

Research Article

“There is a Rainbow After The Rain”: The Role of Hope in Increasing Resilience Among Students of Universitas Negeri Malang

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Abstract.

Students as individuals who are at the transition stage from late adolescence to early adulthood, also face various challenges, such as academic challenges, adapting to a new environment, and new responsibilities as a growing adult. This affects psychological conditions and makes students vulnerable to mental health problems. To face these various challenges, students need to have the skills and coping strategies for these various challenges. This term is known as resilience. Various studies show that resilience is related to positive outcomes for students. Various factors have been researched to increase resilience in students. Hope is one of the protective factors of resilience. Therefore, researchers are interested in seeing the role of hope in increasing resilience among students at Universitas Negeri Malang. The method used is quantitative, with hypothesis testing using simple linear regression. This research was conducted on 85 students of Universitas Negeri Malang (Male = 26; Female = 59). The research results show that there is a significant contribution from hope to student resilience, which is 27.7%. This research highlights the importance of students developing goals in their lives. The goals that they have will foster hope, by having the hope that students will be able to face difficult situations, and become more resilient and adaptive.

Keywords: hope, resilience, students

1. Introduction

A student is an individual who is in the phase of development between late adolescence and early adulthood and is currently enrolled in a college or university. During this phase, the transition may present a personal obstacle for them. During this phase, individuals will encounter a variety of new challenges, such as academic difficulties, the necessity to acclimatize to an unfamiliar social environment, the immediate absence of parental assistance [1], and new responsibilities as an adult [2]. In addition, challenges during this period can also have an impact on their psychological well-being and mental health for them. Research indicated that depression and anxiety disorders are the most prevalent mental disorders among students [3,4].

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According to Arnet, psychiatric disorders became more prevalent at a rate of 37% in early adulthood [5]. Previous literature indicated that several risk factors contribute to the development of mental health issues in students, including psychological, scholastic, biological, lifestyle, social, and financial factors [6]. Despite the challenges and difficult circumstances encountered throughout the transition phase, as well as the vulnerability to mental health problems, students possess the capacity to endure and adapt as a constructive coping mechanism in the face of various undesirable circumstances [7]. This ability is known as resilience. Resilience refers to an individual's ability to cope and optimize mental health problems [8–10].

In general, resilience is defined as the ability to cope with challenging events, stresses, and challenges. Resilience is a complex process that operates at multiple levels, incorporating internal mechanisms within an individual to improve their ability to cope with and recover from adversity [11]. Study has shown that resilience enhances individuals' ability to adapt, leading to increased intelligence and strength [12]. Individuals with high resilience are also able to have adaptive abilities and can change stressful events into things that can be learned to develop [13].

Besides, resilience can act as a predictor of happiness [14]. In the context of university life, those with resilience will have the capacity to effectively adjust, surmount challenges, and avert psychological strain [15]. Another study indicated that resilience plays a role in reducing the impairments experienced by students [10]. Moreover, resilience played a role in mediating the connection between the sense of purpose in life and the mental well-being of students during the COVID-19 pandemic [16]. Thus, resilience is crucial for individuals, particularly students, as it helps to reduce stress that can contribute to mental health issues among students

Several studies have examined different factors that can predict an individual's resilience, including personality traits [17]; self-esteem, stress perception, and well-being [18]; perceived social support, campus connectedness, and psychological distress [19]; optimism [20]; and expectations [21]. Through various factors that can predict resilience, hope is one potential mechanism for making individuals resilient [21]. According to Snyder, hope is the ability of an individual to find a way to achieve a goal and to motivate an individual with agency thinking to use that path [22].

Hope is a psychological state that empowers an individual to confront adversity by anticipating more favorable outcomes, thereby it enables the individual to confront uncertainty or challenging situations in the future [23]. Literature studies indicated

that hope has a positive impact on well-being [24], as well as on quality of life and psychological adjustment [25]. In addition, hope is frequently linked to positive concepts in psychology, such as optimism, self-efficacy, and problem-solving [22].

