



I'm Unstoppable : “Academic resilience in overseas students outside Java and non-overseas students”

Nubiyan Octa Pramudhita^{1*}, Pradiptya Septyanti Putri², Cahyaning Widhyastuti³

^{1,2,3}*Faculty of Psychology, Universitas Informatika dan Bisnis Indonesia, Bandung, Indonesia*

**Corresponding author email: octa.nubiyan@gmail.com, b)pradiptya@unibi.ac.id, c)cahyaning@unibi.ac.id*

Abstract

Students are faced with many pressures and difficulties, both from the college where they study, such as academic demands to difficulties in doing assignments. Then pressure from outside, such as demands to share time with work and other reasons such as difficulty adjusting to a new place. This will certainly have an impact on the academic life of students, therefore they need academic resilience in order to survive, rise from adversity, to adapt positively to overcome all the difficulties they experience. This study aims to determine the description of academic resilience in overseas students from outside Java and non-overseas students in Bandung. This study uses quantitative methods with descriptive analysis, the sampling technique used was purposive sampling with a sample of 222 respondents consisting of overseas and non-overseas students in Bandung. Data collection using the academic resilience scale (32 valid items = 0.937) with analysis of research data using IBM SPSS Statistic 25 software for Windows. Based on the results of the processing, it was concluded that between overseas and non-overseas students there was no significant difference, namely, if rounded the results were 52% of respondents had a high level of academic resilience, then 48% of respondents had a low level of academic resilience.

Keywords: Overseas students, Academic resilience, External Protective Factors, Internal Protective Factors

1. Introduction

Currently education is very important in developing humans to become individuals who have quality and character for the development of the nation and the country so that they can compete with other countries. In order to get a quality education, it is not uncommon for students to decide to migrate outside the region. However, in practice students or students in studying are often faced with various difficult academic conditions at school or at tertiary institutions. This is in line with the statement of Martin and Marsh (2006), where all students at every academic level tend to experience various difficulties, pressures and poor performance in the academic process.

According to the researchers' interviews with 16 students who were a combination of overseas students from outside Java Island and non-overseas students (students from the city of Bandung) who studied at universities in the city of Bandung, they confirmed this statement. It was stated that they experienced various pressures and difficulties while studying in college, starting from difficulties adapting to the new environment and situation on campus, difficulty finding literary references in carrying out assignments, then in final year students they experienced difficulties in finding research themes, difficulties discussing with supervisors to other pressures from the existence of graduation requirements that they must fulfill in the midst of working on their final project.

What's more, students who are immigrants, the distance between them and their families really affect their lives in Bandung and it's not uncommon for them to experience culture shock and miss their families at home. There are also students who study while working, in the midst of their busy activities they have to be able to balance between studying and working, of course this is not easy, because the obstacle when studying while working is dividing time between the two and other matters. The pressure mentioned above directly or indirectly has a negative impact on students starting because it has the potential to cause academic stress (Carnevale et al., 2015).

In this situation, it is very important for students to have academic resilience so that they are able to survive and rise to increase their potential for success. According to Cassidy (2016), one behavior that makes academic resilience grow is that the individual wants to seek support or help from other people, so this statement shows that the individual's relationship with the environment is very important for the emergence of academic resilience. This is also in line with the opinion of Jowkar et al. (2014), where one of the factors that influence academic resilience is external

protective factors, these factors include social support and opportunities that individuals receive from the surrounding environment.

This is in line with the statements of the students who are the research informants, wherein they can survive and adapt to the difficulties and pressure they are experiencing by getting support from those around them. Therefore they often get together with their peers, join organizations, etc., of course with this they feel they get moral support. It is through activities with their friends that they often get solutions and problem solving, because peers are considered to have the same perspective and thoughts, so they have a stake in individual decision making (Sarafino & Smith, 2011)

Support from the social environment can foster students' ability to survive in difficult situations, rise from adversity, and be able to adapt positively to all academic demands. In addition, there is also research from Smith and Renk (2007) which shows that the pressure felt by students from academic burdens will decrease if these students get support from the people around them who are considered important.

2. Literature Review

According to Cassidy (2016), academic resilience is an individual's ability to increase their success in the field of education even though the individual is in a difficult situation. Furthermore, academic resilience is a person's ability to survive the various difficulties experienced and be able to adapt to these circumstances to achieve optimal success (Latif & Amirullah, 2020). Latif & Amirullah (2020) also stated that resilience includes a person's ability to recover from traumatic times and the ability to manage stress, so that it can provide positive energy for that person to continue to be able to live life effectively. Someone who has high academic resilience will make that person more enthusiastic in learning, achieve high academic scores.

Furthermore Ramezanpour et al. (2019) contains 3 aspects of forming academic resilience as proposed by Cassidy (2016). These aspects include:

1. *Perseverance*

Perseverance includes several things, namely characteristics, character, failure to comply with commitments, utilization of feedback from others, innovative problem solving abilities, and being able to see difficulties as opportunities for growth.

