



College Students Academic Resilience During Online Lectures

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ABSTRACT

The Covid-19 pandemic has changed almost all human activities in the world, including Indonesia. The prohibition of mass gatherings is one that changes the order of human life, including that the process of education and learning is only allowed online. Many college students have difficulty taking online lectures due to technical and non-technical obstacles. From this description, this study aims to describe and determine the level of college students academic resilience during online lectures. The study design is descriptive quantitative. The population are college students who live in Southeast Sulawesi region, a maximum of undergraduate level and still lectures. The sampling technique used was accidental sampling with 318 college students as respondents. The results showed that the college students academic resilience during online lectures was above the average (mean = 110.87), with a high category of 56% of respondents and a low category of 44% of respondents. The conclusion is that the percentage of college students academic resilience during online lectures which is in the high category is greater than that in the low category, this shows that college students especially in the Southeast Sulawesi region, have a fighting power and never give up in facing obstacles.

Keywords: academic resilience; college students; online lectures

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INTRODUCTION

The Covid-19 disease outbreak caused by the sars cov-2 virus has occurred widely throughout the world. In March 2020 the World Health Organization (WHO) has set the disease outbreak to be a pandemic given the alarming level of spread and severity. The determination of the covid-19 pandemic also refers to a type of virus that is said to be new, can infect many people easily, and can spread between humans efficiently. A pandemic is a large epidemic that considers that the disease is geographically widespread, has a high attack and explosion rate, lack of population immunity, novelty, infection, transmission and severity. (Morens et al., 2009)

Indonesia is also one of the countries affected by the Covid-19 pandemic. The Indonesian government announced the first case of Covid-19 in February 2020. Cases continued to increase so that in March 2020, the National Disaster Management Agency (Badan Nasional Penanggulangan Bencana-BNPPB) announced that the spread of Covid-19 in Indonesia could be categorized as a disaster on a national scale. Everyone is advised to stay at home, use a mask, workers or employees work from home (WFH), always wash their hands and adopt a clean and healthy lifestyle (Perilaku Hidup Bersih dan Sehat-PHBS). The prohibition of holding mass gatherings was also carried out in almost all regions of Indonesia. The explosion of the virus became more widespread, the Minister of Education and Culture took action by issuing Surat Edaran (SE) Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of Covid-19. The points listed include: (1) Cancellation of the 2020 National Examination; (2) Online learning from home; (3) provisions for the

implementation of school graduation examinations; (4) Provisions for the implementation of class promotion; (5) Provisions for the implementation of New Student Admissions (Penerimaan Peserta Didik Baru-PPDB); (6) Provisions for the use of school operational funds (Bantuan Operasional Sekolah-BOS). (www.kemdikbud.go.id, 2020).

Changes in the implementation of education during the spread of Covid-19 forced everyone to make a transformation in education. Every person involved in the education process including teaching staff, education managers and students must be able to adapt to the situation with the term New Habitual Adaptation (Adaptasi Kebiasaan Baru-AKB). Leuwol (2020) describes the transformation of education in the teaching and learning process where learning that is usually on-site is now online. Usually face to face becomes screen to face. All interactions are completely digital. The internet network and of course the internet quota are the main things in all these processes. Work from home and study from home force everyone to do their best in the process.

Among the 6 points discussed at the Minister of Surat Edaran Mendikbud No. 4 of 2020, many people highlighted online study from home. According to Moore, Deane, Galyen & Chen (2011) online learning has its own strengths, challenges and obstacles. Online learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions, although it cannot be denied that it still brings positive and negative impacts. Gasperz (2020) explains the positive impacts of online learning at universities, including: (1) Encouraging educational transformation, (2) Increasing university productivity, (3) unlimited creativity. Meanwhile, the negative impact of online learning at Universities has not been maximally implemented, which depends on the level of ability and economic needs.

