Academic Resilience of University Students Against Online Learning in the Covid-19 Pandemic

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Abstract. Spreading rapidly, Covid-19 cases are harming health and are also affecting various sectors, one of which is education. To reduce the number of spreads, an online learning system is being implemented. One of the educational institutions implementing this policy is the University of Nusa Cendana. This study uses a descriptive qualitative method with interview data collection methods on 5 participants. In online learning, students encounter various obstacles that create difficulties for students, so resilience is required to survive in the face of difficult circumstances. The results showed that although the students faced various obstacles and difficulties, they performed well in demonstrating their academic resilience. Students can survive difficult situations, face them and find a way out. Academic resilience enables students to do well academically and achieve positive academic performance after going through various difficulties. Academic resilience is important for students to overcome any difficulties and perform positively in academics afterward.
Keywords: Academic Resilience, Students, Online Learning, Covid-19

Abstrak. Kasus covid-19 menyebar dengan cepat dan berdampak buruk bagi kesehatan dan juga berpengaruh terhadap berbagai bidang, salah satunya yaitu dalam bidang pendidikan. Untuk menekan angka penyebaran, diterapkanlah sistem pembelajaran online. Salah satu lembaga pendidikan yang melaksanakan kebijakan ini adalah Universitas Nusa Cendana. Penelitian ini menggunakan metode kualitatif deskriptif dengan metode pengumpulan data wawancara pada 5 partisipan. Dalam menjalani pembelajaran online, mahasiswa menemui berbagai kendala yang menjadikan mahasiswa merasakan kesulitan sehingga resiliensi dibutuhkan untuk bertahan dalam menghadapi keadaan sulit. Hasil penelitian menunjukkan bahwa sekalipun menghadapi berbagai kendala dan kesulitan, namun mahasiswa mampu menunjukkan resiliensi akademik dengan baik. Mahasiswa mampu bertahan, menghadapi, dan mencari jalan keluar atas situasi sulit. Dengan resiliensi akademik, mahasiswa dapat melakukan hal-hal akademik dengan baik dan meraih pencapaian positif dalam bidang akademik setelah melewati berbagai kesulitan. Resiliensi akademik penting untuk dimiliki mahasiswa agar mampu bertahan melewati setiap kesulitan dan setelahnya meraih pencapaian positif dalam bidang akademik.
Kata kunci: Resiliensi akademik, Mahasiwa, Pembelajaran online, Covid-19

Introduction

The spread of this virus is very fast. Every day the number of patients affected by this virus keeps growing and spreading to all provinces of Indonesia (Adawiyah and Kadir, 2020). The effects of this epidemic affect almost all areas of life.

Fallo (2020) explained that this policy had an impact on the world of higher education such as the University of Nusa Cendana Kupang by issuing a circular on the direction of implementing online learning on campus. According to Hariyaanti, Haq, and Hidayat (2020), this sudden change is causing psychological disruption in educators and students and requires faculty and students to adapt to new types of teaching and learning encounters. The transition from face-to-face classes directly to online learning encounters obstacles in implementation. Since the learning process depends on the Internet, the obstacles that generally arise are Internet network disruptions during lectures. In addition, the students also felt the different atmosphere, did not understand the material presented and the internet quota was wasteful.

According to Amelia, Asni, and Chairilsyah (2014), everyone must have the ability to deal with problems that may arise during their lectures. Each individual's response to various challenges in life is different due to a different perspective on the issues at hand. One of the factors that influence the difference is resilience. Resilience is a person's ability to face and adapt to the problems of everyday life (Khomsah, Mugiarso, and Kurniawan, 2018).

This research was conducted on students at the University of Nusa Cendana as there were complaints from students during online learning. This situation requires resilience from students, especially academic resilience within themselves,

to get through difficult situations or times. Therefore, the academic resilience of Nusa Cendana University students to online learning during the COVID-19 pandemics is important and needs to be studied scientifically because resilience is considered a fundamental strength that is the basis of all positive characteristics in building one's emotional and psychological Strength Educates, Desmita (in Khomsah, Mugiarso, and Kurniawan, 2018).

