



ACADEMIC RESILIENCE REVIEWED FROM SCHOOL ENGAGEMENT TO SANTRI THE MADURA ISLAMIC BOARDING SCHOOL

Masrifah^{1*}, Hera Wahyuni², Ulfatul Munawaroh³

^{1,2,3}Universitas Trunojoyo Madura, Indonesia

Email : masrifah@trunojoyo.ac.id

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Abstract

Students who successfully face academic challenges and use appropriate coping strategies are able to build resilience within themselves. On the other hand, when students experience difficulties but are unable to overcome them well, this can result in resignation or leaving school. This research was conducted with the aim of examining the impact of school engagement on academic resilience. Academic resilience is defined as a person's ability to overcome and adapt to difficult events or problems that arise in an educational context. The research sample consisted of 100 students at Islamic boarding schools. The measuring instrument used was modified from The Academic Resilience Scale (ARS-30) with a scale reliability of 0.891, and the School Engagement Measurement (SEM-McArthur) with a scale reliability of 0.889. Data analysis was carried out using simple regression analysis techniques. Hypothesis test results show that school engagement has a significant influence on academic resilience. This was confirmed through the results of the F test regression analysis, with a Sig value. equal to $0.001 < 0.05$. Therefore, it can be concluded that in this research, the school engagement variable (X) has a significant influence on academic resilience.

Keywords: *academic resilience, school engagement*



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INTRODUCTION

The importance of the role of education in preparing students to face the changing times can not be ignored. When involving themselves in the learning process, students are often faced with various obstacles that can be obstacles to achieving success in schools and boarding schools. The complexity of problems in the field of education is increasing, becoming a challenge for education providers in Indonesia, considering the significance of education for each individual. Education not only has the purpose of preparing students to face the challenges of today's life, but also to design a strong foundation for their future. Students who are studying and living in boarding schools with dense activities will experience various obstacles and challenges. Not all students are able to overcome and resolve these obstacles. In fact, there are students who have failed to complete the educational process, even some of them had to drop out of school and out of boarding schools (drop out).

Dhofier (1983) states that Boarding school is an Islamic educational institution that operates in a dormitory or cottage format. Boarding school curriculum is divided into three types, namely traditional boarding school, modern boarding school, and integrated boarding school. Traditional boarding schools implement a non-classical teaching system that focuses on mastering the Quran, Arabic, and the books of fiqh. On the other hand, modern boarding schools use a classical teaching system that includes basic and general sciences. While the integrated boarding school combines approaches from both systems. Both in traditional and modern boarding schools, students are divided into two groups, namely mukim students and kalong students. Mukim students are students who live and settle in boarding school, while kalong students come from villages around boarding school and generally do not live in boarding school, but in their own homes. Mukim santri activities are more scheduled and dense compared to kalong or non mukim santri.

Students in Islamic educational institutions, or known as boarding school, also face various problems and challenges in the learning process. Findings from Vista research (2018) support this statement, identifying several problems faced by students, including poor relationships with friends, restrictive regulations, difficulty adapting due to the density of academic and non-academic activities. In the context of education, the concept of resilience provides a framework for understanding why some at-risk children are able to succeed in school while others are not, as expressed by Geste (2010).

Reivich and Shatte (2002) add that resilience, or resilience, is a process of responding to situations in a healthy and productive way when faced with adversity or trauma, especially to manage the pressures of daily life.

Based on the results of research conducted by a number of researchers, it was found that there are various factors that play a role in the formation of academic resilience in adolescents at usiaschool age or known as students. Students can demonstrate a level of resilience if they have a positive temperament, which includes a high level of activity, positive response to others, motivation to achieve achievements, get strong support and establish good social relationships with family, teachers, and peers. In addition, they enjoy school attendance and are more involved in school activities, have an internal locus of control, a positive view of the school and the teaching system, and have a sense of friendship and kinship. Students who demonstrate a level of resilience tend to have good intellectual functioning, which can protect them when facing problems and behave positively. These findings suggest that students who have a high level of resilience will be more motivated, with a positive impact on improving academic resilience which in turn affects student achievement, as highlighted by the research of Luthar et al (2000), Alva, Gonzales, & Padilla (in Waxman, Gray, & Padron, 2003), as well as Willms (2003).