At first online learning received a positive response from college students because of its flexible implementation so as to provide a stimulant effect in the learning independence process. However, online learning must be done with extra assistance, especially in areas where they do not have access to internet services or can only access the internet at certain points. In practice, there are problems such as limited monitoring of lecturers to college student activities during the online lecture process. On the other hand, college students sometimes find it difficult to understand the material presented online. It should be noted that the academic community is not ready to use the blended learning system or online system. Evidence of this unpreparedness can be seen from the case of a lecturer who only applies online lectures as a formality by providing lecture material and assignments without any interaction and feedback. Another problem is the limited internet access of college students and the inconsistency of lecturers in teaching online classes, which causes many college students to give up on continuing their studies during the Covid-19 pandemic. (Apriza, 2020)

Responding to this, it is important for college students to have a strong resistance to adapting to new habits. College students who keep trying and persevering to overcome obstacles during online studies are considered to have good academic resilience. According to Sari & Indrawati (2017), Academic resilience is the ability of students to withstand difficult conditions, bounce back from adversity, overcome difficulties, and adapt positively to academic pressure and demands. Cassidy (2016) explained resilience is a psychological construct observed in some individuals that accounts for success despite adversity. Resilience reflects the ability to bounce back, to beat the odds and is considered an asset in human characteristic term. Academic resilience contextualizes the resilience construct and reflects an increased likelihood of educational success despite adversity. Martin & Marsh (2006) explained that college students who are academically resilient are college students who are able to effectively face four situations: setbacks, challenges, adversity, and pressure in an academic context. These four conditions were also found during online lectures, especially among college students in Eastern Indonesia.



Cassidy (2015) divides academic resilience into 3 aspects, including a) perseverance, which describes individuals who work hard, don't give up easily, focus on processes and goals, and have persistence in facing difficulties, b) reflecting and adaptive help-seeking, individuals who are able to reflect on their strengths and weaknesses and can seek support and encouragement by other individuals as an effort for individual adaptive behavior, and c) negative affect and emotional response are anxiety, negative emotions, optimism-pessimism, and negative acceptance that the individual has during life. Based on this explanation, this study aims to describe and determine the level of college students academic resilience during online lectures.

METHOD

Research Design

The type of research used is quantitative research with a descriptive approach. The quantitative research method is one type of research that has systematic, well-planned and clearly structured characteristics from the start to the making of the research design. Sugiyono (2013) explains that quantitative research methods are based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistical with the aim of testing hypotheses that have been set. This study uses a descriptive approach with the aim of describing the object of research or research results. Descriptive research according to Sugiyono (2012) is a method that functions to describe or give an overview of the object under study through data or samples that have been collected as they are, without analyzing and making general conclusions.

Participants

The population in this study were college students who live in the Southeast Sulawesi region, the maximum undergraduate levels, and active online lectures. The sampling technique used accidental sampling. Sugiyono (2016) explains that accidental sampling is a sampling technique based on chance, respondents who accidentally meet the researcher can be used as samples, if that person is suitable as a participant / respondent. Etikan & Bala (2017) Accidental sampling is the ease of reading the sample population which is widely used among marketers or newspaper researchers. Based on the determination of the study sample, 318 college students from various universities responded to the scale shared by the researcher. Arikunto (2011) Respondents are people who respond or answer research questions both written and oral.

Instrument

Academic resilience is the ability of college students to behave diligently in doing coursework and activities in lectures, seek help and have a strong sense of optimism to achieve goals. Researchers measured academic resilience using the academic resilience scale (ARS-30) which was adapted from Cassidy, (2016), this scale includes the following aspects: a) perseverance, b) reflecting and adaptive help-seeking, and c) negative affect and emotional response. This scale uses a range of answer choices (1-5), where 1 represents the non-conformity and 5 represents conformity to the statement. Subjects are asked to choose one of the 5 ranges of answer choices based on the statements on the scale that the researcher has distributed to the respondents.

Research Procedure

The procedure in this research goes through several stages, including: (1) adapting the academic resilience scale, (2) distributing the scale to respondents via google form, (3) scoring the respondents' answers, (4) Interview with several respondent, (5) analyzing data.

Data Analysis Technique

The data analysis stage used JASP descriptive analysis. Analyze answers from interviews with respondents. The results of the scale and interviews are discussed by linking theory and previous research then making conclusions about the research results in accordance with the research objectives.