Method

This research is descriptive qualitative research using interviews as the data collection method. The study was conducted at Nusa Cendana University in December to provide an overview of the academic resilience of Nusa Cendana University students to online learning during the COVID-19 pandemic. Participants in this study were 5 people using the purposive sampling method. Participants were selected based on predetermined criteria, namely that they were active students at Nusa Cendana University and are currently undergoing an online learning program during the COVID-19 pandemic. Examples of questions asked to participants are: How do you determine the appropriate course of action in dealing with difficult situations? Data analysis was performed through thematic analysis by examining the themes that emerged from the interviews. The themes are then described in the form of a narrative or qualitative report. There are 2 credibility tests for the research results, namely the credibility test of reference materials and member check.

Results
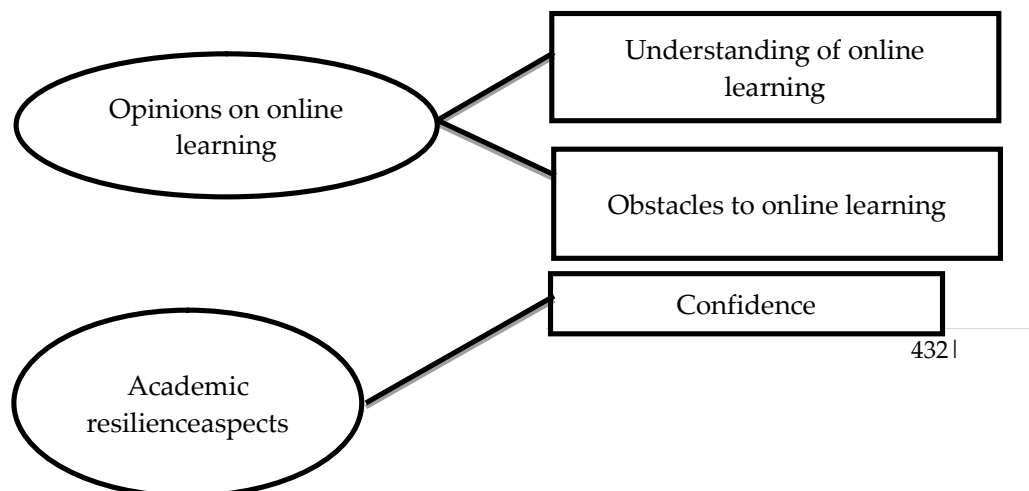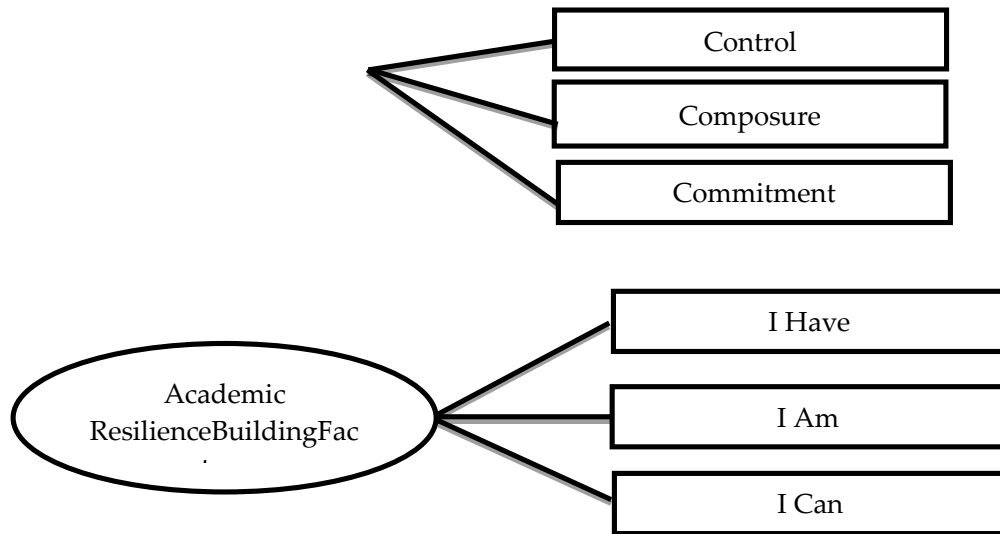
Picture 1. Themes and Subthemes

