Research Article

Academic Resilience Profile: Study in Sampang District with the Lowest Human Development Index in East Java

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Abstract.

Sampang Regency has the lowest Human Development Index (HDI) in East Java. Education indicators show an Expected Years of Schooling (EYS) of 12.38 and a Mean Years of Schooling (MYS) of 4.86. The low educational conditions in Sampang Regency require students to have high academic resilience. The purpose of this study was to determine the level of academic resilience and differences in academic resilience based on gender. This study used a non-experimental quantitative design. The subjects of the study were 308 students (47.7% male) with an average age of 16.67 years (SD = 1.10). The research instrument used is the Academic Resilience Scale-30 (ARS-30). Data were analyzed descriptively and using independent sample t-test. The results of the analysis showed that most of the students' academic resilience in general was in the moderate category (75.65%). The academic resilience of both male (74.15%) and female (78.88%) students were the most in the moderate category. The results of the difference test showed that there were differences in students' academic resilience based on gender ($t = -2.4$; $P < 0.05$). Different tests of three aspects of academic resilience showed differences based on gender, except for aspects of negative effect and emotional response. Gender has an influence on academic resilience in areas with low HDI.

Keywords: academic resilience, gender, Human Development Index, Sampang district

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1. BACKGROUND

Sampang Regency is one of the regencies on Madura Island located between Bangkalan and Pamekasan regencies. The area of Sampang Regency is land and there is one island separated from the mainland, namely Mandangin Island. Sampang Regency consists of 14 sub-districts and 186 villages [1] In 2021, Sampang Regency had the lowest HDI in East Java, which is 62.80 [2]. HDI is an indicator to measure success in building the quality of human life based on three basic dimensions, namely health, education, and economy. The health dimension is measured using the Life Expectancy (LE) indicator. Economic dimension based on Purchasing Power Parity (PPP). While the education dimension is based on the indicators of Mean Years of Schooling (MYS) and Expected Years of Schooling (EYS) [2].

EYS is the length of school that children at a certain age are expected to undergo in the future. EYS of Sampang Regency is 12.38 years. This condition shows that residents in Sampang Regency with the age of seven years and over can go to high school grade 12. In general, EYS in East Java is 13.36 years or East Java residents have the opportunity to go to school until graduating from high school or for more than 13 years [1]. MYS is the number of years used by the community to attend formal education. MYS in Sampang Regency in 2021 is at the lowest position in East Java, which is 4.86 years. This shows that the average population in Sampang Regency who is over 25 years old attends school only until grade 5 in elementary school [1].

Human development from the dimension of education is still low in Sampang Regency, requiring students to continue to undergo the education process even in unfavorable conditions. Students are expected to have the ability to overcome difficulties and achieve academic goals using internal and external support. Academic resilience is a student's ability to deal with academic pressures, challenges, and difficulties in school [3] Students who have academic resilience are students who are able to maintain achievement, motivation, and performance despite being at risk and have the potential to cause school dropouts [4]. Resilient individuals will think positively in the face of a challenge, try to face the problem that occurs, seek help in finding solutions, and not try to avoid the problem at hand [5].

In general, resilience can be seen more thoroughly by paying attention to environmental aspects using the ecological theory of human development [6]. Based on the theory, resilience is defined as the way individuals gain the capacity to overcome problems using internal and external resources [7]. This definition is reinforced by another opinion that states that the context of student resilience in schools includes individual, family, and environmental capacities [8]. In line with this opinion, resilience is related to protective factors from the environment such as school system support, school support, and quality parenting [9]. Research on students from socioeconomically disadvantaged families or multicultural families in rural areas, shows that academic resilience has a causal relationship with learning engagement [10]. Another academic resilience study related to minorities was conducted on black college students in America. As a result, students' academic resilience is influenced by positive perceptions and the atmosphere on campus that supports their existence as black [11]. Research in Indonesia on students with low economic status found the important role of academic resilience. Students with high academic resilience are able to overcome academic challenges and can help complete their studies [12].

Students who have high academic resilience are known to have an effect on improving academic performance [13–15] and academic achievement [16,17]. The results of a

longitudinal study of students in Korea who participated in Korea's Educational Welfare Priority Project program explained that academic resilience affects emotional engagement [18]. Student resilience has a direct effect on wellbeing and adjustment. In addition, if students can seek help and do not use avoidant coping strategies, then academic resilience also affects adjustment and reduces somatic symptoms [5]. Adolescents in China who migrate from villages to cities find that self-resilience significantly predicts positive academic emotions [19].