RESULT

The respondents of this study were male (24.5%) and female (75.5%) D3 and S1 students. The age of the respondents was between 18-27 years. The year of admission in higher education starts in 2020 and below. (table1).

Table 1

Descriptions of research respondents

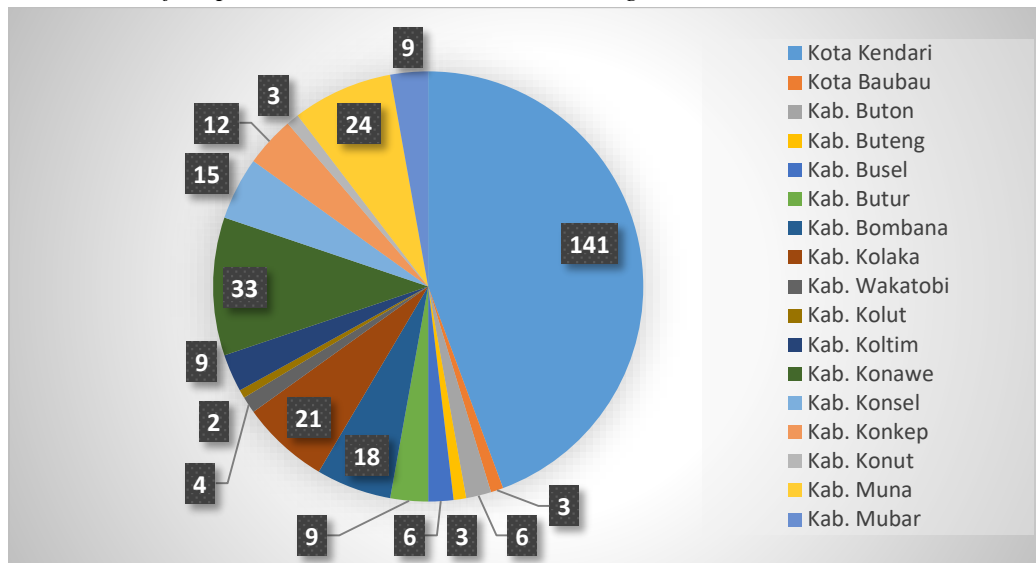
Description of respondent	Frequency	Percentage (%)
Gender		
Man	78	24,5%
Woman	240	75,5%
Age		
18-22 years old	297	93,4%
23 years and over	21	6,6%
Year of entry to college		
2020	22	6,92%
2019	101	31,76%
2018	97	30,50%
2017	69	21,70%
2016	24	7,55%
2015 bellow	5	1,57%

Southeast Sulawesi Region consists of 2 Cities and 15 Districts. Research respondents are well-known in all cities / districts in Southeast Sulawesi (graph 1)



Graph 1

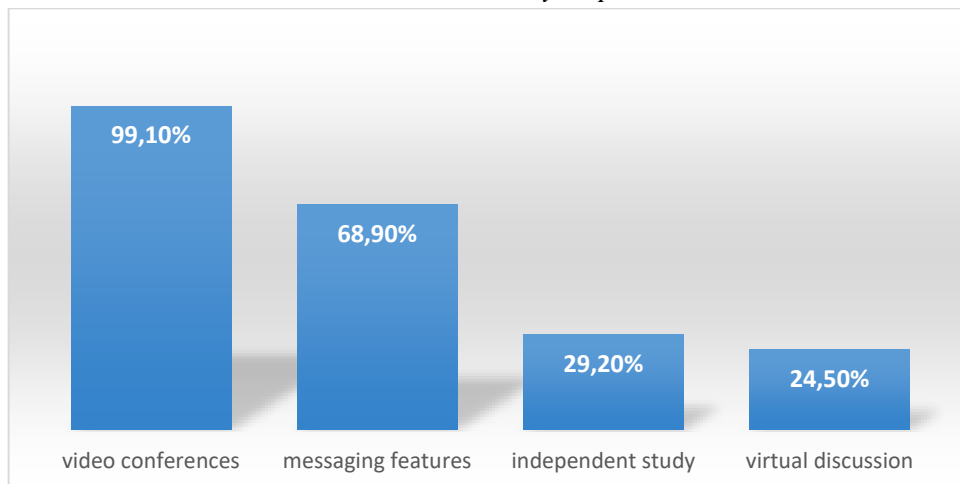
Distribution of respondents in Southeast Sulawesi Region



