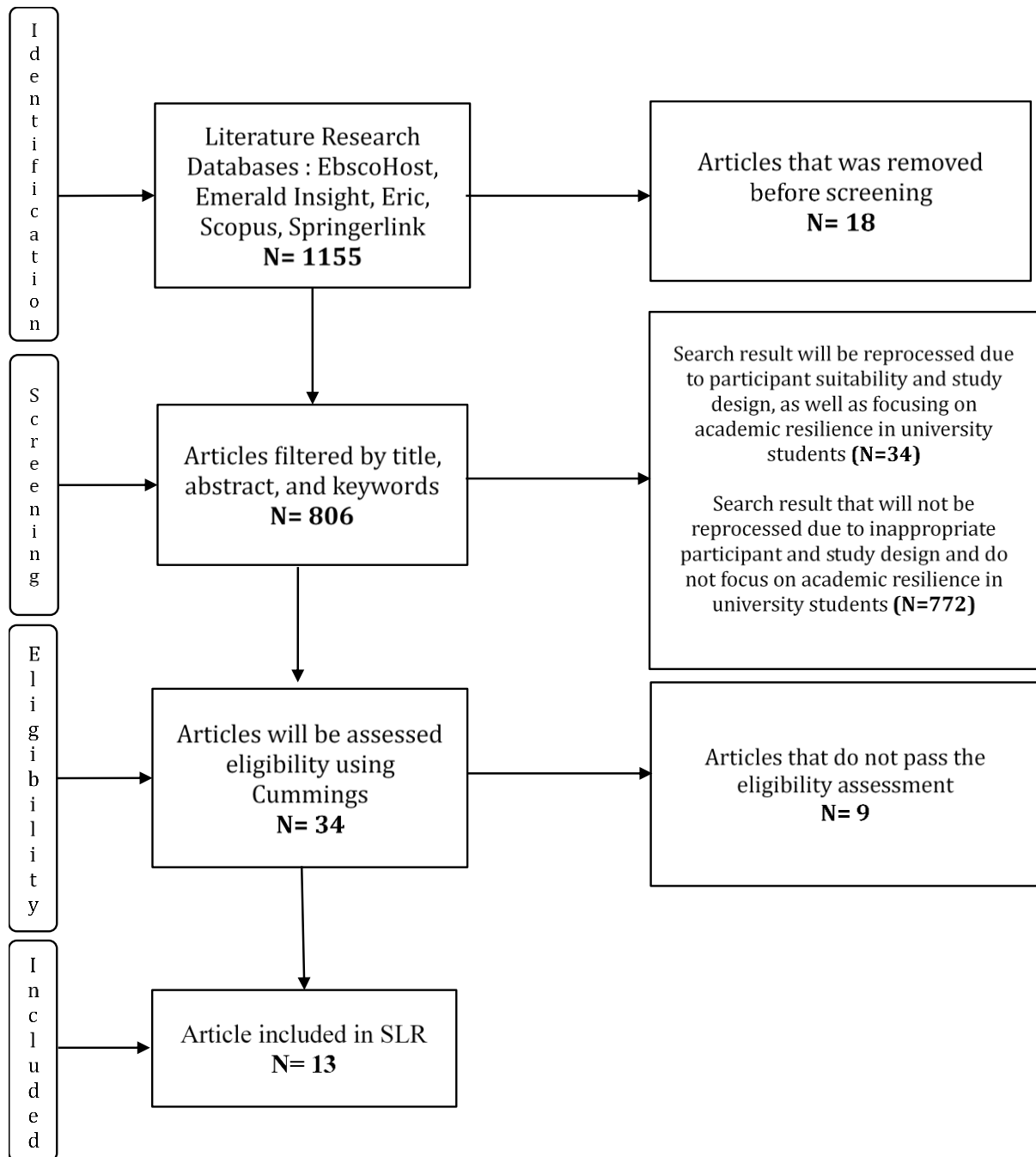


Figure 1. Article search strategy

The results of the article search process conducted from July 10 to August 12, 2023 are shown in Figure 1. This research used five main databases, namely EbscoHost, Emerald Insight, Eric, Scopus, and Springerlink. Researchers used predetermined keywords and obtained 1155 articles from the five databases.