Academic resilience is influenced by the ability to work hard and consistently to achieve long-term goals [20]. Research on students in Indonesia found that coping mechanisms and personality influence the increase in academic resilience [21]. Another study explained adding that the quality of teacher-student relationships, self-regulation and student religiosity in Surabaya have a positive correlation with academic resilience [22]. Another factor that also influences students' academic resilience is gender [23.24]. Research on students in India found gender interaction and academic resilience. The results of the study explained that there were differences in academic resilience based on gender, where male students were more resistant [25]. Other findings explain no differences in academic resilience by gender. One of the reasons is socio-cultural factors that play a role in the environment, especially in urban areas that provide opportunities for each individual to continue to develop [26]. Another study conducted on college and university students in Indonesia also stated the same thing [27, 28].

Based on the explanation above, the purpose of this study is to determine the level of academic resilience in students living in areas with the lowest HDI in East Java. This study is also to determine differences in academic resilience in general and each aspect based on gender. This research can be used to provide interventions to increase academic resilience based on gender. This research can also be used as information in determining strategies to improve human resources from the aspect of education.

2. RESEARCH METHODS

2.1. Variable

The research variable used in this study was academic resilience. Student academic resilience is a student's ability to deal with academic pressures, challenges, and difficulties in school [3]. Academic resilience is shaped by aspects of perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response [29].

2.2. Sampling Method

Subject selection using accidental sampling technique. Researchers distributed the Google Form link to schools and subjects who got the link were used as research samples.

2.3. Research Subject

The subjects of the study were students of three sub-districts in the northern coastal part of Sampang Regency, namely, Banyuates, Ketapang, and Sokobanah. The study subjects consisted of 147 men (47.7%) and 161 (52.3%) women with an age range of 15-21 years (M = 16.67; SD = 1.10). Table 1 presents a summary of subject data.

TABLE 1: Subject Demographic Data.

Subject Data	n	%
Gender Man Woman	147 161	47.7 52.3
Age 15 16 17 18 19 21	49 90 96 61 11 1	15.9 29.2 31.1 19.8 3.5 0.3
Class X XI XII	126 64 118	40.9 20.7 38.3
School while working Yes No	60 248	19.4 80.6
Father's last education No school SD SMP SMA Diploma/S1 S2/S3	24 120 53 75 29 7	7.7 38.9 17.2 24.3 9.4 2.2
Mother's last education No school SD SMP SMA Diploma/S1 S2/S3	29 120 53 77 23 6	9.4 38.9 17.2 25 7.4 1.9

2.4. Research Instruments

Data was collected using the Academic Resilience Scale-30 (ARS-30) developed by [30]. ARS-30 consists of 30 statement items using a Likert scale of 1-6 (strongly agree-strongly disagree). ARS-30 consists of three aspects: perseverance: "I will not change my long-term goals and ambitions"), reflecting and adaptive help-seeking: "I will seek help from my teacher" and negative affect and emotional response: "I will start thinking that my chances of getting a job are small". The ARS-30 scale has been adapted in Indonesian and has internal consistency with Cronbach's α = 0.988, 0.989, and 0.917 [31].

2.5. Research Design

This study used a non-experimental type of quantitative research with a descriptive and comparative approach. The descriptive research approach aims to describe a characteristic of a population represented by a sample without linking with other variables. In this study, student academic resilience data were grouped based on low, moderate, and high categories. The comparative research approach aims to compare a variable based on certain indicators. In this study, academic resilience was compared based on gender.

2.6. Data Collection Procedures

The procedure in this study consists of three stages, namely preparation, implementation, and data analysis. The preparatory stage begins with preparing research instruments and translating. The implementation stage is carried out by disseminating research instruments using Google Form to predetermined subjects. The final stage is data analysis carried out when all data is collected and then carried out using predetermined data analysis techniques.

2.7. Data Analysis Technique

Data were analyzed using descriptive statistical analysis and independent sample t-test. Descriptive analysis was used to describe students' academic resilience data, while the independent sample t-test was used to test differences in academic resilience based on gender. The data in this study were analyzed using Jeffrey's Amazing Statistics Program (JASP) version 0.17.2.1.

