

Conference Paper

Academic Resilience of “Bidik Misi” Grantee Students in Malang During Pandemic Covid-19

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Abstract

Academic resilience can be understood as a student’s ability to respond, adapt, and remain persistent in difficult situations. Current situation of the Covid-19 pandemic has changed many aspects of life, including the learning method. This situation led to impossibility to gather in large numbers in one place, making learning to be held by distance through online media. However, online learning in fact also causes its stressors for students especially “Bidik Misi grantee” students in such problems as internet bills issues, networks, and most importantly understanding of the material presented by the lecturer from different location. The purpose of this research is to know the description of the academic resilience of Bidik Misi grantee students in Malang during the Covid-19 pandemic using online approach in lectures. The data collection method was done through a questionnaire via google form with 61 Bidik Misi grantee as respondents. The instrument in this study used the resilience instrument from Cassidy (2016), the results of the study showed that only 1 subject had very high academic resilience, 21 subjects had high academic resilience, 25 subjects had moderate academic resilience, 9 subjects had low resilience and 5 subjects had very low academic resilience.

Keywords: resilience, Bidik Misi grantee students, pandemic era

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1. Introduction

The Covid-19 pandemic that began at the end of 2019 and lasted throughout 2020 had a huge impact on the world. All sectors of human life are affected, starting from the economy-business, tourism, to education, experiencing changes and adjustments to the conditions currently being faced by the world. To prevent the spread of covid-19, almost all countries have established online learning policies at all levels of education, including Indonesia. On March 9, 2020, through circular number 2 of 2020 and number 3 of 2020, the Indonesian Minister of Education has decided to conduct distance learning for all levels of education, without exception. This of course has a very significant impact,

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especially for students where previously face-to-face learning could help students to be able to work independently and do group work that can help the information transfer process, but with the application of distance learning, this is certainly impossible. This certainly makes students more limited in the process of exchanging information.

Moawad (2020) in a study conducted on 646 male students found that several things that can be stressors for students when implementing online learning include doubts regarding how the teacher will provide an assessment of this distance learning. Other stressors felt by students were problems in the internet network (internet speed and rates) and doubting their ability to operate the online learning system. Another stressor felt by students was that they found that their home was not an adequate place to study and felt uncomfortable learning at home. Some other students felt an increase in the quantity of assignments given by teachers to students during online learning.

KPAI (Katriana, 2020) also provided an overview of the stress experienced by students during distance learning, this is thought to have occurred due to teachers still having the view to implement learning according to the curriculum, without adjusting to the conditions experienced by students during the pandemic period (Soni, 2020). In fact, the Minister of Education and Culture of the Republic of Indonesia has provided a circular regarding how teachers should be able to provide learning that adapts to pandemic conditions and not merely achieving learning according to the curriculum. In a study initiated by (Ferlazzo, 2020) students consider online learning to make them depressed, because some students feel they do not get knowledge in implementing online learning, but only experience cycles:

University in Malang also implemented online lecturing activities, in this study it will narrow down Bidik Misi grantee students in University who are also affected by the policy and the Covid-19 pandemic. Bidik Misi is a scholarship provided by the government that specially reserved for underprivileged students who has good and potential ability. Many students complained about online learning which tended to be ineffective and very difficult to do adjustments to the methods presented by the lecturer. Students also complained about the limited quota if they had to force the use of conferencing as a lecture method and also the unstable internet network in their residence, so that these things then caused stress for students. Some students admitted that they were not too enthusiastic with the lectures, this was because they could not be directly monitored and corrected by the lecturers.

The number of problems experienced by students during online learning is the reason for this research. In this study, researchers want to know what the level of academic resilience of Bidik Misi grantee student during online learning in this pandemic era.

Academic resilience itself is defined as the individual's ability to respond to the difficulties they face, as successful adaptive behavior and can show personal qualities and continue to grow beyond expectations during difficult times Moawad (2020). Meanwhile, Reivich and Shatte (In Sandoval-Hernandez & Cortes, 2012) stated that resilience is a form of healthy and productive response. When individuals are faced with adversity and trauma, this will then be used to manage the stresses of life they face every day. So, it can be concluded that resilience is an individual's ability to adapt and remain persistent in difficult situations. Pandemic events which then have an impact on learning methods, asking students to immediately adjust to the learning approach, are challenges and also difficulties in themselves, allowing student responses to lectures to be diverse.

