

The Condition Resilience Among Indonesia Students During Pandemic

Neviyarni¹, Khairani², Afdal^{3*}, Miftahul Fikri⁴

¹⁻⁴Guidance and counseling, Departement Faculty of Education, Universitas Negeri Padang,
Jl. Prof. Dr. Hamka Air Tawar Padang, West Sumatera 25131, Indonesia

ABSTRACT

This study aimed to investigate the resilience of Indonesian students during the pandemic, looking at how they regulate their emotions, stay optimistic, analyze problems, empathize with others, believe in their abilities, and strive for success. A total of 657 students from senior high schools were sampled using a simple random technique. The data was collected using the Neviyarni Resilience Student Scale (NRSC), which was designed based on the theory and type of inventory used in the Likert scale model. The scale includes regulating emotions, being optimistic, analyzing the cause of problems, showing empathy, having self-efficacy, and the ability to achieve desired outcomes. Data was analyzed descriptively to evaluate the resilience of students during the pandemic. The results showed that students' ability to regulate their emotions needs to be improved. Furthermore, resilience was impacted by optimism, empathy, self-efficacy, and the ability to achieve desired outcomes. However, gender, parental income, and areas of residence did not significantly influence resilience ability. All parties, especially education providers and parents, must ensure that students have the information and resilience to thrive even in adversity. Educators and counselors can help students by providing psychological interventions through guidance and counseling services and approaches.

Keywords: Resilience, Student, COVID-19

INTRODUCTION

The outbreak of COVID-19 has prompted drastic changes in lifestyle for many people, along with daily uncertainty, financial stress, and social isolation. A pandemic is a stressful event, but people often show high levels of resilience during the crisis (F. Li, 2021). The pandemic has also taken a toll on students, causing them to experience psychological stress (Gong, 2020; Lorente, 2021; Nordhagen, 2021; Rieckert, 2021). Surviving stress and dealing with adversity requires focusing on long-term resilience (Gössling, 2020; Roberts, 2021). Therefore, there is a need to understand psychological resilience, especially the factors that can help people cope with life challenges and bounce back. Resilience refers to a person's ability to cope with stressful life events and challenges effectively. According to Li (2021) and Pollock (2020), individual resilience varies greatly, showing the importance of understanding it fully to provide targeted advice and support (Li, 2021; Pollock, 2020). Resilience is crucial in determining one's overall well-being and quality of life. Those who are enduring tend to be more adaptable and resourceful in the face of adversity and can better recover from setbacks (Seiler, 2019). In the 1950s, the term "resilience" was known as "ego-resiliency" (ER), defined as the ability to adapt to change (Kneff et al., 1969). Therefore, it refers to an individual's ability to cope with life challenges and maintain physical and mental health. It is a crucial ingredient for maintaining well-being and achieving personal growth (Campisi, 2020). Moreover, it is the ability to cope with negative experiences and adapt flexibly to change (Joyce, 2018; Petzold, 2020). Studies showed that resilience involved the capacity to adjust to ecological variations, living productively, and thriving despite the effects of the pandemic.

Resilient learners are able to handle various challenges thrown their way, adjust and adapt to changes and disappointments that arise in life (Farrell, 2020; Gong, 2020; Kimhi, 2020; F. Li, 2021; McCartney, 2021; Monte, 2020; Petzold, 2020; Roberts, 2021). It is noteworthy that they are more resilient than educators when facing psychological pressure (Feltz-Cornelis, 2020). Despite the challenges that the pandemic has presented, most them have managed to cope and continue learning. The recent outbreak of the Covid-19 pandemic has made them increasingly uncomfortable with carrying out learning activities (Arima, 2020; Feltz-Cornelis, 2020; van der Riet, 2018). Many students lack the skills they need to thrive in the current situation and future, impacting their ability to make decisions and achieve their goals. Various stakeholders can support learners to become resilient. Additionally, demographic factors that may

Corresponding Author e-mail: afdal.kons@fip.unp.ac.id /afdal@konselor.org

https://orcid.org/0000-0003-1968-1865

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increase susceptibility to the effects of COVID-19 should be implemented to enhance resilience. Although defined in various ways by experts, resilience will significantly assist students in leading positive lives (Devi et al., 2021). This is important because the impacts of the pandemic have made it difficult for students to explore their potential. Young people should develop resilience skills to cope with challenges and setbacks in life. For instance, exercising helps reduce stress and improve endurance (Feltz-Cornelis, 2020), which will help them to lead successful and fulfilling lives in the future. Therefore, this study will analyze the resilience capabilities of students during the Covid-19 pandemic. The findings will aid in understanding how to best support students during the COVID-19 pandemic. Resilience is key to turning threats into opportunities and improving the ability to adapt to the environment.

