

Descriptive Study of Academic Resilience of Students from Underprivileged Families

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Abstract

This research is motivated by cases found in students who come from underprivileged families want to continue and complete their studies. Seeing the conditions of students who come from underprivileged families and schools make policies that provide school assistance to underprivileged students. This study aims to describe the description of academic resilience in SMA 12 Padang students. The research method used is descriptive quantitative research method. The sample in this study were 109 students at SMA 12 Padang who were selected using purposive sampling technique. Data were collected by providing research instruments in the form of a Likert model measuring scale. The overall picture of academic resilience of SMAN 12 Padang students is in the high category with a frequency of 83 students with a percentage of 76.14% of the total sample. This illustrates that students' academic resilience tends to be high which can be described from the existing aspects. As in the confident aspect, control aspect, composure aspect, and commitment aspect.

Keywords: *Academic Resilience, Underprivileged, Students*

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Introduction

Education is a process that develops and maintains human personality and changes the attitudes and behavior of individuals and society. As for the definition of education in Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society and the state.

Students who pursue education are faced with various kinds of pressures and must show good academics at school (Rahayu & Djabbar, 2019). Resilience in facing various problems and pressures in the world of education is known as academic resilience (Simorangkir et al., 2022).

Academic resilience is the ability of individuals to survive in a depressed state, and even deal with adversity or trauma experienced in their lives (Ulfa, 2016). According to Cassidy (2016) academic resilience is the ability to increase success in education despite difficulties.

In general, resilience is important for students because the social, biological, and psychological changes experienced by students require students to adapt to solve problems. Based on previous research by Sari & Suhariadi, it is explained that strong academic resilience can make students have responsibility in overcoming problems in their academic field (Akmal & Kumalasari, 2020).

Resilience is needed for every individual because in human life it cannot be separated from difficult situations and circumstances (Neviyarni & Netrawati, 2019). As a result of the absence of academic resilience, students will not have courage, perseverance, and rationality. For example, when students are down, it will result in poor grades and can stay in class and parents will be angry.

According to Martin (2013) all learners at a certain time will experience difficulties, face challenges, pressure or poor learning outcomes. The problems experienced by students vary greatly, depending on the consequences of the relationship that will be caused in the learning activities carried out by students (Dasmaniar, 2018). One of the problems that often occurs is that students drop out of school because they have economic problems, this is in line with the opinion of Listiyandini (2016) that continuing education certainly requires a lot of money, and many children end up dropping out of school / college due to lack of funds or unsupportive family financial conditions.

According to a report from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), there were 75,303 children who dropped out of school in 2021. Where as many as 10,022 children dropped out of school at the senior high school (SMA) level. This number decreased by 27.90% from 2020, which was 13,879 people (Mutia, 2022).

Underprivileged families are families that have not been able to fully fulfill the basic needs of the family. According to the National Family Planning Coordinating Board (2011), an underprivileged family is a family that has not been able to fulfill the minimum basic needs such as the need for food, clothing, shelter, health, and education.

Based on a survey in the field, researchers found that many students who come from underprivileged families want to continue and complete their studies. Based on the above, the researcher conducted observations and interviews with teachers at school and found that there are some students at this time who still have a low level of social competence, are unable to solve their own problems, lack the initiative to complete their school assignments, some feel depressed, have difficulty with academic demands that become school regulations, are depressed and have difficulty with the lessons given by the teacher. There are even some who feel unprepared to learn because they feel they do not understand the lesson and have no intention of following the lesson in class. In fact, by following the development of increasingly sophisticated times, students have also been able to upgrade themselves, especially in the academic field.

Based on this phenomenon, there are still many students who tend to have low academic resilience, considering the importance of academic resilience for students, counseling teachers can help improve students' academic resilience, which is in accordance with the objectives of

counseling, which aims to help students achieve optimal developmental tasks as creatures of God, social and personal. Furthermore, the purpose of guidance and counseling is to assist individuals in achieving: Happiness of personal life as a creature of God, productive and effective life in society, living together with other individuals, harmony between their ideals and their abilities (Wardati, 2011).

Efforts that can be made by counseling teachers in increasing students' academic resilience are by providing counseling services in the form of information services, group guidance, individual counseling. This is in line with the results of research conducted by Farah Nur Sabila et al., (2021) where it can be concluded that the academic resilience of seventh grade students at SMP GIBS Barito Kuala can increase after being given group guidance services using peer counseling techniques. Another study was conducted by Alfin Siregar et al., (2023) where it was found that providing information services succeeded in increasing the academic resilience of BKPI FITK UINSU Medan students.

Based on the explanation above and the phenomena that occur, the researcher is interested in conducting a deeper research on the Descriptive Study of Academic Resilience of Students from Impoverished Families.