2. *Reflecting and adaptive help-seeking*

Reflects a series of traits, characters and reactions possessed by students in showing their strengths and weaknesses. In addition, this aspect includes the ability to change the way of learning, the willingness to seek help and support from others, and apply rewards and punishments to himself.

3. *Negative Affect and Emotional Response*

This aspect refers to the nature, character and reactions of students regarding anxiety, potential disasters and the ability to avoid themresponsenegative. Individuals who have high academic resilience will be able to avoid all negative thoughts and responses, so that they will feel calm and have low anxiety.

Apart from the 3 aspects above, there are also factors that influence academic resilience, Jowkar et al. (2014) states that there are at least 2 factors that influence academic resilience, these factors are:

1. *External Protective Factors*

These factors include social support and opportunities in the environment where the individual lives. It can be the home environment, school, community and friendship groups. The support that is usually obtained is in the form of caring, high expectations, and encouragement to be involved in joint activities.

2. *Internal Protective Factors*

This factor refers to a person's quality and character in terms of skills, attitudes and self-worth. This factor includes the ability to cooperate, communicate, empathy, problem solving skills, and self-efficacy.

3. Materials and Methods

3.1. Materials

This research involved overseas and non-overseas students in the city of Bandung. There were 122 respondents who were overseas students from outside Java Island and 100 non-overseas students. So that the number of samples in this study were 222 people. The measuring instrument used in this study is a measuring instrument compiled by researchers based on the theory put forward by Cassidy (2016), consisting of 13 favorable items and 19 unfavorable items and has a reliability level of 0.937

3.2. Methods

This research is a quantitative research with descriptive analysis which aims to find out how academic resilience is in overseas students from outside Java Island and non-overseas students in the city of Bandung. The population of this study were overseas and non-overseas students in the city of Bandung, then to determine the sampling was carried out

using a purposive sampling technique where the researcher determined special characteristics that were in accordance with the research, in this case the special characteristics were for overseas students who were active college students in Bandung who comes from outside Java Island, lives in Bandung and is not currently living with his family. Then for non-overseas students who are active students at tertiary institutions in the city of Bandung and are not currently taking academic leave.

Retrieval of research data was carried out using the academic resilience scale compiled by researchers, consisting of 32 items ($\alpha = 0.937$). The data collection process was carried out using an online questionnaire connected to the Google Form. The questionnaire consists of four parts. The first part contains introductions and approval for filling out the questionnaire, the second part contains the respondent's personal data, the third part contains statement items on the academic resilience scale, and the fourth part is a thank you from the researcher to the respondent. The questionnaire was prepared using a 5-point Likert scale, with alternative answers including Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

4. Results and Discussion

4.1. Result

The reliability test in this study used the Cronbach's alpha (α) statistical test with the minimum standard provisions being said to be reliable by the value of $\alpha > 0.6$ (Azwar, 2015). This reliability analysis was carried out with the help of IBM SPSS 25 for Windows software. The results of the reliability coefficient obtained in researching academic resilience in overseas students were 0.913. This figure is classified as very high if you use the standard 0.6. From these results, the corrected item-total correlation value was also obtained in the range of 0.387 to 0.636. Based on data collected from 122 overseas students from outside Java, the following results were obtained:

Table 1: Statistical Description of Overseas Students

	N	Range	Minimum	Maximum	Average	std. Deviation	Variance
<i>Academic Resilience</i>	122	70	50	120	94.93	14.473	209.467

It can be seen from the table above that on the academic resilience scale used for respondents who are overseas students from outside Java, the range is 70, the lowest value is 50, the highest value is 120, the average is 94.93, and the standard deviation as big 14,473, and the variant is 209,467

Next, the researcher makes categories based on the results which already described above. This categorization aims to place research respondents into different groups, depending on the score they get. Researchers divided the categorization into 2 large groups, including the high group and the low group. The reference used in this categorization is based on the categorization guidelines from Azwar (2015), namely $X < \text{mean}$ means it is low, conversely, if $X > \text{mean}$ it means it is included in the high group. Based on these guidelines, the researcher obtained the following score ranges:

Table 2: Categorization of Academic Resilience of Overseas Students

Category	Score Range	Frequency	Percentage
Low	$X < 94.93$	59	48.4%
high	$X \geq 94.93$	63	51.6%
Total		122	100%

Table 2 shows that 48.4% or as many as 59 respondents fall into the low category. Where as 51.6% of respondents, or 63 people fall into the high category. Therefore, it can be concluded that the majority of overseas students from outside Java Island have a high level of academic resilience.

