

Measurement and Increase of Academic Resilience: A Systematic Literature Review

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Abstract: Academic resilience is considered an asset in human characteristics and is a psychological construction that can be observed in some individuals which explains success despite experiencing difficulties. Individuals with poor academic resilience are feared to be unable to adapt to change, demands, and disappointment due to academic problems. Academic resilience can be seen when individuals face problematic experiences and know how to deal with or adapt to them. Academic resilience is a topic that is increasingly being researched so that developments related to definitions, measurement tools and interventions are increasingly diverse. Increasing individual academic resilience can be done through intervention, one of which is through guidance and counseling services. This study aims to synthesize various concepts related to academic resilience and test the effectiveness of guidance and counseling services to increase academic resilience by using literature reviews from several relevant sources.

Keywords: academic resilience, guidance and counseling, systematic literature review

INTRODUCTION

Individual learning problems are indicated by the existence of certain obstacles to achieving learning outcomes, and can be psychological, sociological, physiological, as well as the emergence of behavioral disorders (misbehavior) so that in the end it can cause learning achievement to be achieved below what it should be. As stated by (Syah, 2008) that the phenomenon of one's learning problems is usually evident from the decline in academic performance or learning achievement. The different perspectives of each individual also affect how they can overcome the problems, difficulties and challenges they face. Factors that influence differences in perspective and ability to overcome problems, difficulties and challenges are the resilience of individuals.

Academic resilience is relevant for every individual during the learning process because at some point each individual may experience some level of poor performance, difficulties, challenges, or pressure (Martin & Marsh, 2006). Many studies on academic resilience have been carried out, a number of studies have shown that academic resilience is closely related to the success of individual education. Borman & Overman, 2004; Garmezy, 1991 in (Okoro, 2020) academically resilient individuals have been found to have good interpersonal skills, confidence in their ability to learn, positive attitudes towards school, and high expectations.

Currently academic resilience is becoming a concept that is being increasingly researched globally (Kumalasari & Akmal, 2020). Next, recent developments regarding academic resilience which are increasingly widespread have spawned various concepts, both from the development of the definition of academic resilience, measurement tools, and interventions used to increase academic resilience. However, the various concepts of academic resilience are still mutually exclusive, there is no recent research that explicitly examines how to compile and synthesize existing research.

Therefore, the aim of this systematic literature is to compare and develop the literature on academic resilience. This study focuses on existing definitions of academic resilience, how academic resilience instruments and interventions have been used. This study also recommends further research based on the limitations of research on academic resilience.

METHOD

The method used in this research is systematic literature review with qualitative analysis. This research was conducted by examining various relevant sources related to academic resilience so as to provide thought findings that can be used as a

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reference in further research. Systematic literature is carried out in stages starting with identification, screening, determining eligibility, and analysis. The search for articles conducted at the identification stage used the phrase "academic resilience" and focused on the period from 2013 to 2022. The databases used to generate data in this study were: Scient Direct, Sage Journals, Springer Link, Library Genesis, and Google Scholar.

RESULT AND DISCUSSION

Resilience is not a characteristic that will appear in every situation. This suggests that individuals may be resilient in some types of stress and adversity but not necessarily resilient in other ways. Thus, the resilience needed by individuals in the academic field is academic resilience. Research specifically focusing on academic resilience is limited, and little progress has been made in terms of defining constructs and other predictive factors (Marsh et al., 2009). Along with the increasing number of researches on academic resilience, various definitions of academic resilience have emerged. Resilience in the world of education is very important for every individual during the learning process.

Individuals will always be faced with various kinds of difficulties and obstacles that can lead to decreased learning achievement and cause individuals to drop out of school. Some researchers only define academic resilience as a skill that must be owned by an individual to help him survive in the learning process when facing difficulties. As stated by (Kuldas et al., 2015) individual academic resilience is innate which allows individuals not only to rise from adversity, but can be released from these difficulties. Emphasizes understanding how some individuals are able to survive against all odds, not just examining failures or losses.