METHOD

Research Design

A cross-sectional survey was used to describe events and a quantitative research design to understand the existence of the events in question (Fraenkel et al., 2019). The purpose was to understand the ways that can help students to become resilient in the face of the negative impacts of Covid-19.

Participants

A total of 657 students from senior high schools were sampled using a simple random technique. The following details are shown in Table 1.

Table 1 shows that the distribution of demographic data both in gender and average age. In addition, data collection from the sample went through a research ethics approval process, where students were asked to be willing to fill in data and were also equipped with permission from the school and family.

Data Collection Tools

The study was conducted from May 1st-7th, 2021, using the Neviyarni Resilience Student Scale (NRSC), designed based on the theory and type of inventory used in a Likert model. The scale included regulating emotions, being optimistic, analyzing problems and causes, showing empathy, having self-efficacy, and achieving desired abilities. Furthermore, the questionnaire was developed based on a pre-existing

grid of theoretical constructs. Its validity was tested and proven through 53 different items. It was then validated using an expert judgment approach before being distributed to respondents. The items on the (NRSC) scale produced a Cronbach Alpha reliability coefficient value of 0.953 when tested. In addition, the indicators for this variable included regulation emotion, and optimism. Other indicators included problem cause analysis, empathy, self-efficacy, and ability achieved desire.

Data Collection

The data for this study was collected through the Google Forms application. Given the current COVID-19 pandemic, online surveys are a quick and easy way to reach many people (Evans & Mathur, 2005).

Data Analysis

Data was analyzed quantitatively to describe the resilience of students using the JASP software program. Descriptive statistics was used to obtain the average, percentage, and resilience of students. Conclusions were then obtained and grouped, which aided in formulating the problem.

FINDINGS AND DISCUSSION

Table 2 indicates the results obtained from the analysis of problems in the field regarding the resilience level of students from the impact of Covid-19. The data was arranged in table form and classified into predetermined categories.

The findings indicated that some students had a low level of resilience due to Covid-19 at 0.3%, $n=2$. Consequently, 29.5%, $n=194$ had a low level of resilience, while 66.4%, $n=436$ had a medium level of resilience. This indicated that students' resilience during the COVID-19 period needed special attention to curb the low levels experienced. Previous studies suggest that low resilience may be associated with increased depression, negative emotions, physical disorders, and reduced life satisfaction and happiness (Aguiar-Quintana, 2021; Roberts, 2021; Varma, 2021). Further, these findings suggest that educators can help increase resilience in students through adopting various measures, including helping students to learn to relax, control themselves, grow self-confidence and

Table 1: Research sample

No	Gender	Number	Average Age
1	Male	170	16.7
2	Female	487	17.2
Total		657	16.9

Table 2: Students' Resilience $n= (657)$

Category	Interval	F	%
Very High	>184	2	0.3
High	152-183	23	3.5
Medium	119-151	436	66.4
Low	87-118	194	29.5
Very Low	54-86	2	0.3
Total			100

Table 3: Description of the Behavior Trends according to resilience using Sub-Variables (n= 657)

No	Aspect	Interval	Category	F	%
1	Regulation Emotion	≥31	Very High	1	0.2
		24-30	High	17	2.6
		17-23	Medium	285	43.4
		10-16	Low	332	50.5
		≤9	Very Low	22	3.3
2	Optimistic	≥44	Very High	1	0.2
		34-43	High	134	20.4
		24-33	Medium	462	70.3
		14-23	Low	55	8.4
		≤13	Very Low	5	0.8
3	Problem Cause Analysis	≥32	Very High	1	0.2
		24-31	High	105	16.0
		16-23	Medium	515	78.4
		8-15	Low	19	2.9
		≤7	Very Low	17	2.6
4	Empathy	≥38	Very High	1	0.2
		29-37	High	70	10.7
		20-28	Medium	555	84.5
		11-19	Low	26	4.0
		≤10	Very Low	5	0.8
5	Self-Efficacy	28	Very High	2	0.3
		22--27	High	30	4.6
		16-21	Medium	429	65.3
		10-15	Low	184	28.0
		≤9	Very Low	12	1.8
6	Ability Achieved desire	32	Very High	1	0.2
		25-31	High	36	5.5
		18-24	Medium	525	79.9
		11-17	Low	87	13.2
		≤10	Very Low	8	1.2

avoid perceptions of failure. The recapitulation results of the resilience sub-variables are shown in Table 3.