In educational settings, especially college life, hope represents a potential avenue for exerting effort to enhance the mental well-being of young adults [26]. Research on students indicated that the level of hope has a significant impact on improving good emotions and overall life satisfaction over the first year of study [27]. Another study has demonstrated a correlation between hope and student mental health, indicating that hope might serve as a safeguard against suicidal activity, self-deprecating behavior, and engagement in positive lifestyle choices [28]. Similarly, a qualitative study conducted on students during the COVID-19 pandemic revealed that participants who held higher expectations demonstrated greater adaptability in the face of unknown conditions [29]. According to Wong and Cheung, increasing the expectations of new students can assist them in confronting unfamiliar problems in the educational setting [30]. Furthermore, the expectations of individuals with low socioeconomic status (SES) might also expand their outlook to recognize the diverse range of options available, thereby motivating them toward their desired objectives [31].

Furthermore, research conducted on students in India has demonstrated a correlation between resilience and hope [32]. To the best of our knowledge, there is currently little research examining the impact of hope and resilience, particularly on Indonesian students. The prior study was undertaken by researchers to examine the impact of resilience on reducing learned helplessness among students at Universitas Negeri Malang. Researchers are interested in examining the aspects that can contribute to student resilience at Universitas Negeri Malang. Therefore, this study aims to look at the role of hope in improving resilience in students of Universitas Negeri Malang. This study is expected to contribute to efforts to minimize mental health problems and improve the psychological well-being of students, especially students of Universitas Negeri Malang, through hope and resiliency.

2. Literature Review

2.1. Resilience

The definition of resilience has evolved over the past few decades. Various researchers have tried to define resilience variously. Werner defines the term resilience in three

terms: good growth even in a vulnerable state; sustained competence when under pressure; and a post-traumatic recovery condition [33]. Then, Ungar explained that resilience is not only a product of an individual's life, but multiple systemic levels [34]. Masten also develops research related to resilience and defines resilience as a multilevel process that involves systems within individuals to become better during or after facing difficulties [11]. Based on several definitions related to resilience put forward by experts, it can be concluded that resilience is the ability of individuals to adapt and grow from various difficult circumstances.

Resilience is important for each individual to have. This is because resilience can act as a protective factor that minimizes the impact of difficult circumstances or stresses experienced by individuals [35]. Resilient people tend to have good mental health, self-regulation, and family support, and are less likely to engage in risky behaviors [36]. Similarly, in students, resilience is a key variable related to student adaptability to the university environment [37]. Without having resilience, individuals who face demands and pressures in the university environment will potentially experience mental health problems and affect their adaptation process in the university environment. In addition, individuals with good resilience will be able to have a positive and optimistic outlook on an event [38].

Many studies related to resilience have been conducted to see what factors can play a role in increasing resilience in individuals. McDonald-Harker et al explain that individual factors are one of the factors that can form resilience [39]. These individual factors such as personality [17,40]; self-efficacy [41]; self-esteem [41,42]. Some studies also show that resilience in individuals can be influenced by several factors, such as having good interpersonal relationships, optimism and positive thinking, and spirituality and religiosity [43,44]. In addition, hope is also considered a factor that can contribute to individual resilience. Because through hope, individuals will have the ability to see something transformative ahead even in difficult circumstances [45]. This will then make individuals resilient in difficult circumstances.

2.2. Hope

The theory of hope was proposed by Snyder [22]. He defines hope as the ability that individuals have to get a path to achieve a goal and motivates individuals with agency thinking to use that path. According to Snyder, expectations themselves are part of a cognitive construct consisting of 3 components, namely goals, pathways thinking, and

agency [22]. Goals are targets that can be achieved by an individual from what he is doing. Pathways means a person has the perception of directing himself to achieve goals while agency means the motivation that directs the individual. These agencies and pathways work together to help individuals achieve their goals.