Academic resilience can be defined as the ability of individuals to adjust to academic conditions, by cararesponding in a healthy and productive way to improve themselves, so that they are able to cope and meet academic demands. According to Cassidy (2016), academic resilience can be explained as a concept of resilience that reflects the ability to improve students' educational success despite facing difficulties. Individuals who have a high level of resilience are identified as those who remain able to achieve achievements and maintain high motivation, especially when faced with pressure. Even in challenging situations, resilient individuals are able to overcome the risk of poor performance.

The concept of school engagement, according to the definition of Fredricks, Blumenfeld, and Paris (2004), encompasses the efforts of students engaged in a variety of school activities, including behavioral, emotional, or affective, and cognitive involvement. Martin & Marsh (2009) consider school engagement as a valuable asset for students, where school life becomes more meaningful when students are actively involved in their classroom activities.

School engagement is considered as an energetic resource to cope with school tasks and also to increase the level of resilience of students. At Long levels, the level of student engagement in school can serve as a predictor for learning progress, achievement, retention, and graduation from high school, as well as continuing success into college. Meanwhile, social interaction includes social processes that occur in the way individuals relate to groups in order to form a system in the context of social relations. According to the results of research conducted by Hatami (2019) there is a positive and significant relationship

between academic resilience with a sense of belonging to the school and academic involvement in students. In this context, the purpose of this study was to evaluate the impact of school engagement on the level of academic resilience of students in Islamic boarding schools.

METHOD

The approach used in this study is quantitative, using correlational research design. This study aims to evaluate the impact of school engagement as an independent variable on academic resilience as a dependent variable in a population group. The research method used is a quantitative survey, by collecting data through the use of questionnaires.

The Data obtained in the form of numbers that can be analyzed statistically, both through descriptive and inferential approaches. This research seeks to gather information about the actions, knowledge, will, opinions, behaviors, and values of the respondents (Cresswell, 2018). The research sample consisted of 100 students in Islamic boarding schools in Bangkalan Madura using accidental sampling technique. According to Sugiyono, (2016) incidental Sampling/accidental sampling is a sampling technique based on chance, that is, any respondent who happened to meet the researcher can be used as a sample, if it is seen that the person who happened to meet is suitable as a source of data.

The measuring instrument used is a scale from The Academic Resilience Scale (ARS-30) which was translated from English to the Indonesian version by Kumalasari, et al (2020) which was developed by Cassidy (2016), based on aspects perseverance, reflecting and adaptive help-seeking, dan negative affect and emotional response. With scale reliability of 0.891, and School Engagement Measurement (SEM-McArthur) which has been translated into the Indonesian version by (Arlinkasari & Akmal, 2017),

Based on aspects developed by Fredricks (2011), namely behavior engagement, emotional engagement and cognitive engagement with a scale reliability of 0,889. Both scales use a Likert form with four answer options, namely strongly agree, agree, disagree and strongly disagree. The results of data collection with both scales were analyzed using normality assumption test, linearity test, and heterokedastitas test through Kolmogorov-Smirnov test. Then test the hypothesis through a simple linear regression analysis.

RESULTS AND DISCUSSION

In carrying out a simple linear regression analysis, there are several conditions that must be met, including normality test, linearity test, and heterokedasticity test. This evaluation was carried out to ensure that the use of simple linear regression in data analysis meets the criteria of classical assumptions. Correct fulfillment of these assumptions will make the linear model more appropriate and provide more accurate calculation results.