Furthermore, 18 articles were found to have duplication, so they were excluded. Then the articles were re-selected based on title, abstract, and keywords to total 806 articles. The researcher read the entire content of the article and selected it based on the inclusion criteria to get 34 articles that would be assessed for

eligibility using the guidelines from (Cummings et al., 2010). The researcher included 13 articles in the systematic literature review for this study based on the obtained 34 articles that were assessed for eligibility using the guidelines from (Cummings et al., 2010).

This study included 13 articles published within the last ten years, 2013–2023. A total of 13 articles were included in this study, spanning from 2018 to 2023. Specifically, one article was published in 2018, one in 2019, two in 2020, three in 2021, two in 2022, and four in 2023. In this study, five articles came from Indonesia: one article from Jordan, one article from Turkey, one article from America, one article from China, one article from Morocco, one article from Egypt, one article from Spain, and one article from the Philippines. We found all articles that passed the article quality assessment using quantitative research methods.

The 13 articles selected for inclusion in this study describe factors that influence students' academic resilience, where one article states university climate, ways of thinking, and problem solving (Abood & Hmaid, 2023). Two articles stated self-efficacy (Marwansyah et al., 2022); (A. P. J. Wulandari, 2021). One article stated self-esteem (A. P. J. Wulandari, 2021). One article stated student engagement (Cheung et al., 2022). One article stated self-compassion (Salsabila & Widyasari, 2021). One article stated academic achievement (Amzil, 2023). One article states self-confidence and self-control (Rachmawati et al., 2021). One article stated academic motivation (Aliyev et al., 2021). One article stated

mindfulness (Fathalla, 2018). One article stated coping strategies (Meneghel et al., 2019). One article stated religious coping (Sajodin et al., 2023). One article stated emotional support (Lobo, 2023). One article stated classroom relationships (Frisby et al., 2020).

Several articles included in this study describe the internal factors that affect students' academic resilience in general. There are 11 factors that were found to be internal factors related to students' academic resilience in general, namely self-efficacy, self-esteem, student engagement, self-compassion, academic achievement, self-confidence, self-control, academic motivation, mindfulness, coping strategies, and religious coping.

Self-efficacy is one of 11 internal factors found in this study. Self-efficacy was shown to have a positive effect on academic resilience. Self-efficacy also acts as a mediator in the relationship between leadership development and academic resilience. In addition, self-efficacy contributed a significant influence of 39.8% on academic resilience. The next factor is self-esteem, where research explains the effect of self-esteem on academic resilience by 28.5%, which indicates that the higher the self-esteem that students have, the higher their academic resilience.

The next factor is student engagement, which can lead to increased student academic resilience. This is illustrated by student involvement in the tasks given by the university and the tendency of students to control and solve academic problems so that they are able to face any difficulties. Furthermore, self-compassion was found to be related to

student academic resilience. In addition, self-compassion was also found to be a mediator between mindfulness and academic resilience, with a contribution of 23.1 percent. Individuals with high academic achievement demonstrated greater academic resilience compared to those with low achievement.

Next is self-confidence, which also plays a role in student academic resilience. Self-control was also found to affect students' academic resilience; the higher the self-control, the higher the students' academic resilience. Furthermore, academic motivation serves as an internal factor that safeguards academic resilience. The existence of intrinsic motivation and protective properties can support students' academic resilience abilities. Furthermore, researchers discovered a positive relationship between students' academic resilience and mindfulness. Furthermore, the study also confirmed the distinct role of various coping strategies in fostering academic resilience. Students can benefit from adequate coping strategies to support their resilience development and achieve positive outcomes, such as satisfaction and performance. Furthermore, research has shown that religious coping significantly impacts students' academic resilience. Students are expected to be able to use religious coping strategies to improve academic resilience and adapt to any situation. Thus, students who have high religious coping skills and academic resilience will be able to face and solve problems and adapt to current learning conditions.

Some of the articles included in this study describe external factors that affect students' academic resilience in general.