Hope is something that develops when entering adulthood. Adult individuals will tend to interpret hope as a source of purpose and happiness, something that enables them to achieve their goals, as an asset that can be used when many things are lost, and as an important part of life [46]. Hope plays an important role, especially for students, because at this stage students will face a variety of important, urgent, and uncertain things [47]. Thus, through the hope that there will be motivation to see various possibilities that will occur in the future even in difficult or uncertain circumstances [31].

Studies on expectations in college students show mixed results. **z** shows that expectations correlate with higher engagement and motivation in students in America [48]. Other studies have also shown that expectations mediate psychological adjustments, such as in the face of trauma as well as adversity [49]. Several other studies have shown that expectations have a strong relationship and psychological and emotional well-being in students [50,51]. Hope is also a significant protective factor from stress or burnout in medical students [52]. According to Kumalasari, hope can be one of the factors that can increase resilience in students [53].

2.3. Hope and Resilience

Research related to hope and resilience is an interesting thing to discuss further. Both of these refer to protective factors that individuals can have to protect themselves from the impact of negative experiences. Hope is found to be a source of individual resilience [54]. This is in line with a study conducted by Togo et al, there is a relationship between hope and resilience [55]. Cathlin et al. show that there is a contribution of hope to the resilience of young adult women who experience spontaneous abortion [56]. Other studies suggest that hope is the most important protective factor of resilience [57]. This is because hope can allow individuals to continue to function effectively even under pressure [22].

Research that has been done regarding the role of hope in resilience focuses on individuals who are under conditions of adversity such as cancer patients [58] and condition uncertainty like a pandemic [59–61] as well as conditions prone to mental health problems such as health workers [62]. In this study, we examined the role of

expectations on student resilience. Students, in the process of completing their studies, encounter various challenges and difficulties that can affect psychological conditions to individual mental health. The challenges and difficulties faced by students such as academic challenges, the need to adapt to a new social environment, the lack of direct parental support [1], and new responsibilities as an adult [2]. With these challenges, students need coping skills and minimize mental health problems [8–10], such as resilience to success in their studies.

Studies conducted on university students in India show that there is a relationship between resilience and hope [32]. Hope is also one aspect that contributes to students' academic success [63]. In the early stages of adversity, hope is important to help provide stability in situations of uncertainty, because hope is an iterative process [64]. Hope is a source for students to be able to have good self-adjustment and also be resilient [65]. The study of hope and resilience in students is explored more deeply. Because, both hope and resilience, can act as buffers from negative impacts when facing pressure or difficult conditions. In addition, with the various challenges and difficulties faced by students when studying, students have the potential to become a population that is vulnerable to mental health problems. By understanding the role of hope in resilience, we can make preventive efforts to handle mental health problems among students. Therefore, the hypothesis proposed in this study is that there is a role of hope in increasing resilience among students of Universitas Negeri Malang.

3. Methodhs

The method used in this study is a quantitative research method using a correlational research design. This study was conducted on 85 undergraduate students of Universitas Negeri Malang (Male = 26; female = 59), aged 18-25 years. The sampling technique used is the clustered sampling technique. This technique is used because, at Universitas Negeri Malang, there are 8 faculties with different numbers of students. Sampling is carried out with the division of students adjusted to represent each faculty.

3.1. Measurement

The variables used in this study consist of the dependent variable, namely resilience, and the independent variable, namely expectation.

3.2. Resilience

The instrument utilized to assess resilience in young adults is the Adult Resilience Measure-Revised (ARM-R). This tool, introduced by the Resilience Research Center in 2018, was developed based on the concepts proposed by Ungar and Liebenberg [66]. The scale comprises three factors: individual, caregiver/parent, and contextual factors. It includes 17 items rated on a Likert scale ranging from 1 (very inappropriate) to 5 (very appropriate). In this study, the researchers adapted the instrument into Bahasa.