1. Normality Test

If the normality test results show that the significance of the dependent variable (Y) and independent variable (X) is 0.019 (Y) and 0.018 (X), respectively. Based on the normality test conducted shows the results of abnormal data that is the value of GIS. $0.00 < 0.05$ so that the data is not said to be normally distributed. The following table normality test results:

Table 1. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.098	100	.019	.960	100	.004
Y	.098	100	.018	.977	100	.079

a. Lilliefors Significance Correction

The graph below will provide an overview of the distribution of data on the academic resilience scale and the School engagement scale. Here are the results of normalization through Q-Q Plot:

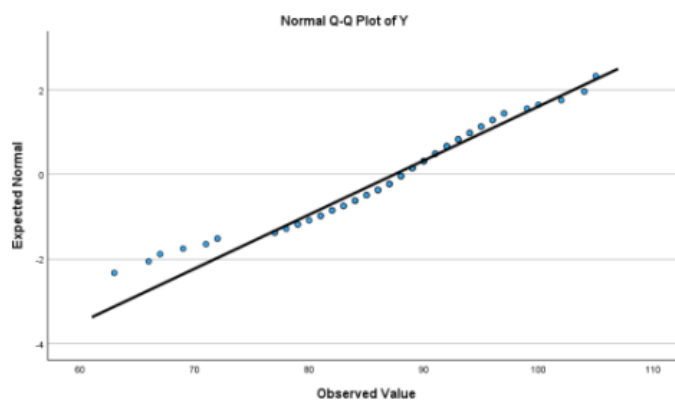


Figure 1: Normality Test Graph of Academic Resilience Scale

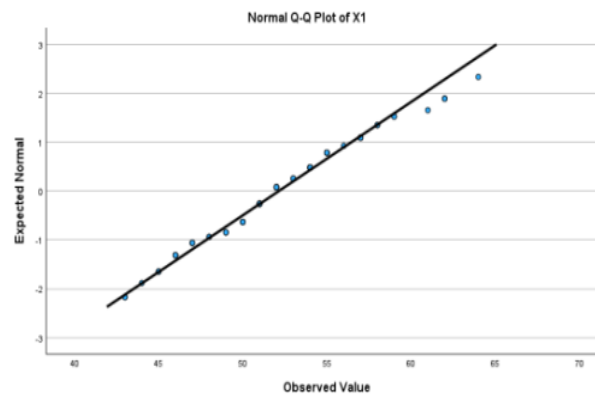


Figure 2: School Engagement Scale Normality Test Chart

2. Linearity Test

If the linearity test results show a significance value greater than 0.05, it can be concluded that there is a significant linear relationship between the independent variable (X) and the dependent variable (Y). The significance value obtained from the output of the linearity table of the independent variable school engagement (X) and the dependent variable academic resilience (Y) is 0.943, which is greater than 0.05. This means that there is a significant linear relationship between the variables X and Y. This shows that the regression model used to predict Y based on X satisfies the assumption of linearity.

Table 2 : Linearity Test Results

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	1186.904	19	62.469	1.030	.438
		Linearity	622.368	1	622.368	10.258	.002
		Deviation from Linearity	564.536	18	31.363	.517	.943
	Within Groups		4853.606	80	60.670		
	Total		6040.510	99			

3. Heteroscedasticity Test

From the output table of Sitas Glejser heterokedasti test results, the results obtained significance 0.484, this value is greater than 0.05, so it can be concluded that there is no heterokedasticity problem in the data. This means that the regression model used is not affected by the presence of unbalanced variations in the error distribution.

Table 3: Heteroscedasticity Test Results

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.684	6.379		1.518	.132
	X	.122	.122	-.071	-.703	.484

a. Dependent Variable: RES2

4. Hypothesis Test

The hypothesis testing process is a stage to determine the truth of the hypothesis that has been proposed. In this study, hypothesis testing was conducted through data analysis using a simple linear regression method. Simple linear regression is used to project the value of the dependent variable based on the manipulation of the independent variable as a predictor variable (Sugiono, 2016). In simple regression analysis, there are several hypothesis tests that can be applied, such as F test and determination analysis (adjusted R square).