1. Opinions on online learning

The results of the interviews showed that the participants of AOT, RP, FAD, MGN, and YUT could understand online learning well. Online learning is understood to be a form of learning in which face-to-face teaching is not directly carried out through technology in the form of applications, as a supporting medium for exchanging information/learning materials using the Internet network.

> *"In my opinion, online learning is learning where face-to-face meetings between teachers and students do not take place offline but online, for example via video conferencing applications using the Internet."* (AOT)

According to the interview results, the participants of AOT, RP, FAD, MGN, and YUT mediated different obstacles during online learning. In general, the obstacles encountered are related to the unstable internet signal as stated by YUT.

> *"It's just a network problem, sis, it affects us, so we don't understand the lecturer's explanation, if the lecturer is there while explaining, then the network suddenly breaks"* (YUT)

In addition, another difficulty identified by the RP relates to the difficulty of establishing long-distance communication, particularly when having discussions to complete group tasks.

> "…Another difficulty is that when there is a group task and then a discussion, our position is far away, so the discussion is on the WA group, or if not on Zoom, but when you want to have a discussion, it disappears sometimes. When we meet face-to-face, it's still sometimes difficult to make friends and also convey that we have opinions, especially when we're online. Then when it's gone, like it or not, some of us who are active will take on the tasks that we should be doing. It's also there from within, sometimes a lot of thoughts, like whether I can do the task or not, get carried away by thoughts." (RP)

Another obstacle that FAD presented was the difficulty in understanding the material that had not previously been obtained in completing the task.

> "...Then sometimes there are lecturers who don't know why they rarely come in and then replace the lecture with homework. When we're replaced with assignments, it's usually quite difficult for us because we didn't get the materials, but we got assignments instead." (FAD)

Heavy use of the internet makes students feel wasteful and requires more spending, as stated by MGN.

> "Difficult things like networks or internet packets running out fast, that's because maybe because we are using Google Meet or Zoom, 1 day normal study hours are 1 hour to 4 hours plus afternoon practice so the data runs out quickly, so that's the problem." (MGN)

Finally, AOT participants revealed that online learning conducted from their respective homes caused AOT to encounter distractions from the environment, making it disruptive and making AOT sub-optimal in absorbing learning material.

> "If it comes from outside, for example, if the neighbors are loud or something, then that distracts or at home, for example, families call themselves that. If it's loud, we absorb the material, so it's not optimal."
> (AOT).

From the interview excerpts submitted by the participants, it can be concluded that the students encounter various obstacles when learning online, which disrupt the course of the lectures so the participants get into difficulties.

2. Academic ResilienceAspects

There are four aspects of academic resilience proposed by Martin & Marsh (in Maria, 2017) including confidence, control, composure, and commitment.

a. Confidence

RP, FAD, MGN, and YUT participants believe and feel confident that they can solve difficulties.

> *"In my opinion, I can certainly finish anything because I can finish what the lecturer gave me."* (RP)

All participants always do their best to get out of difficult situations.

> *"Although when something is difficult, the mind is a bit messy, after that, get over it so you can deal with it, get over the difficult situation, solve it bit by bit, uh, I mean step by step, until it's completely resolved."*(FAD)

All participants did well at school and, even in the face of difficulties, performed well in school.

> *"..I want to understand the material well, pass the course and get good grades, the grade point average is also good, although the course is online."* (FAD)
> *"...so the school performance, maybe the GPA is enough, Sis, over 3.5 can. Despite online and various difficulties, such as not being able to grasp the material well, I can still do my tasks well and meet on time and have good grades."*(AOT)

Aspects of resilience are demonstrated by participants when participants believe in their abilities, use their best abilities, and do well academically. There is a participant who doubts his abilities, but despite this, there are efforts to build confidence in overcoming difficulties

b. Control

All participants tried to help themselves to understand and live with each difficulty of online learning.