Method

This type of research uses quantitative research where the data found will be presented based on the interpretation of numbers processed through statistical techniques (Yusuf, 2014). Based on the problem to be tested, this research will use descriptive quantitative research methods. This study aims to describe the description of academic resilience in SMA 12 Padang students. The population in this study were SMA 12 Padang students with a total of 163 students. The sampling method used by researchers in this study was purposive sampling. Thus the sample size in this study was as many as 109 students. The type of data used in this study is interval data. The data source used in this study is primary data obtained directly from the deputy curriculum of SMA 12 Padang 2024. The instrument to be measured in this study is an academic resilience instrument measured based on the dimensions of academic resilience by Martin and Marsh (2003). This instrument uses a Likert model measuring scale. According to Sugiyono (2013) the Likert Scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. This instrument consists of statements that are measured with a range of SS (Very Suitable) to STS (Very Inappropriate). The data collection technique used in this study is through a questionnaire (questionnaire). The data analysis technique used is adjusted to the research objectives where to answer research questions descriptive analysis is used.

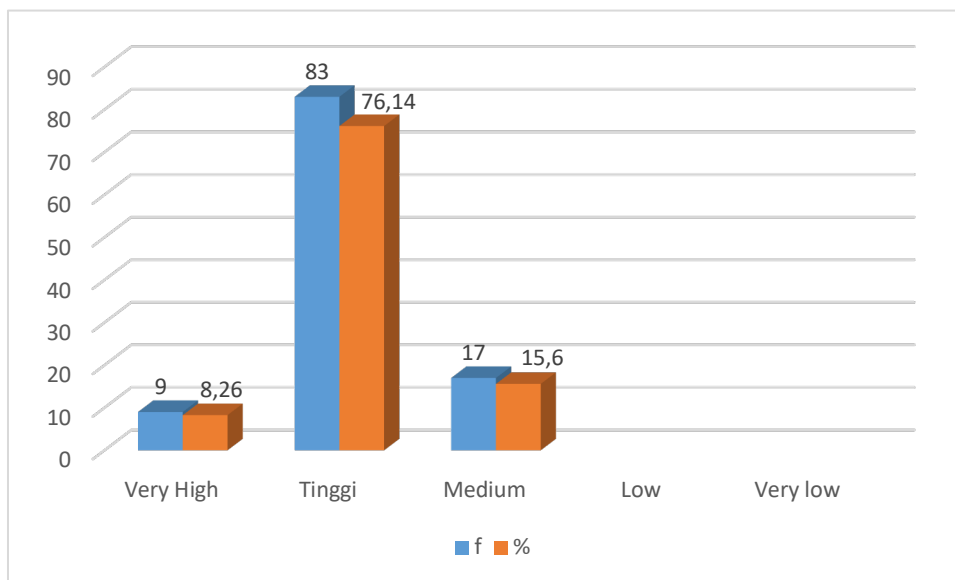
Results and Discussion

Based on research that has been conducted at SMA N 12 Padang regarding academic resilience conducted by administering a research questionnaire. The research was conducted on X and XI grade students who became the research subjects as many as 109 students who were conducted directly, the results obtained as can be seen in the following table

Table 1. Descriptive Data of Academic Resilience

Category	Interval	f	%
Very High	≥161	9	8,26
High	131-160	83	76,14
Medium	101-130	17	15,60
Low	71-100	0	-
Very low	≤70	0	-
Total		109	100

To better understand the description of academic resilience data, it can be seen in the following graph.

**Figure 1.** Chart of Academic Resilience Data

Based on Table 1, it can be seen that most of the respondents' answer scores are in the high category (76.14%). However, there are respondents' answer scores in the medium (15.60%) and very high (8.26%) categories. Meanwhile, there are respondents' answer scores in the low and very low categories (0%). Based on the data snapshot, it can be concluded that the distribution of data on academic resilience of students who live in the dominant class is in the moderate to very high category (100%). In order to draw descriptive conclusions about the academic resilience of high school students who live in class, the following Table 2 presents the value of one of the coefficients of data centering tendency (mean) and data distribution (standard deviation), both for the (overall) variable and the academic resilience sub-variable.

Table 2. Description of Students' Academic Resilience

No	Sub Variabels	Score							
		Ideal	Max	Min	Total	\bar{x}	% \bar{x}	SD	Category
1.	Confident	55	51	19	4639	42,56	77,38%	5,61	High
2.	Control	45	42	15	3664	31,89	70,87 %	5,53	High
3.	Composure	45	43	18	3757	34,47	76,60 %	4,20	High
4.	Commitment	45	45	16	3664	33,61	74,70%	6,52	High
	Overall	190	181	68	15.724	142,53	299,55	21,86	High

Based on Table 2, it can be seen that the confident aspect sub-variable is in the high category (\bar{x} =42.56; 77.38%), meaning that some students have been able to believe in their abilities in doing the tasks given by the teacher. It can be seen that the control aspect sub variable is in the high category (\bar{x} =31.89; 70.87%), this shows that most students are able to control and manage the various demands and challenges that come in learning activities. It can be seen that the composure aspect is in the high category (\bar{x} =34.47; 76.60%) this shows that in general students have been able to control their worries and anxieties about learning activities and doing assignments. It can be seen that the sub-variable aspect of commitment is in the high category (\bar{x} =33.61; 74.70%), this shows that in general students are able to accept and utilize feedback and have creative abilities when experiencing problems.