Emotional and behavioral experiences are some of the strategies to regulate emotions. These experiences can be carried out consciously or unconsciously to maintain, strengthen or change certain aspects of emotional responses (J. B. Li, 2020; Romero, 2020). Table 3 indicates that emotion regulation was high in 0.2% of cases (n=1), high in 54.5% of cases (n=17), medium in 43.4% of cases (n=285), low in 50.5% of cases (n=332), and very low in 3.3% of cases (n=22). Based on the data collected, the emotional regulation sub-variable was in the low category for resilience during the pandemic. Therefore, there is a need for increased regulation of students' emotions. Consequently, when people are able

to stay calm during periods of stress and skillfully navigate these challenges, they often have positive feelings. Finally, the regulation of emotions in learning needs to be owned by students to learn and maintain these emotional conditions even in a pandemic.

In evaluating the impact of the Covid-19 pandemic, students' optimism was found to be highest in the high category at 70.3% (n=462), followed by the medium at 20.4% (n=134), and lowest at 8.4% (n=55). Overall, students seemed to have a reasonably optimistic outlook in spite of the pandemic, registering at a "medium" level on the scale. However, a few students were still struggling with low levels of optimism and motivation. This was shown by difficulty completing assignments and a lack of enthusiasm for learning.

This finding highlighted the importance of supporting students' motivation to help them overcome the negative impacts of the pandemic and adapt to the new normal. An attitude of understanding and believing in everything as good and fun can foster an optimistic outlook in life, especially in learning. The belief that everything will turn out for the best always generates positive expectations (Prayag & Ozanne, 2019). The analysis showed that the causes of the problem were evenly distributed among the four categories. 16% (n=105), were in the high category, 78.4% (n=515), were in the medium, 2.9% (n=19) were in the low, and 2.6% (n=17) were in the very low category. When analyzing the causes of the problem, it was found that they fell into the medium category.

Based on these results, it was determined that the analysis of the causes of the problem was insufficient. This means that the students' understanding was still low in solving their problems and meeting their demands. Therefore, educators need to analyze the causes of the problem and understand them before developing a solution. The findings showed that 10.7% (n = 70) of respondents were in the medium category, 84.5% (n=555) in the high category, 4% (n=26) in the low, and 0.5% (n=5) in the very low category. This shows that respondents showed enough empathy. However, some students were not aware that it was crucial to help others despite the adversity brought by the Covid 19 pandemic. This prompted students to develop a sense of empathy (Inkster, 2018). It is most important to communicate in an open and empathetic style during a crisis that builds public trust (Reynolds & Quinn Crouse, 2008). It was clear that better communication and empathy were needed to effectively deal with the impacts of the Covid-19 pandemic and overcome the challenges faced. Other factors that greatly influenced empathy included aggressive attitudes, prosocial behavior, self-concept, social understanding, and authoritarianism. Empathy can be expressed both in traditional and modern ways (Cleckley et al., 2021; Oktay et al., 2021; Supriyanto et al., 2022; Villalba et al., 2021; Warsongko et al., 2021). Self-efficacy among students affected by the

pandemic was generally high, with 65.3% (n=429) in the highest category, 28% (n=184) in the medium category, and 4.6% (n=30) in the low category. Only 1.8% (n=12) were in the very low category. This indicated that the students' self-efficacy was sufficient, but there was a need for improvement by at least 28%. Self-efficacy measures confidence in one's ability to succeed at a task or overcome a situation. It is the belief that one can do something and be successful (Bender & Ingram, 2018; Sagone et al., 2020; Yang et al., 2019).

The ability to achieve students' desires from the impact of the pandemic showed 5.5% (n = 36), whereby the medium category, 79.9 % (n=525) was the highest, 13.2% (n=87), low and 1.2% (n=8) very low. Therefore, it was concluded that the ability to achieve the Desire was in the medium category. However, there are still students who have low or very low ability levels in achieving their desires, hence it is important to understand both students' strengths and weaknesses to help them reach their goals (Devi et al., 2021; Rahiem, 2021). Additionally, it is vital to provide feedback on an individual's job performance to help them improve their productivity. Table 3 shows the contribution of each sub-variable.

Table 3 indicates that the ability to resilience contributed 53.3% to self-confidence, while 46.7% was influenced by other factors. Similarly, students' resilience ability affected the empathy variable by 72.4%, while 27.6% was attributed to other factors. The findings showed that people who felt confident in achieving desired results were more likely to be resilient. The contribution of emotion regulation to the ability to fulfill desires was the lowest at 23.9%. This proved that the process of regulating and changing one's emotions could reduce the ability to desire and achieve goals. In addition, the optimistic effect on emotion regulation was 28.6%, indicating that optimism significantly contributed to students' resilience abilities in life. Furthermore, Student Resilience Ability was rated at 72.4%, implying that high empathy and self-efficacy increased students' resilience abilities. The results showed that resilience abilities were influenced by empathy, self-efficacy,

Table 3: Results of the Simple Linear Regression Analysis based on to Resilience Student aspect