All respondents are currently attending lectures online. Online lecture methods that have been used by respondents include: (1) 99.1% of respondents have used video conferences; (2) 68.9% of respondents have used messaging features; (3) 29.2% of respondents had done independent study; and (4) 24.5% of respondents had virtual discussions. (Graph 2)

Graph 2

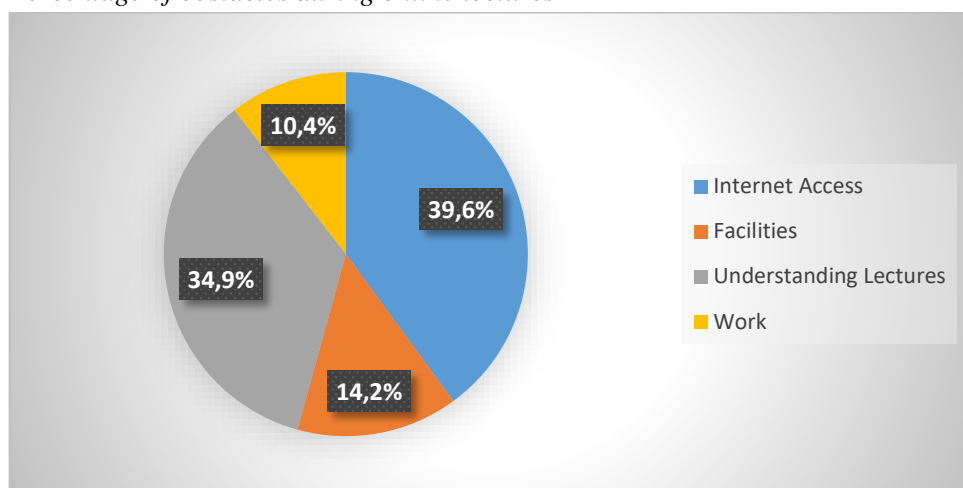
Online lecture methods that have been used by respondents



The obstacles and difficult situations most often experienced by college students are about internet access (difficulty getting to a network, unstable electricity that has an impact on the network, etc.), about facilities (the cost of buying a data package, inadequate gadgets, etc.), about understanding lectures (difficulty understanding lecture material, difficulty using online learning applications, etc.), and about work (studying while working, helping parents to work, etc.). (Graph 3)

Graph 3

Percentage of obstacles during online lectures



The results of descriptive analysis using the JASP application show that the minimum respondent's score is 46 and the maximum respondent's score is 140. The average score of the respondent's academic resilience scale (ARS-30) is 110,887 (mean = 110.887). This means that the average score of the respondents' academic resilience are generally above the average (mean > 90) (table 2).

Table 2

Descriptive analysis of the total score of academic resilience scale (ARS-30)

Descriptive Statistics

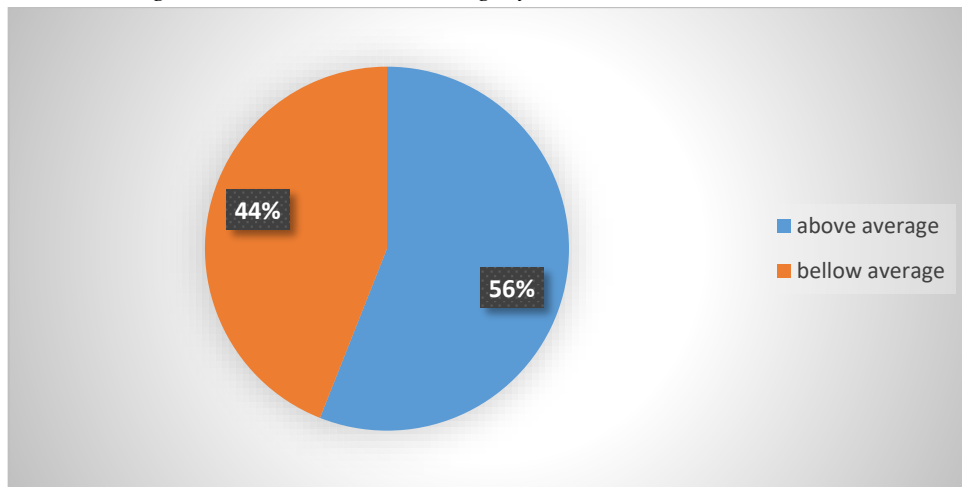
	Total
Valid	318
Missing	0
Mean	110.887
	7
Std. Deviation	14.813
Minimum	46.000
Maximum	140.00
	0