During the adaptation process, several stages were undertaken, including translation, validation, and reliability testing of the items. The validity and reliability were assessed using Aiken's V from expert evaluations, then for discrimination and reliability tests with 41 students, and further validation and reliability tests with a main sample of 85 students. The results indicated that the instrument was valid (Aiken's $V > 0.6$) and reliable (Cronbach's Alpha = 0.954).

3.3. Hope

The research employed the Adult Hope Scale, developed by Snyder, to assess hope variable [22]. This 12-item instrument consists of two core components (agency and pathways) with additional filler items. The researchers adapted the scale for use in Bahasa Indonesia, following a multi-stage process.

This process involved translating the instrument and then evaluating its validity and reliability. Validity was assessed through expert judgment using Aiken's V , while both the initial group of 41 participants and the main study group of 85 participants were involved in testing item discrimination and reliability. The results confirmed the validity (Aiken's $V > 0.6$) and reliability (Cronbach Alpha = 0.881).

3.4. Data Analysis

The data analysis used in this study used SPSS ver.23 software. Descriptive analysis was used by researchers to look at the demographic characteristics of participants such as age, gender, generation, resilience picture, and expectations of participants. Linear regression analysis was used to see the magnitude of the contribution of expectations to participants' resilience.

4. Results and Discussion

4.1. Result

4.1.1. Characteristic of Participants

The characteristics of the participants of this study are illustrated in Table 1. Most of the participants were women (69%) with an average age of 19.99 + 1.16 years.

TABLE 1: Characteristic of Participants.

Variable	Frequency	
	n	%
Gender		
Male	26	31
Female	59	69
Class		
2019	3	3,5
2020	15	17,6
2021	23	27,1
2022	40	47,1
2023	4	4,7
Average Age	19,99 + 1,16	

4.1.2. Resilience among Students of Universitas Negeri Malang

The description of resilience among participants is described in Table 2. Participants' resilience in the very low category was 2.4%, in the low category was 36.5%, in the medium category was 36.5%, in the high category was 20%, and in the very high category was 4.7%.

4.1.3. The hope among Students of Universitas Negeri Malang

The participants' hope is described in Table 3. Most participants were in the medium category, which was 37.6%. Furthermore, in the high category was 28.2%, in the low category was 23.5%, in the very low category was 7.1%, and the rest in the very high category was 3.5%.

TABLE 2: Resilience among Students of Universitas Negeri Malang.

Variable	n	%
Resilience		
Very Low (< 52)	2	2,4
Low (53 – 62)	31	36,5
Moderate (63 – 72)	31	36,5
High (73 – 82)	17	20
Very High (> 83)	4	4,7

TABLE 3: The hope among Students of Universitas Negeri Malang.

Variable	n	%
Hope		
Very Low (< 39)	6	7,1
Low (40 – 46)	20	23,5
Moderate (47 – 54)	32	37,6
High (55 – 62)	24	28,2
Very High (> 63)	3	3,5

4.1.4. Hope and Resilience

A regression analysis was conducted to test the hypothesis on this study to see the role of hope in improving resilience in participants. The regression model equation obtained is $Y = 35,318 + 0,656X + e$. This indicates that there is a positive regression coefficient, so any increase in the expected value will increase the resilience by 0.656. Furthermore, the results of the study showed that hope contributed significantly ($p < 0.05$) to the resilience of participants, with the amount of contributions given as high as 27.7%. (Table 4).

TABLE 4: The Role of Hope in Increasing Resilience among Students of Universitas Negeri Malang.

Variable	R	R ²	Adjusted R square	F	t	Sig.
Hope	0,535	0,286	0,277	5,767	10,438	0,000

4.2. Discussion

This study aimed to investigate the role of expectation in student resilience. First, we described the resiliency among students. Second, we described the hope among students.