> *"... In the future, many things will not go as we imagined, but of course, it can be fixed, because life doesn't have to be smooth, does it, sis."*(AOT)

Five participants always try to find a way out of the difficulties they face.

> *"The right action is determined by looking at what the problem is and what the quickest fix is. For example, whether the material can be queried or searched, whether the quota can be saved by not looking at things that are not important, and can find a place where there is WiFi.* (MGN)

When solving difficulties, AOT, MGN, FAD, and YUT participants have their estimates for the strategies for solving difficulties.

> *"Maybe if we want to take the solution, we have a calculation, Sis, so the calculation is that the solution taken is the solution that has a greater chance of overcoming the problem."* (AOT)

When choosing a way out, the participants RP, MGN, and YUT have confidence in the way out.

> *"Ee, I'm sure. Because yes, so far my strategy has always helped me."* (RP)

In addition to trying to find a way out, the RP, MGN, and YUT participants always remain positive even in difficult situations.

> *"Try to think carefully, keep finishing it so that you don't add anything to your thoughts. If you don't finish it, your mind will become more chaotic, and it will also affect the value."* (RP)

The control aspect was also well demonstrated by the participants. Participants can understand the process of online learning and try to find a way out of difficulties. In addition, the participants also predict the success of the solution used. Participants also build confidence in the methods used to successfully resolve difficulties and always build positive thinking about the difficulties they face.

c. Composure

RP and YUT participants attempted to calm down when experiencing negative emotions.

> *"... well I don't want to think about it too much and I don't want to get stressed, I'm afraid it will affect other lectures like that, you have to deal with it, solve it, so when it's finished, you can be calm, don't think thinking about it too long."* (RP)

In case of difficulties or failures, AOT, RP, MGN, and YUT participants need a short time to get out of difficult situations.

> *"Ee, if for the usual time, it will be quick. So I don't want to think about it too much and don't want to be stressed, I'm afraid it's going to affect other lectures like that, you have to deal with it, solve it, so you can calm down when it's done, don't think about it too long after."*(RP)

The serenity aspect is well demonstrated when participants can help themselves to control negative feelings and are not easily influenced by stressful situations.

d. Commitment

Participants AOT, FAD, MGN, and YUT can understand the problem even if it is difficult.

> *"When it comes to things like limitations or issues, I think it's just part of our adaptation as we go from a system that's completely offline to completely online and that will fix and get better over time as I see. Sister."*(AOT)

All participants showed that when difficulties were overcome, there were also failures in overcoming them. Despite the failure, all participants tried their best to cope with the situation.

> *"...So I was taught to get up quickly, that failure is a normal thing, everyone in the world must have failed at some point, but how that failure can teach us to be better, that's important. So instead of putting off that failure, it's better to go out and learn from that failure."* (AOT)

After facing and going through all the difficulties, all participants felt the need to focus on survival.

> *"Ee, in terms of attitude, the attitude I do is defend myself. I always try to finish everything gradually until it's done. The main thing is that it has to be solved or completed."*(RP)

For each error that occurred, the five participants corrected the error.

> *"In my opinion, when a strategy fails, that strategy is the result of our thinking about the possibilities, which we later arrange into a thing that could be a solution to good things that can happen like that, sis."*(AOT)

In addition to correcting the mistakes experienced, all participants also evaluate the success of overcoming difficulties.

> *"The rating must be maintained so that it does not fall, especially if it has been successfully overcome before. If you come across the same thing the day after tomorrow, you must increase your enthusiasm, your mindset must be good so that you can overcome it."* (FAD)

In overcoming difficulties during online learning, participants were able to show an aspect of engagement where participants were able to understand the problem and not give up, always looking for a way out and consistently overcoming any difficulties encountered. In the event of failure or success, participants make corrections and evaluations so they can help overcome difficulties that may arise at any time in the future.