3. RESULT

Research data on academic resilience in 308 students in Sampang Regency were described in the form of overall categorization and by gender. In addition, academic resilience data were also analyzed for overall and every aspect based on gender.

TABLE 2: Categorization of Academic Resilience .

Variable	Mean Hypothetic	Mean Empiric	Low		Moderate		High	
			n	%	n	%	n	%
Academic resilience	105	125.5	37	12.01	233	75.65	38	12.34

Table 2 shows the hypothetical mean, empirical mean, and categorization of academic resilience data. The academic resilience of students in Sampang Regency has a hypothetical mean (M = 105) and an empirical mean (M = 125.5). These results show that the academic resilience of students in Sampang Regency tends to be high because the average value of academic resilience obtained by the subject is higher than the average score used as a reference. Furthermore, the categorization results showed that most of the students' academic resilience was in the moderate category (75.65%). These results show that student resilience is quite good in overcoming academic problems in difficult conditions. Although there are students who have low academic resilience (12.01%), there are also students who are in the high category (12.34%).

TABLE 3: Categorization of Academic Resilience by Gender.

Variable	Mean Hypothetic	Mean Empiric	Low		Moderate		High	
			n	%	n	%	n	%
Academic resilience Man Woman	105 105	122.5 130.5	18 15	12.24 9.32	109 127	74.15 78.88	20 19	13.61 11.80

Table 3 shows the hypothetical mean, empirical mean, and categorization of academic resilience data by gender in Sampang Regency. In male students the hypothetical mean *(M* = 105) and empirical mean (M = 122.5). These results show that the academic resilience of male students in Sampang Regency tends to be high because the average score obtained is higher than the reference average score. Academic resilience findings in female students also tended towards high because the hypothetical mean (M = 105) was lower than the empirical mean (M = 130.5). The empirical mean result in women (M = 30.5) was higher than in men (M = 122.5).

Data categorization shows that the academic resilience of male students is highest in the moderate category (74.15%). While the low category was only 18 students (12.24%) and the high category was 20 students (13.61%). In female students, most of the academic resilience is in the moderate category (78.88%). The academic resilience of students in the low category (9.32%) and high category (11.80%).

TABLE 4: Results of Academic Resilience Difference Test Based on Gender.

	Man		Woman		t	df	p
Variable	M	SD	M	SD			
Academic resilience	134.8	14.9	138.7	13.3	-2.4	306	0.016

The research data was then analyzed using an independent sample t-test which aimed to determine differences in academic resilience based on gender. The results of the analysis in table 4 showed that there were differences in student academic resilience

in Sampang Regency based on gender (t = -2.4; $p < 0.05$). Mean and standard deviation of academic resilience of male students (M = 134.8; SD = 14.9) and female (M = 138.7; SD = 13.2). These results explain that the academic resilience of female students is higher than that of men.

TABLE 5: Test Results of Different Aspects of Academic Resilience Based on Gender.

Variable	Man		Woman		t	df	p
	M	SD	M	SD			
Perseverance	63.81	7.04	65.85	6.11	-2.72	306	0.00
Reflecting and adaptive help-seeking	42.66	6.55	44.24	5.36	-2.31	306	0.02
Negative affect and emotional response	28.36	6.10	28.65	6.09	-0.42	306	0.66

Tests on differences in academic resilience based on gender in Sampang Regency were also carried out in every aspect. The results of the analysis in table 5 showed that there were differences in academic resilience based on gender in the aspect of perseverance (t = -2.72; $p < 0.01$). Perseverance aspects were higher in female students (M = 65.85; SD = 6.11) compared to males (M = 63.81; SD = 7.04). These results show that perseverance, focus on goals that have been set, and continue to find solutions when facing academic problems are higher in women. Further findings were differences in aspects of reflecting and adaptive help-seeking based on gender (t = -2.31; $p < 0.05$). Mean and standard deviation aspects reflecting and adaptive help-seeking in males (M = 42.66; SD = 6.55) and women (M = 44.24; SD = 5.36). The results explain that to reflect on one's strengths and weaknesses, change the approach to learning, seek help, evaluate achievements, and reward and reward women more. The results of the analysis on aspects of negative affect and emotional response showed no difference between men and women (t = -0.42; $p > 0.05$). Mean and standard deviation aspects of negative affect and emotional response in males (M = 28.36; SD = 6.10) and women (M = 28.65; SD = 6.09). The results of the analysis concluded that there was no difference in the ability to avoid negative emotions when facing academic problems in men and women.