In line with this definition then (Monika & Shikha, 2020) defines resilience as a tool that will help individuals overcome their fears and failures and help gain experiences that can change lives. Resilience is seen as a problem-solving skill because it helps individuals in dealing with unfavorable conditions effectively, dealing with and managing stress and pressure in an academic environment. Academic resilience will encourage individuals to learn to work together, communicate, instill moral values, behave according to situations, learn to be calm and learn from experience. Academic resilience has several competencies including individual learning to deal with disappointment, learning from failure, change, and the ability to self-motivate.

Furthermore, according to (Rastogi, 2020) academic resilience means how successfully individuals are able to deal with educational demands such as poor academic achievement, low grades, and teacher-student relationships. Individual academic resilience depends on protective factors provided by the family for their resilience such as family support, family guidance, low family stress, and parental relationships.

Some of the findings regarding the definition of academic resilience illustrate that individual academic resilience is a skill that is already possessed by individuals who are able to rise from difficult situations and is considered something that cannot be changed and developed by individuals. However, academic resilience is not only the ability to survive in difficult circumstances during the learning process but is able to achieve learning success in which individuals struggle to achieve learning achievements. In addition, academic resilience can also be developed in each individual. This is in accordance with what was conveyed by (Rojas F., 2015) that academic resilience is a process of adaptation in dealing with difficulties and is dynamic and is not a characteristic that is owned or not possessed by individuals, but involves behaviors and actions that can be learned and developed in oneself. each individual. This is reinforced by (S Rao & Krishnamurthy, 2018) that academic resilience can be taught to students at school. Developing resilience as a skill among youth is possible and practicing this skill can enable them to deal with situations better.

Furthermore, according to (Mirza & Academics, 2018) that academic resilience is seen as something that can be developed throughout individual development. When individual psychological resilience is related to the capacity to face challenges and difficulties, academic resilience is also related to this ability. Academic resilience can be taught even to individuals who lack these skills because every individual has the capacity to learn academic resilience.

In addition to the findings above, some recent findings also state that resilience is a dynamic skill and can be developed for each individual as stated by (Zulfikar et al., 2020) viewing academic resilience as a process that occurs at every individual level and is not an attitude. attached. In other words, academic resilience is not something that appears but is a capacity possessed by individuals through the process of learning from their environment, whether family, school or social. Academic resilience is a skill in the learning process and a trait that can change because it is dynamic which involves positive adaptation in the face of obstacles and difficulties. Individual academic resilience skills require training in their daily lives in which parents and teachers have the role of providing stressful and demanding situations but at the same time as individual guides in finding ways to overcome them (Poerwanto & Prihastwi, 2017).

According to the American Psychological Association (APA) in (Wibowo, 2018) there are 10 ways to increase individual academic resilience including: increasing good relationships and relationships with others, not viewing crises as insurmountable problems, accepting change, changing life goals, have the courage to take action, be able to see opportunities, increase confidence in their abilities, have visions and goals in life, be optimistic, and take good care of themselves.

Resilience is not a characteristic that will appear in every situation. This suggests that individuals may be resilient in some types of stress and adversity but not necessarily resilient in other ways. Some of the findings indicate that academic resilience can be increased by conducting interventions, including using group guidance services with role playing techniques (Zulaikah, Fitri & Ismanto, 2023), information services based on animation media (Zahro & Wirastania, 2022), REBT approach (Wahyu, 2019), and cognitive restructuring group counseling services (Fitri et al., 2019), group counseling with cognitive restructuring techniques (Sri, 2022), self-management strategies in individual counseling (Rendy et al., 2023). Research (Sri, 2022) conducted group guidance with cognitive restructuring techniques to increase student resilience and the results showed that group guidance with cognitive restructuring techniques was effective in increasing student resilience. Furthermore, research (Sihombing, 2020), (Rahmah, 2021), and (Meliala, 2022) conducted group guidance to increase student resilience, the results showed that group guidance services were effective in increasing student resilience. Furthermore, research (Rendy et al., 2023) uses self-management strategies in individual counseling to increase student academic resilience, the results show that self-management strategies in individual counseling can increase academic resilience.