3. Resilience Building Factors

Grotberg (in Desmita, 2009) classifies the resilience-building factors consisting of 3 factors namely I Have, I Am and I Can.

a. I Have

This factor emphasizes the importance of the individual to the amount of support and resources provided by the social environment. During the online learning, the AOT, RP, FAD, MGN, and YUT participants received support from their families and community.

> "*Support from my parents, siblings, family, and friends, they also always motivate and support me. Yeah, I think it's important because it's a pandemic, I don't know how to meet a lot of people but I still get a lot of support so I'm still looking forward to going to college even though I do I'm still online.*" (RP)

The support received, be it from the family environment or the social environment, becomes meaningful for everyone involved.

> "*Well it's more uplifting because I have someone supporting me and more motivated.*"(MGN)

b.   I Am

This factor is a factor that comes from the personal power of the individual where there is an awareness of being in control of their life and having hope for the future. In addition, individuals are achievement-oriented.

> *"The motivation is that I want to understand the material well, pass the course and get good grades. The GPA is also good, even though the course is online."* (FAD)

Resilience is also formed from religious relationships in this factor. This is also evident from the results of the interviews with MGN and YUT participants.

> *"There's like praying to get calmer in your heart, in your heart you can pray, you can trust God with your problems because if you keep it under wraps it's going to feel like a burden, so you must share your burden with others, to God, lest you burden yourself."* (MGN)

c.   I Can

This factor is related to everything related to the social and interpersonal skills of the participants. The results of the interviews indicated that the participants' social and interpersonal skills were problem-solving, communication, and creativity.

> *"Oh. Ee, so I think it's more of a problem solving, for every problem there is, I'll always try to solve the problem or solve the problem."* (RP)

Discussion

Online learning is being implemented as a learning solution during the COVID-19 pandemic to avoid face-to-face meetings to quell the spread of the Covid-19 virus. Students need to be able to adapt to new conditions (new normal), both in terms of learning and in terms of adjusting to an environment of new normal conditions (Harahap, 2020).

Participants in this study were students from Nusa Cendana University who undertook online learning during the Covid-19 pandemic and had a good understanding of online learning, where the interaction between lecturers and

students in the implementation of online learning is not direct but through Technology in the form came from applications as a supporting medium for information exchange/learning materials by using the Internet network. This is consistent with the findings of Kaliky's (2013) in his research, which explains that this model of internet use often occurs through the use of available internet facilities for learning.

While learning online, all participants have encountered obstacles that hamper, limit, and prevent them from achieving things in the academic field. Limitations that are commonly encountered are problems with the internet network during lectures. This then affects other things, such as e.g. not being able to absorb the material well. This is consistent with Basar's (2021) investigation that the content of the material presented via online media cannot be optimally conveyed and is less understood due to the internet. Participants also felt that there was a difference in atmosphere between online learning and face-to-face learning because they could not meet. In addition, another obstacle relates to the difficulty in establishing communication with classmates.

Under difficult conditions like these, student resilience is required because if students have high resilience, students will be able to rise and survive even if they are faced with difficult situations due to the COVID-19 pandemic (Khadijah, Maharani, and Khasanah, 2021). According to Hardiansyah, Putri, Wibisono, Utami, and Diana (2020), academic resilience is the ability of students to adapt and face various problems, challenges, and pressures they face, both through lectures, assignments, target values, and interactions with lecturers. Students must understand their inner abilities and find ways to solve problems by fulfilling their academic responsibilities and can take personal responsibility (Solichah, Paulana, and Fitriya, 2018).

All aspects are pointed out by the participants, which can be seen from the results of the interviews. Participants indicated that there were aspects of academic resilience demonstrated through interviews. Aspects of academic resilience

according to Martin and Marsh (in Maria, 2017) are confidence (Self-belief), control (A sense of Control), composure (low anxiety), and commitment (persistence). All aspects are pointed out by the participants, which can be seen from the results of the interviews.