2. Method

2.1. Subject

This questionnaire is open for 5 days from 15 September to 19 September 2020. Participants involved in filling out this questionnaire were 61 Bidik Misi grantee students at two Universities in Malang, consisting of men and women, aged 19-23 years. The subjects of this research are come from two state university in Malang.

2.2. Instrument

The instrument in this study uses The Academic Resilience Scale (Cassidy, 2016) with the aim of revealing cognitive, affective, and behavioral reactions when dealing with difficulties encountered during the lecture period. This instrument consists of three aspects, namely persistence, reflection and adaptive seeking assistance, as well as avoidance of negative influences and emotional responses, totaling 30 items. Subjects are asked to fill in according to the current situation by selecting a statement in the Likert scale 1-4 (very inappropriate - very suitable). The results of the reliability using the Cronbach Alpha coefficient is 0.998.

2.3. Procedure

This study uses google form as a means of collecting data. Scale is disseminated through social media and batch groups. Charging is non-binding and voluntary, not rewarded. In the first stage, the data obtained will then be processed to obtain group

norms. From the group norms, the calculation results will be divided into 3 groups, namely very low, low, moderate, high, and very high.

In the second research stage, the researcher will conduct an analysis of what factors have the most influence on the level of student resilience. For more details, this research procedure will be described in the following chart:

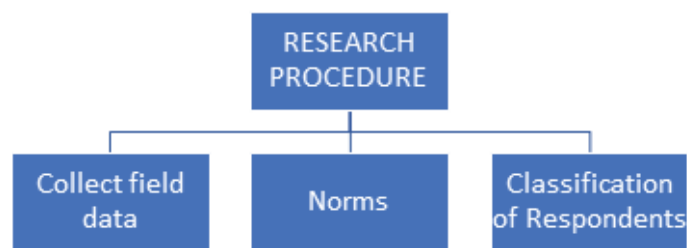


Figure 1: procedure of research

3. Results and Discussion

3.1. Result

After data collection was carried out, the researchers determined the group norms to classify respondents regarding their academic resilience. The score distribution of the subjects shown at table 1:

TABLE 1: Score Distribution

Statistik deskriptif					
	N	Minimum	Maksimum	Rata-Rata	Standar Deviasi
Resiliensi Akademik	61	65	115	97,984	10,871

It is known that the minimum score of psychology student resilience is 65 and the maximum score is 115. The mean of the data is 97,984, while the standard deviation is 10,871. Meanwhile, from the incoming data, the researcher classified the level of resilience into three categories, namely very high, high medium, low and very low. Using a categorization formula based on the highest absolute score and the lowest absolute score divided by the number of classes (table 2).

Based on this classification, data was obtained that 1 subject (1,63%) had very high academic resilience, 21 subjects (34,42%) had high resilience, 25 subjects (40,98%) had moderate resilience, 9 subjects (14.75%) had low resilience and 5 subjects (8,19%) had very low academic resilience.

TABLE 2: Academic Resiliency Categories

Range	Category
< 81	Very Low
81-92	Low
93-102	Moderate
103-114	High
>114	Very High

3.2. Discussion

During a pandemic where there are significant changes to the learning process, students are expected to quickly adapt to the existing challenges. This condition is inevitably affected Bidik Misi grantee students because most of them are came from under-privileged socio-economic status, it means they need to struggling while facing such problems like internet billing, networks connectivity in their home, and other challenging tasks. From the results of the research above, it is known that most students have moderate to very low resilience, about 39 subjects or above 60% of the total sample. This result certainly deserves attention because academic resilience also includes how students are able to make plans in the learning process and help themselves in the difficult times that will be passed. During the COVID-19 pandemic, the application of the distance learning process then had its own consequences. Some of the consequences of distance learning that have been complained of include poor internet connection, decreased learning motivation, and limited learning support materials (which were previously available on campus) also to keep their GPA score met with minimal core of Bidik Misi Scholarship standards (Soni, 2020). To overcome the various problems that exist during the distance learning process, students are expected to have good academic resilience, not only to face distance learning during a pandemic, but also if they are faced with various challenges in the learning process to come.

Sandoval-Hernandez & Cortes (2012) explains that from the research conducted there are several factors that can contribute positively to students' academic resilience, namely individual, family, school, and community factors. He further explained that schools can play a positive role for students' academic resilience in terms of emotional, logistical, and role-models of academic resilience. For example, schools can be a source of support for a student's emotional side through recognition of success in the form of praise, attention to the task being performed, and the ability of teachers to recognize students' abilities in a field. In terms of logistics, schools should be able to provide adequate learning infrastructure for their students.

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