Three external factors related to students' academic resilience in general were found in this study. Some of these factors include university climate, emotional support, and classroom-peer relationships. University climate was found to be one of the external factors of academic resilience in students, where students' perspectives of university climate (academic, social, administrative, and service) will affect students' academic resilience. The university climate and students' academic resilience are expected to interact interchangeably and affect students' overall performance. The next factor is emotional support, where high emotional support will increase students' academic resilience. Next, classroom relationships are also significantly and positively associated with students' academic resilience when facing academic challenges.

This systematic literature review has outlined several factors that influence academic resilience in students. Resilience is an ability needed by students to deal with difficult situations during their studies (Al Omari et al., 2023). Research shows that these influencing factors can be classified into two categories: internal factors and external factors. Self-efficacy, self-esteem, student engagement, self-compassion, academic achievement, self-confidence, self-control, academic motivation, mindfulness, coping strategies, and religious coping were found to be internal factors that affect students' academic resilience in general. The higher the self-efficacy, the higher the students' academic resilience ability.

Self-efficacy refers to an individual's belief in his or her ability to complete a task or achieve a goal. Albert Bandura

originally developed this concept. A person with high self-efficacy for a particular task will be resilient and persistent in the face of setbacks (Chitra & Binuraj, 2022). Student differences in perceptions related to self-efficacy have been shown to be a predictor of better performance and are very important when facing difficulties (Cassidy, 2015). The next factor is self-esteem, which is defined as the general assessment one makes of oneself. In the field of education, this situation can be associated with academic resilience (Fernández-Castillo et al., 2022). Self-esteem contributes 43% to student academic resilience (Hasanah et al., 2021). Additionally, research has shown that student engagement predicts student academic resilience. Student engagement can reduce the risk of not attending lectures, especially for those who are in difficult situations (Santos et al., 2023).

Humaira (2023) found that self-compassion contributes 21.1% to academic resilience. In education, self-compassion is related to students' intrinsic interest and coping strategies for learning better after experiencing academic failure. In addition, self-compassion also makes students less afraid of failure (Yustika & Widayarsi, 2021). Students with high self-compassion are able to see failure as a form of experience and make learning materials in the future (Neff et al., 2005). More generally, academic achievement is a measure of how well someone meets their goals, which has become a focus of activities in the world of education, especially at the university level (Steinmayr et al., 2014). Students with higher levels of academic achievement show higher academic resilience than

those with low academic achievement. One way to explain this is by looking at how high academic achievement is. A high-achieving student is more likely to be vulnerable to the risks that come with dropping out of school, failing, or having a negative attitude (Sakız & Aftab, 2019).

Resilient individuals will certainly be brave in taking action, learn from experience, and have the desire to keep going. Not being discouraged and trying again after a failure certainly requires high self-confidence. This means that there is a positive relationship between self-confidence and academic resilience among students. The higher the self-confidence in students, the greater the ability to be academically resilient, especially when experiencing failure (Çutuk et al., 2020).

Some scientists believe that self-control is an individual's control over their own behavior, and they can do it without the supervision of others. The ability to exercise self-control is certainly needed in the world of student affairs (Haleem & Masood, 2023). Entering adulthood brings individuals face-to-face with various obstacles. Self-control can affect students academic resilience. Students with higher self-control have the ability to make more appropriate choices, especially when faced with difficult conditions, so they tend to use study time and maintain their emotional condition well (Miskanik, 2022). Lack of self-control and resilience ability can lead to unethical behavior (Haleem & Masood, 2023). Next is academic motivation. The higher the student's academic motivation, the higher the academic resilience (Mostafa & Lim, 2020). Students certainly face various challenges, pressures, and stress throughout the study

period. If students are not resilient to setbacks, learning pressures, and stress in college, they can lose the academic gains they make, despite the crucial role of academic motivation in academic success. Therefore, it is important for college students to be motivated and resilient to academic pressure (Martin, 2002). Mindfulness is also one of the internal factors found.

Individuals can precisely observe momentary experiences, both internal and external, and accurately describe the immediate meaning without being bound by pre-judgment and accept what happens in the experience along with its impact, defining mindfulness (Baer et al., 2004). According to (Sari & Munawaroh, 2022), mindfulness affects academic resilience by 67.8%. Universities are expected to advocate, train, and provide the best strategies for the application of mindfulness and academic resilience skills by students (Mahama et al., 2023).