Table 4: F Test and Determination Analysis (R Square)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	622.368	1	622.368	11.257	.001 ^b
	Residual	5418.142	98	55.287		
	Total	6040.510	99			

a. Dependent Variable: YRA

b. Predictors: (Constant), X1SE

Based on the table above obtained the value of F 11.257 with a significance of as 0.001. If the significance is < 0.05,05 then the hypothesis is accepted because 0.001 is less than 0.05 (0.001 < 0.05), meaning it has a substantial relationship between academic resilience and school engagement variables.

Table 5: Data Display Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.321a	.103	.094	7.436

a. Predictors: (Constant), X1SE

Based on the table above, it is known that the value of R Square is 0.103 or 10.3% (from 0.103×100%) where the value is the contribution contributed by

variable X to variable Y. Thus, school engagement affects academic resilience by 10.3% and the rest is influenced by other factors besides school engagement.

Table 6: Coefficient of Regression Test

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	57.123	9.064		6.302	<.001
	X1SE	.581	.173	.321	3.355	.001

a. Dependent Variable: YRA

The result of a constant of 57,123 means that if the school engagement value is 0, then the perceived academic resilience of each individual is 57,123. Then the school engagement regression coefficient of 0.581 means that every 1% increase in school engagement, the individual will experience an increase in academic resilience of 0.581. Positive coefficient means that there is a positive relationship between school engagement and academic resilience, namely the higher the value of school engagement, the higher the value of academic resilience.

Discussion

From the results of hypothesis testing that has been done, it can be concluded that the research question of whether school engagement has an impact in forming academic resilience in Islamic boarding school students has received an answer. The results of regression analysis showed that school engagement has a significant influence on the academic resilience of students. These findings can be identified through the results of the analysis of the F-test, with the value of significance (Sig.) by 0.001, which is less than the established significance level (0.05). Therefore, it can be concluded that the variable school engagement (X) has a significant influence on the level of academic resilience. School engagement variable affects academic resilience by 10.3,3% and the rest is influenced by other factors besides school engagement.

The findings of this study are in line with the results of research conducted by Satyaninrum (2019), which shows that there is a positive and significant influence of behavioral engagement and cognitive engagement on adolescent academic resilience. Both of these aspects are included in the concept of school engagement. Furthermore, these findings are also consistent with the results of research conducted by Vista (2018), which shows that aspects of school engagement, such as emotional engagement and cognitive engagement, have a significant positive effect on the resilience of Islamic boarding school students. This finding is reinforced by the results of research by Romano, et al (2021), which

states that academic resilience has a close relationship with emotional support from teachers and school engagement (school engagement), with emotional support acting as a mediator in the relationship between academic resilience and school engagement.

Students who are active in learning activities, such as taking part in regular recitation, participating in the learning process in class, completing their tasks diligently, showing good attention to learning materials, having perseverance, being able to undergo the learning process, having the skills to reflect on learning activities effectively, and staying calm in the face of problems without losing enthusiasm. Students who are fully involved in the learning process, both academic and non-academic in boarding school, will affect the level of academic resilience. They are able to successfully adjust when faced with obstacles or challenges in their academic journey.

Not only is academic achievement the result of resilience, but it also has an impact on future success. Therefore, students become more attached to the school and motivated to achieve achievements and achieve higher academic performance (Sameuls, 2004). This concept is reinforced by the results of a study conducted by Finn and Rock (1997), which showed that academic success has a significant relationship with the level of involvement in school. That is, the higher the level of engagement in school (school engagement), the stronger the ability of individuals to overcome challenges in studies, which ultimately creates more accomplished individuals.

CONCLUSION

Based on the results of this study, it can be concluded that there is an influence of school engagement on academic resilience in students at Islamic boarding schools. That is, the higher the school engagement, the higher the academic resilience, but on the contrary, the lower the school engagement, the lower the academic resilience in students at Islamic boarding schools.

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