4. DISCUSSION

The results of this study explain that the academic resilience of students in Sampang Regency is generally in the moderate category (75.65%). Meanwhile, academic resilience with high and low categories has almost the same percentage. Analysis of each gender also showed the same, with male students most in the moderate category

(74.15%) and female students also in the moderate category (78.88%). These results provide an overview of students' overall and gender-based capacities in Sampang Regency tend to be good at adapting, accepting, facing, and transforming the problems being faced positively so that academic goals can be achieved. However, resilience which is in the low and moderate categories still dominates, so schools need to provide academic resilience development to students. The results of this study are in line with other studies that explain that most of the students' academic resilience is in the moderate category. The study conducted on high school students found student resilience of 19.5% in the high category, 63.4% in the high category, and 17.1% in the low category [32].

Other results in this study explain that there are significant differences in academic resilience based on gender. The findings in the study explain that the academic resilience of female students is higher than that of male students. The findings in this study are in line with other studies that explain that female students are more resilient in overcoming academic challenges. Female students have significant resilience indicators in terms of perseverance, not giving up easily in the face of problems, finding new ideas/ways of finding solutions, and using the experience of failure to build self-motivation [33]. Other research also explains that women have a perception of addressing academic challenges, including a perception of personal power, and a perception of the environment compared to men [34].

Analysis of every aspect of academic resilience by gender showed significant differences, except for negative affect and emotional response. Help-seeking as one aspect of academic resilience supports the findings in this study. Help-seeking is the ability of students to seek help when faced with problems so that individuals are able to overcome the challenges faced [29]. Female students when they encounter academic problems are more likely than men to seek informal help for personal/emotional problems. Informal help is obtained from parents, friends, siblings, and those closest to him [35]. Another study conducted on university students in Singapore also agreed that women are more proactive in seeking professional help [36].

In addition to help-seeking, academic resilience is also shaped by perseverance. Perseverance refers to a student's ability to work hard, stick to the original plan, be able to accept and utilize the input of others, and strive for solutions [29]. The findings in this study that explain that academic resilience is higher in women are supported by previous research. Perseverance was found to be higher in women than men so they did not give up on achieving a goal despite difficult conditions [37]. But other findings differ from this study. Other findings suggest that perseverance is higher in males than females [38, 39].

Negative affect and emotional response as aspects that shape academic resilience are defined as students' ability to avoid negative emotions such as anxiety, hopelessness, and pessimism [29]. The findings in this study were that there were no differences in aspects of negative affect and emotional response based on gender. However, female students have higher negative affect and emotional response. Previous research has shown that women use a greater variety of emotion regulation than men to avoid negative emotions. Strategies used include rumination, reappraisal, active coping (or problem-solving), acceptance, and social support [40]. Other studies also explain that there are differences in the strategies used to regulate emotions between women and men. Women use more strategies by expressing the emotions felt and telling the emotions experienced to others [41].

Differences in academic resilience between male and female students may be influenced by factors such as self-esteem [42], readiness [43], peer social support [44], and psychological well-being and optimism [45]. In addition, another factor that can affect academic resilience is academic self-efficacy. Individuals who tend to believe that they can overcome difficult and unpleasant conditions in the learning process can have an effect on increasing academic resilience [28].

The findings in this study are different from some previous studies. Other studies have shown that there are no differences in academic resilience by gender [26, 28, 46]. So that future research needs to pay attention to other factors that can affect the presence or absence of differences in academic resilience based on gender. Based on these findings, future research also needs to pay attention to gender in providing interventions related to efforts to increase student academic resilience.

5. CONCLUSION

The results of this study found that the academic resilience of students in Sampang Regency as a whole and based on each gender was in the moderate category. Academic resilience belonging to the moderate category is more in women than men. Other findings explain that there are differences in academic resilience based on gender. Analysis of each aspect of academic resilience found that there were gender differences in aspects of perseverance and reflecting and adaptive help-seeking, while in aspects of negative affect and emotional response found no difference.

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Ethics Policy

The author states that there is no potential conflict of interest in this paper.

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