Resilience describes the quality of individuals in overcoming difficulties, so success in overcoming stress can be seen from the level of resilience (Kuiper, 2019). According to Mallick & Kaur (2016) academic resilience is the ability of students to handle difficulties and stress experienced in the academic context, such as pressure and stress in facing exams and difficulty in doing assignments.

Neviyarni & Netrawati (Afdal et al., 2022) state that resilience is very important and necessary for every individual because in human life it cannot be separated from difficult situations and circumstances, so that it can cause stress in a person that cannot be avoided.

Rojas F (2015) states that there are two conditions that can increase resilience in individuals, namely first the experience of difficulties and obstacles experienced by individuals and have affected them. Second, individuals can adapt to difficulties, responsibilities, obstacles and setbacks that cause them to become more resilient.

The factor that influences the high academic resilience is because students who come from underprivileged families have a sense of optimism and want to rise from their failures. This is in line with the opinion of Ghufuron and Rini (2012) where optimism is one of the important personality aspects in a person. Optimism can make individuals know what they want and quickly change themselves to easily solve the problems they are facing.

The overall picture of academic resilience can be analyzed that 83 students have academic resilience in the high category with a percentage of 76.14%, said to be high because students have good academic resilience based on aspects of academic resilience, namely aspects of confidence, aspects of control, aspects of composure, and aspects of commitment.

Based on Table 2, it can be seen that the confident aspect sub-variable is in the high category ($\bar{x}=42.56$; 77.38%), meaning that some students have been able to believe in their abilities in doing the tasks given by the teacher. And they can trust the abilities that exist in themselves, this is in line with research conducted by Sari (2018) where the results showed that students of SMA Negeri 1 Cerme Gresik had self-confidence in the high category.

It can be seen that the control aspect sub-variable is in the high category ($\bar{x}=31.89$; 70.87%), this shows that students have largely been able to control and manage the various demands and challenges that come in learning activities. This is in line with the results of research conducted by Husna (2019) where the overall level of control of SMAN 1 Canduang students has an average percentage of 71.33% with a standard deviation of 1.15 which is classified in the high category, so that SMAN 1 Canduang students have a high level of control.

It can be seen that the sub-variable aspect of composure is in the high category ($\bar{x}=34.47$; 76.60%) this shows that in general students have been able to control their worry and anxiety about learning activities and doing assignments. It is said to be high because they feel that feelings of anxiety are related to student anxiety when he feels uneasy or sick in thinking about school assignments, homework, and school exams.

It can be seen that the sub-variable aspect of commitment is in the high category ($\bar{x}=33.61$; 74.70%), this shows that in general students have been able to receive and utilize feedback and have creative abilities when experiencing problems. This is in line with the results of research conducted by Amalia (2016) where students are generally quite committed to learning. In this category students show high aspects of achievement motivation and bonding to school.

Based on the results of the study, it was found that the aspects that influence students' academic resilience are in the high category, so it needs to be followed up by implementing guidance and counseling services, one of the efforts that can be given to discipline students is by providing guidance and counseling services by counseling teachers at school:

1. Information Services

Counseling teachers can provide information services to assist students in improving students' academic resilience. Efforts that can be provided by counseling teachers in improving students' academic resilience include preparing materials related to academic resilience in the perspective of underprivileged families, and carried out classically. The goal is that students who have low academic resilience get satisfactory grades, are able to position themselves at school, and can rise from adversity. And students who have high resilience can maintain their resilience so that it does not drop.

2. Individual Counseling Service

BK teachers can provide individual counseling services to help students improve students' academic resilience. Individual counseling services are counseling services provided by counselors to clients in order to alleviate personal problems. Students with low academic resilience tend to give up easily. Therefore, it is necessary to provide individual counseling

services so that students can increase academic resilience in the learning process. Furthermore, students who have high academic resilience can be guided so that their resilience is maintained. Based on the results of the study, it is hoped that counseling teachers can provide various supports to students, one of which is providing individual counseling services.

3. Group Guidance Service

BK teachers can provide various supports to students by implementing group guidance services that aim to prevent and develop problems in clients. In group guidance to train individuals to be able to express opinions in front of other individuals, train individuals to be able to be open in groups, foster intimacy with other individuals, train individuals to have tolerance with others, train individuals to acquire social skills, and help individuals recognize and understand themselves in relation to others. Students who have low resilience by implementing group guidance can be motivated again to improve their academic resilience and also students who have high academic resilience can improve their resilience again.

The topic that can be used as material for the implementation of group guidance services is: self concept in improving academic resilience. It is hoped that after participating in group guidance activities students will be able to improve their academic resilience.

Conclusion

The overall picture of academic resilience of SMAN 12 Padang students is in the high category with a frequency of 83 students with a percentage of 76.14% of the total sample. This illustrates that students' academic resilience tends to be high which can be described from the existing aspects. As in the confident aspect, control aspect, composure aspect, and commitment aspect. The implications for guidance and counseling services on students' academic resilience are that guidance and counseling teachers can provide services in the form of information services, individual counseling services, and group guidance services.

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