1. Confidence (Self-belief)

    Martin and Marsh (in Maria, 2017) explain that this aspect is about an individual's belief in their abilities. In this aspect, students can face challenges and use their best skills to face stressful situations, regardless of all the difficulties. Participants showed that they believed in their ability to face and overcome difficulties. The participants were able to achieve academic success after difficulties.

2. Control (A sense of control)

    This aspect relates to the ability of the participants to convince them how they do their job and that any difficulties can always be overcome. This belief is based on positive thinking about the situation when faced with difficulties so that difficulties don't sway the mind in a bad direction. Participants can understand the process being carried out and are encouraged to find a solution by analyzing whether the solution applied is the right and quick way to overcome difficulties.

3. Composure (low anxiety)

    Martin and Marsh (in Maria, 2017) explain the serenity aspect as one that shows an individual's ability to control negative feelings and not be easily influenced by negative feelings. The cause of the occurrence of negative feelings among the participants lies in the fact that they cannot achieve the given goal and a feeling of satiety in online learning arises. Despite this, the participants tried to immediately find a way to get out of negative feelings.

4. Commitment (persistence)

According to Martin and Marsh (in Maria, 2017), this aspect is the individual's ability to understand the problem, even when it is difficult and full of challenges. People with high commitment will not give up easily when they fail but will try to do their best. Participants also failed in overcoming difficulties, but participants always tried not to dissolve into negative feelings after failure. Participants correct both mistakes and successes, participants evaluate the achieved success.

Furthermore, Grotberg (in Desmita, 2009) classifies the resilience-building factors into three groups, namely, I Have, I Am and I Can.

1. I Have

This factor is related to the individual importance of support from the social environment. For participants, the support they received impacted them by building a sense of gratitude, being more enthusiastic, and trying to get up quickly after receiving support. Syifa, Santoso, and Hambali (2021) state in their research that if the surrounding social environment can provide individuals with good social support, the individual will likely survive the difficulties experienced.

2. I Am

In addition to the support from family and social circles that can make participants resilient individuals, participants also carry personal strengths that enable participants to overcome any difficulties encountered in online learning. Grotberg (in Desmita, 2009) explains that this factor comes from the personal strength possessed by achievement-oriented people, who have hope, are in control of everything that happens in life, and believe in God.

c. I Can

This factor is factor that relates to anything that can be done by individuals in terms of social skills. Each participant has social skills such as problem-solving,

which is always done in the face of difficulties. Good communication and creativity of the participants can help them to survive adversity.

Any person who has resilience, then their life will always be dynamic. When problems arise, they will try to stand up and solve problems that arise in their life. If they don't have the resilience to go about their daily life, every time a problem arises, the person will fall and it will be difficult to get back up to live a normal life, so sometimes that person experiences stress and depression as a result Problem comes to him (Khomsah, Mugiarso, and Kurniawan, 2018).

Someone who has a high level of resilience will be able to overcome any problems they face. On the other hand, someone with low resilience is less able to face or overcome their problems. Therefore, students should understand the importance of self-resilience skills so that students are ready when faced with various problems that may arise at any time (Fazny, 2019).

Conclusion

Online learning is a form of learning undertaken by students during the COVID-19 pandemic. Changes in the form of learning pose various obstacles for the participants. However, to keep the lecture going, the participants tried to overcome all difficulties and persevere. All aspects of academic resilience were demonstrated by participants in overcoming challenges. The ability to survive cannot be separated from the support received, personal strength, and social skills of the participants. This suggests that although participants face various difficulties while learning online, they can help themselves to survive amid uncertain situations or become resilient individuals, especially in academia.

Suggestion

Students are expected to be able to raise student awareness to always survive in dealing with online learning amidst the uncertain conditions during the COVID-19 pandemic and improve academic resilience by engaging actively and hard in attending lectures and solving sequencing difficulties to increase academic

resilience. Higher education institutions are expected to be able to understand the various difficulties that students face when learning online and to help students to advance. It is hoped for further researchers to take a broader direction regarding student academic resilience in coping with various broad problems and not just focus on academic resilience in online learning during a pandemic.

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