Students are expected to overcome various academic obstacles by utilizing their coping strategies. Coping strategies make an effective contribution of 37.8% to academic resilience (Muhlisa & Aeni, 2021). Individual reactions to academic challenges depend directly on the coping strategies and resources they have. Coping strategies function to enable students to manage a problem, regulate emotions, and respond to difficult situations. Coping strategy and resilience are two interrelated variables that affect students' adjustment to difficult situations. Coping strategies in the form of positive reinterpretation and growth, planning, and active coping related to high resilience have proven to be efficient in reducing

stress (Sodhi, 2020). Evaluation of the relationship between coping strategies and academic resilience in college students provides benefits to students' mental health and well-being (Wu et al., 2020). Additionally, research has demonstrated that the utilization of religious coping strategies enhances academic resilience (McIntire & Duncan, 2013). The practice of using religious coping strategies to build student resilience, for example, through more positive reading and considering that the difficulties experienced are God's gifts for individual growth to become a better person (Bukhori et al., 2022). Many experts argue that religiosity is a source of coping when individuals face pressure. Religiosity helps a person restore a sense of meaningfulness to his life when in difficult situations (Sista et al., 2021).

Not only internal factors play a role in student academic resilience, External factors also play a role in student academic resilience. Students' academic resilience abilities certainly require elements from outside themselves to develop. University is a crucial milestone for students as they engage in lectures. The extent to which the university can provide a healthy environment or climate for students certainly influences their perceptions. Students' more positive perceptions of the university climate in general and academics predict a much higher level of academic resilience. Universities can work to increase academic resilience by improving the general and academic campus climate, encouraging more positive perceptions of the general and academic campus climate, and encouraging engagement with community and student relationships (Mills, 2021). Furthermore, a

crucial factor that directly impacts students' academic resilience ability is the support they receive. Students receive emotional support as one form of support.

Students' perceptions of instructor emotional support are the extent to which they feel faculty care, understand the situation, and show enthusiasm and a positive attitude in response to the efforts that students have made (Yang et al., 2021). Fostering a safe and supportive classroom environment, being responsive to student concerns, and encouraging positive peer interactions are some of the implications that can be applied to providing emotional support (Pakarinen et al., 2020). With the emotional support felt, it will help students remain resilient in facing the academic challenges they face. Social support itself is known to be one of the factors that influence academic resilience. One of the social supports that students need, besides emotional support from teaching staff, is support from peers. Classroom relationships are described as relationships that exist in the form of support between peers in the classroom (Frisby et al., 2020). Research found a significant influence of classroom relationships between peers significantly and positively on academic resilience (Frisby et al., 2020). One of the factors that can increase academic resilience is the presence of support from peers, which can be in the form of instrumental, informational, and emotional assistance that makes individuals feel valued. The results showed a contribution of peer support to academic resilience of 20% (Pakarinen et al., 2020). The higher the support provided by peers, the higher the individual's academic resilience ability (Yendi et al., 2023).

CONCLUSION

Studying in higher education is one of the goals of many students around the world. However, not all individuals get the opportunity to pursue this education. For those who have the opportunity, in fact, not everything goes smoothly. Many students experience difficulties in their educational process, so they have to experience various impacts and even drop out of college. Therefore, it takes an ability that makes it possible for students to face the various academic challenges they face while undergoing education. One way to develop the ability to survive and immediately rise in difficult situations regarding academic matters is known as academic resilience. The systematic literature review in this study found that there are 14 factors that influence or relate to students' academic resilience. Researchers classified them into 11 internal factors and 3 external factors. The 11 internal factors found are: self-efficacy, self-esteem, student engagement, self-compassion, academic achievement, self-confidence, self-control, academic motivation, mindfulness, coping strategies, and religious coping. Meanwhile, the three external factors found include university climate, emotional support, and classroom relationships. Furthermore, this study identified additional internal factors that are believed to contribute to students' academic resilience. Future researchers are expected to examine additional external factors. Future research should also explore related interventions to improve academic resilience by examining the factors identified in this study.

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