Aspect	RE	O	PCA	E	ED	AAD	RS
RE		.286	.470	.393	.365	.239	.652
O	.286		.200	.388	.505	.457	.705
PCA	.470	.200		.377	.382	.329	.670
E	.393	.388	.377		.491	.446	.724
SE	.365	.505	.382	.491		.533	.724
AAD	.239	.457	.329	.446	.533		.693
RS	.652	.705	.670	.724	.724	.693	

Information:

RE : Regulation Emotion

O : Optimistic

PCA : Problem Cause Analyze

RSC : Resilience Student

E : Empathy

SE : Self-Efficacy

AAD : Ability Achieved Desire

Table 4: Description of Gender Data based on the Resilience Student

		<i>Group Statistics</i>			
	Gender	N	Mean	Std. Deviation	Std. Error Mean
RS	Male	170	127.235	17.397	1.334
	Female	487	124.752	14.714	0.667

Table 5: Results of t-test analysis in terms of gender

Independent Samples T-Test								
							95% CI for Mean Difference	
	Test	Statistic	df	p	Mean Difference	SE Difference	Lower	Upper
RS	Student	1.804	655.000	0.072	2.484	1.376	-0.219	5.187
	Welch	1.665	258.344	0.097	2.484	1.492	-0.454	5.421
	Test of Equality of Variances (Levene's)	1.289	1	0.257				

and optimism. These abilities were indicated by scores of 72.4% and 70.5%, respectively. Ability Achieved Desire, and Problem Cause Analyze was slightly lower, at 69.3% and 67%, respectively. Finally, regulation of emotions was the lowest, at 65.2%. Therefore, aspects of resilience were highly interconnected, including self-efficacy and optimism. On the other hand, the influence of optimism on the emotion regulation variable was the least dominant, followed by the effect of problem cause analysis on optimism. The six aspects that were analyzed showed that resilience falls into the medium category. However, some had low or even very low resilience. As a result, they should consider seeking services to help them improve their resilience skills and address any related issues, especially during the COVID-19 pandemic. Consequently, there was no significant difference between the resilience abilities of both male and female during the COVID-19 pandemic, as shown in Table 4.

Table 4 shows that the study's statistical group consisted of 170 males and 487 females. The mean resilience scores for males and females were 127.235 and 124.752, respectively, indicating differences in students' resilience abilities by gender. Table 5 presents the interpretation of the independent sample t-test to determine the significance of the differences.

Based on Table 5, the value of sig. Levene's Test for Equality of Variances was $0.257 > 0.05$, indicating that the data variance between men and women was homogeneous or the same. Additionally, the independent sample test using Welch showed a significance value of $0.097 > 0.05$, indicating that there was no significant difference in resilience ability between boys and girls. This underscores the importance of providing accurate and up-to-date information to avoid causing anxiety, paranoia, and health panic. Moreover, one of the programs that enhanced resilience was providing

information services designed to promote understanding and prevent and ameliorate misunderstandings. The study was conducted using a scientific approach for students who had experienced negative impacts from COVID-19. It provided opportunities for students to explore the material they were studying in-depth and develop their skills through learning activities designed by educators.

CONCLUSION

An summary, this study shows an indication that the level of resilience varies depending on various aspects. Lower grades tend to result in lower endurance abilities, while higher grades usually result in higher resilience. It is important to note that there is no significant difference between boys and girls regarding resilience abilities. This implies that it is the responsibility of everyone, especially educators and parents, to ensure that students have the information and skills they need to be resilient in difficult situations. Educators should also help students through difficult times by providing guidance and counseling services. Technological advances demand the need to adopt other learning methods, such as the use of social media.

This study emphasizes that novelty has been achieved in theoretical novelty, methodological novelty, and novelty in findings. The findings of this study indicate a theoretical novelty in students' resilience conditions during covid-19 as seen from the regulation of emotions, empathy, optimism, self-efficacy, problem cause analyze, ability achieved desire which are indicated in this study as new findings. Methodological novelty was demonstrated by the use of the NSIE questionnaire, which was designed by the researcher. Novelty findings are presented in terms of relationships and differences in resilience

in terms of emotion regulation, empathy, optimism, self-efficacy, problem cause analysis, ability to achieve desires. This study acknowledges the limitations of the small sample size. Further research is suggested to apply a larger sample by using an ex post facto design, or to apply a development design so that it can be implemented.

SUGGESTION

Future research is suggested to imply that student's resilience is the responsibility of everyone, especially educators and parents, to make sure that students have the information and skills they need to be tough in difficult situations. Educators should also help students through hard times by providing guidance and counseling services.

LIMITATION

This study acknowledges the limitations of only measuring student resilience. Further research may relate to other variables such as parental social support, the environment or can also conduct case study research for qualitative analyzes that can be implemented.

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