On the other hand, the results of the reliability coefficient obtained by the academic resilience measuring instrument used to study non-overseas students were 0.88, which tends to be very high using a standard of 0.6, with a corrected item-total correlation ranging from 0.176 to 0.661. In the data of respondents who are student non-regional data obtained as follows:

Table 3: Statistical Description of Non Overseas Students

	N	Range	Minimum	Maximum	Average	std. Deviation	Variance
<i>Academic Resilience</i>	100	66	78	144	110.48	14.157	200,434

The table above shows that of the 100 non-overseas students who were respondents in this study, a range of 66 was obtained, the lowest score was 78, the highest score was 144, the mean was 110.48, the standard deviation was 14.15, and the variance was 200.434.

Furthermore, the researchers again made a categorization based on the scores obtained by non-overseas students in filling out the academic resilience questionnaire. Categorization is divided into 2 namely high group and low group. The basis for making high-low decisions also uses reference from Azwar (2015), namely $X < \text{mean}$ means low, and $X > \text{mean}$ means high. Based on this reference the researcher obtained the following data:

Table 4: Categorization of Academic Resilience of Non Overseas Students

Category	Score Range	Frequency	Percentage
Low	$X < 110.48$	48	48%
high	$X \geq 110.48$	52	52%
Total		100	100%

Table aboveshowthat as many as 48 people or 48% of respondents have a low level of academic resilience. While the remaining 52% or 52 people have academic resilience which is relatively high. So the majority of non-overseas students also have a high level of academic resilience.

5. Discussion

If seen based on the results of the acquisition of research data on both samples, it was found that the data were almost similar between the respondents from overseas students and non-overseas students, namely respondents who had high academic resilience in the range of 52% and those who had a low level of academic resilience in the range of 48%. Thus it can be concluded that there are no significant differences between overseas and non-overseas students in terms of academic resilience. Researchers suspect that this can happen because the external protective factors received by overseas students and non-overseas students are almost the same because actually when they were in Bandung to study they had mixed with each other.

External protective factors focus on the support and opportunities that individuals get from the surrounding environment (Jowkar et al, 2014). Even though overseas students do not get direct support from their families because they are far away, the way they build relationships through involvement in groups or organizations makes them get direct support from their peers, this is what keeps their academic resilience high. This is in line with interviews conducted by researchers with overseas students outside Java Island, where they stated that being with their friends made them feel supported and helped. This support then made him feel more able to overcome his academic difficulties. Likewise with non-overseas students, he received direct support, not only from his peers, but also from his family and surroundings that he had known for a long time. This is what then makes the academic resilience of non-overseas students also high.

This study still has many shortcomings, these deficiencies include the characteristics of the sample which are still broad, the researcher cannot be sure that the respondents have the same academic challenges. If the research is made in more detail, the characteristics. For example, the sample is first-year overseas and non-overseas students who must still adapt to the new environment in lectures, or overseas and non-overseas students who are all final students who must try to complete their final project. For future researchers, this can be a consideration, because these more detailed characteristics will make the discussion fairer and can also be studied further.

6. Conclusion

Based on the results of the data analysis that has been carried out, it can be concluded that the level of academic resilience between overseas students and also non-overseas students has an almost similar percentage, that is, if rounded up to 52% of respondents have a high level of academic resilience, and the remaining 48% are respondents who have a low level of academic resilience. This can be explained through the opinion put forward by Jowkar et al (2014) regarding external protective factors, where maybe the two do have different characteristics but because they get broad support and opportunities from the surrounding environment, the academic resilience is the same. -sama denotes a high level.

References

- Azwar, S. (2015). *Metode Penelitian Psikologi*. Yogyakarta: Pustaka Pelajar.
- Carnevale, A. P., Smith, N., Melton, M., & Price, E. (2015). *Learning While Earning: The New Normal*. Georgetown University Center on Education and the Workforce.

- Cassidy, S. (2016). The Academic resilience Scale (ARS-30) : A New Multidimensional Construct Measure. *Frontier in Psychology*, 1-12.
- Jowkar, B., Kojuri, J., & Hayat, A. A. (2014). Academic resilience in Education : The Role of Achievement Goal Orientations. *Journal of Advances in Medical* , 33-38.
- Latif, S., & Amirullah, M. (2020). Students' Academic resilience Profiles based on Gender and Cohort. *Jurnal Kajian Bimbingan dan Konseling*, 175-182.
- Martin, A. J., & Marsh, H. (2006). Academic resilience and its Psychological and Educational Correlates : A Construct Validity Approach. *Psychology in the Schools*, 267-281. doi:10.1001/pits.20149
- Ramezanpour, A., Kourosnia, M., Mehyar, A., & Javidi, H. (2019). Psychometric Evaluation of the Academic resilience Scale (ARS-30) in Iran. *Iranian Evolutionary and Educational Psychology Journal*, 144-150. doi:10.29252/ieepj.1.3.144
- Renk, K., & Smith, T. (2007). Predictors of Academic-Related Stress in College Student : An Examination of Coping, Social Support, Parenting, and Anxiety. *NASPA Journal*, 405-431.
- Sarafino, E., & Smith, T. (2011). *Health Psychology Biopsychological Interactions Seventh Edition*. United States of America: John Wiley 7 Sons INC.