These findings become one of the reinforcements that academic resilience can be developed and improved through guidance and counseling service interventions. The services provided can be carried out individually or in group situations. Even though the service is provided in a group situation, the provision of intervention is still aimed at each individual. Providing services in group situations can be the best option because each individual can help and strengthen one another. In line with research (Sari, P et al. 2016) that peer social support affects individual academic resilience. The higher the peer social support, the higher the individual's academic resilience. Furthermore, research (Ramadhana & Indrawati, 2019) also shows that there is a positive relationship between social support from friends and academic resilience.

With regard to academic resilience measurement tools, several researchers developed measuring instruments based on the concepts they developed or adopted from previous researchers. The measuring tool developed by (Zulfikar et al., 2020) is based on five aspects of academic resilience according to Martin & Marsh (2006), namely self-efficacy, control, planning, low anxiety, and persistence. The academic resilience measurement tool developed by Martin and Marsh will serve as a reference for future researchers in developing an academic resilience scale. This was because at that time there was no specific resilience scale for the academic sphere. This scale examines the educational correlation of resilience in middle school children. The scale, which consists of only 6 items, asks students to rate their ability to deal with setbacks, challenges, difficulties, and pressures in an academic environment. The items referred specifically to mental toughness, learning stress, bouncing back from poor grades, dealing with schoolwork pressure, self-confidence and dealing with setbacks such as poor grades and negative feedback.

Furthermore, the measuring tool developed by (Cassidy, 2016) is based on individual cognitive, affective and behavioral responses to cases regarding emerging academic difficulties. This measuring instrument has 30 statement items based on the 3

dimensions of academic resilience formulated by Cassidy. The dimensions of academic resilience include: 1) Perseverance describes the response of individual behavior in dealing with academic difficulties. Individuals work hard, don't give up easily, focus on process and goals and have persistence in facing difficulties; 2) Reflecting and adaptive help-seeking describes cognitive responses in dealing with academic difficulties. Individuals are able to reflect on their own strengths and weaknesses and can seek help, support from other individuals as an individual adaptive behavior effort; 3) Negative affect and emotional response (negative affect and emotional response) describes the emotional response of individuals in dealing with academic difficulties. Description of individual anxiety, negative emotions, optimism, and negative self-acceptance during life.

The measuring tool developed by (Mirza & Academics, 2018) is the Resilience Assessment Scale (RAS) which consists of 40 statements regarding the 10 main protective factors that contribute to resilience, namely creativity, self-esteem, self-efficacy, internal locus of control, problem solving skills, autonomy/independence, sense of humor, stress coping skills, positive future orientation/sense of purpose in life and teacher-student relationship. This instrument is an adaptation of the Attitudes and Resilience Skills Profile (RASP) by Hurtes and the Resilience Scale by Conor Davidson.

The use of measuring instruments that have been developed by several researchers is intended for a variety of different subjects, namely for junior high school students, high school students, and for university students. This measuring instrument can be used as a reference in developing measuring instruments that are more relevant to the subject's condition by future researchers in measuring individual academic resilience.

CONCLUSION AND RECOMMENDATIONS

Based on the findings above, it can be concluded that individuals who have academic resilience will see difficulties as something challenging and are able to see the benefits behind these difficulties so as to enable them to be more involved in the learning process, and at the same time they are able to overcome the stress they face. academically. Academic resilience has several components including the ability to motivate oneself, the ability to understand stress, the ability to manage stress when faced with bad conditions, and self-confidence. Individuals with academic resilience believe that successful learning is the result of effort and persistence, not just ability. Various environments can shape the behavior or development of individual academic resilience. To become resilient or build academic resilience, individuals need secure relationships in which they can love and be loved, trust and be trusted, respect and be respected. One of the efforts that can be made to improve individual academic resilience is through guidance and counseling services. The role of people around children, namely parents and teachers, is very important in training children to deal with pressures in life, even parents and teachers must create challenging conditions that can cause pressure so that children are able to learn and form self-strength. Guidance and counseling services must be carried out by involving peers so that the implementation uses group dynamics. Measuring academic resilience is now easier to do because there are various measuring tools that can be used effectively. The diversity of measurement tools can be used both for junior high school students, high school students, and for university students.

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