Based on the average score, an analysis of the scores of each respondent was carried out. It is known that 141 (percentage=44%) of respondents had a score below average (score <111), while 177 (percentage=56%) of respondents had a score above average (score > 110).



Graph 4

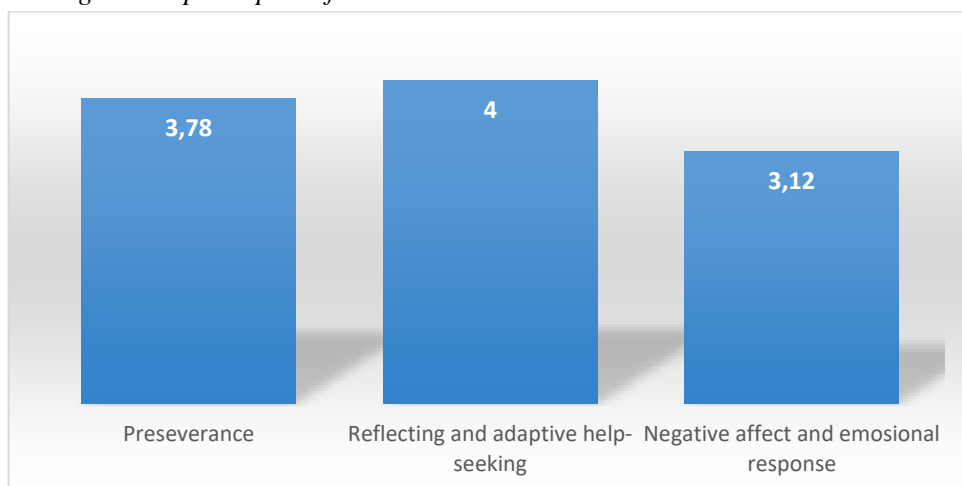
Online college academic resilience category



The average score for the aspect of academic resilience was highest in the reflecting and adaptive help-seeking aspects, which was 4.00. Followed by the aspect of academic perseverance resilience with an average score of 3.78. Then in the aspect of emotional response with an average score of 3.12.

Graph 5

Average score per aspect of academic resilience



DISCUSSION

Online learning is relatively new in Indonesia. But on the other hand, online learning with the concept of e-learning is an implementation of the 4.0 era learning model. The covid-19 pandemic has accelerated the implementation of the 4.0 learning model. Learning methods in the 4.0 era require a change in learning strategies from conventional ones to online digital learning (online). In reality, the conditions of the Covid-19 pandemic like it or not all education stakeholders including teachers or lecturers, students or college students, parents must work together to implement online learning in order to follow government recommendations (Nurmiati, 2020). Basically it is not difficult for college students to adapt to online lectures, considering that the majority of them are millennials who understand technology, especially the use of social media. Indonesia is the largest social media user in

Southeast Asia, where teenagers as the largest population are active users of social media (Susilo & Putranto, 2017).

The choice of online learning methods and media has begun to be developed. The results of this study indicate that almost all respondents have used video conferencing for online lectures. The choice of using video conferencing is considered quite effective and easy to use for students. The use of video conference media makes students feel more enthusiastic, easier to understand learning material, focus and more comfortable in following the learning process. In addition, students feel that the use of video conference media is very efficient, easy, practical, and makes the learning process more enjoyable and conducive. The negative thing that is experienced when the online lecture process is often the internet connection is not stable, so according to them the use of video conference media is good but there are things that need to be considered is an internet connection (Ekawardhana, 2020). Respondents are also familiar with using messaging features for online lectures. The messaging feature is relatively easy to use because before studying online as a result of the Covid-19 pandemic, they often used applications in the messaging feature. Apart from that the messaging features tend to be similar to some of the applications they use daily (Zhafira, Ertika, Chairiyaton, 2020).