The findings indicated that students' resilience falls into a moderate range. Our findings are in contrast with a study conducted by Alkaissi et al. which showed that the resilience of nursing students in Palestine is in the highest category [67]. Other studies conducted on students in China showed that student resilience was in the intermediate category [68]. The contrary findings are due to several factors. We argue that the concept of student resilience is still in development [69], and it is influenced by various elements, ranging from individual characteristics to personal life events [70]. According to Arnett, students are in a developmental stage where they have several choices and an inclination to discover their own identities [5]. They also have a desire to engage in various life events. This growth process has the potential to differentiate student resilience from other research findings. Furthermore, resilience is also regarded as a trait. This trait also encompasses the individual's capacity to manipulate the surroundings and devise resolutions when they face adversity [67,71]. Thus, it might be possible that each student will have a different resilience due to various factors that can contribute to shaping the resiliency in the student.

Moreover, our findings indicate that the students' hopes fall within the intermediate category. A recent study, with a diverse group of students from various racial backgrounds, revealed that students of Caucasian descent tend to have elevated hope in this particular area [26]. We argue that hope is an inherent human drive that undergoes growth during childhood as a component of psychological development. Researchers suggest that expectation encompasses both the emotional aspect of anticipation and cognitive and deductive reasoning to explore novel concepts and find solutions [72,73]. Hope is also rooted in complex cognitive processes that involve the formation of mental representations of future scenarios that are both abstract and positive. To be more precise, hope entails establishing objectives, strategizing on how to achieve them, employing imagination and ingenuity, cognitive adaptability, mental investigation of novel circumstances, and even embracing risks [72,73]. Moreover, students undergo the transitioning phase from late youth to early adulthood. During the early adulthood stage, individuals exhibit traits such as self-exploration and a wide range of opportunities [5]. As individuals reach a new period in life and their cognitive abilities develop,

their expectations tend to increase. This can lead to a broader range of strategies and approaches to achieving goals [74]. Students' cognitive capacity in the process of development necessitates the evolution of expectations placed upon them, in line with the inclination of students to discover their potential and establish objectives.

According to the hypothesis test, hope has contributed to students' resilience. The results align with prior research indicating that hope has a detrimental impact on various beneficial outcomes in individuals, including their resilience. A study conducted by Cathlin et al demonstrated that the anticipation of certain outcomes plays a significant role in enhancing the ability of young adult females to cope with and overcome challenges [56]. Additional research has demonstrated that hope can serve as a reservoir of inner strength that enhances overall contentment with life, particularly in the face of stress and challenges [75]. Hope is a significant factor in enhancing an individual's capacity to deal with different life difficulties and improve their overall well-being, as demonstrated in a literary analysis of student mental health [76]. These findings indicate that kids who have high expectations are capable of managing stressful events and becoming more resilient, enabling them to overcome challenging circumstances.

According to Kumalasari, the academic resilience of students in Indonesia can be influenced by internal factors, including future orientation. Hope is a cognitive process that focuses on the future [53]. An individual who possesses hope tends to have a sense of certainty and the ability to perceive future events more optimistically [31]. According to Levine & Cureton, hope is not merely a dream or a positive mindset, but rather a transformative force [45]. It is a persistent and optimistic belief in the future that can provide guidance, particularly during challenging circumstances.

Hope can be a valuable goal so it will involve a form of positive anticipation for the future or it may be a turning point for individuals to change [77]. Purpose in this case can be anything that relates to the desire of the student to experience, create, maintain, or become something [64]. Students who have hope in unpleasant circumstances will be able to see the many positive possibilities that can occur in front of them [31]. Engaging in these positive aspects might enhance students' resilience, enabling them to overcome adverse circumstances such as scholastic setbacks, adjusting to unfamiliar social settings, and meeting other social expectations. A resilient student possesses the ability to effectively direct all aspects of themselves towards self-improvement and adaptability. Individuals who possess hope and resilience are more likely to maintain optimistic perspectives and exhibit pleasant dispositions.

For students, hope becomes a crucial factor. Setting short-term or long-term goals can be the first step for students to develop hope within themselves. Furthermore, students during a period of change still require the opportunity to examine their own identities and the environment around them to discover life encounters that foster resilience. Engaging in self-exploration might additionally assist students in identifying and pursuing their objectives.

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