Difficult situations and obstacles during online lectures are often experienced by students. There are 4 groups of obstacles discussed in the study. The first group is about the respondents experience relates to internet access. Respondents often have difficulty getting to an unstable internet and electricity network, which has an impact on internet access. Southeast Sulawesi is part of Central-East Indonesia with the condition of the area between cities and regencies bordered by the sea and mountains. Internet access is not yet fully stable to reach all regions. The spread of Indonesia's internet network is still not extensive, there are still many areas such as rural areas that have not entered the internet due to various factors (Adhitya, 2018). The second biggest obstacle experienced by respondents is related to understanding. Respondents are often unable to understand the material presented by the lecturer, and have difficulty understanding new applications used by lecturers. Sahabuddin (2020) said the dilemma of Online Learning in the Covid-19 Era, among others, is the limitation of lecturer monitoring of student activities during the lecture process, on the contrary for students who sometimes find it difficult to digest teaching materials or material delivered online.

The results showed that the mean total score of the respondents was above the general average score (mean > 90). This illustrates that the respondents have good academic resilience. During the Covid-19 pandemic, they were forced to online lectures with all their limitations so they encountered difficult times and obstacles. Those with academic resilience scores above average are considered resilient individuals, especially in relation to the academic field. Resilient individuals are just like other individuals, they feel negative emotions and are depressed by circumstances but they are able to immediately rise from adversity (Hendriani, 2018). General resilience with academic resilience appears different but interrelated where each aims to overcome the problem groups experienced (Cassidy, 2015).

The first aspect in measuring the scale of academic resilience is perseverance, which describes individuals who work hard, do not give up easily, focus on processes and goals, and have persistence in overcoming difficulties. From the results of interviews with respondents, the form of their persistence in solving problems is to try to find solutions to the problem. Respondents who experience internet connection problems will look for places that can reach the internet quite well, they will even look for places that are far from home to get an adequate internet network. It is the persistence and resilience of these respondents that makes them resilient to online college problems. Rojas (2015) explains that there are two conditions that can increase resilience in an individual, (1) the experience of difficulties and



obstacles experienced by the individual has affected the individual, and (2) the individual can adapt to difficulties, life responsibilities, obstacles, and setbacks, which causing them to become tougher.

The second aspect in measuring the academic resilience scale is reflecting and adaptive help-seeking, which describes individuals who are able to reflect on their strengths and weaknesses and can seek help, support and encouragement by other individuals as an effort for individual adaptive behavior. This aspect is the highest among the three other aspects. Respondents who score high on this aspect understand the limits of their strengths and weaknesses in solving problems. They will immediately seek help when they realize that they are unable to solve the problem. The illustration in this aspect is that when an individual experiences obstacles in understanding the course material, he/she will actively ask the lecturer personally about the material he/she has not yet understood. In addition, there are many variations of applications that are difficult to understand, so respondents will ask for help from friends who are more understanding. Another thing is that there are respondents who do not have an android cellphone so that when there is an online lecture schedule he will visit the house of a cousin who has an android cellphone. This is in line with research by Satyaninrum (2014) which found that social support (family, friends and someone special) has a positive effect on adolescent academic resilience.

The last aspect in measuring the academic resilience scale is the negative affect and emotional response, which describes the anxiety, negative emotions, optimism-pessimism, and negative acceptance that the individual has. Respondents admitted that when they experienced obstacles to studying online there was a sense of anger at the situation and they always hoped that the Covid-19 pandemic would end soon. As soon as they are angry they will bounce back to overcome the difficulties they are facing. Hendriani (2018) states that resilient individuals still feel angry, sad, disappointed, maybe even anxious, worried, and afraid, like other people in general. It's just that they have a way to immediately recover their psychological condition and then move up.

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