

## The Determinants of Academic Resilience among Undergraduate Students Post COVID-19

**Nurussakinah Daulay**

Guidance and Counseling Education Program in Islamic Education, Faculty of Education and Teaching Sciences, State Islamic University of North Sumatra, Medan

**Abstract.** The COVID-19 pandemic is a significant source of stress for individuals, leading to various psychological issues in students. The complexity of stressors faced by students during the pandemic and continued into the post-pandemic period has led to diverse coping strategies among individuals. This study examines the determinants of students' academic resilience, particularly the impact of social support and gratitude in the aftermath of the COVID-19 pandemic. A total of 240 students were selected as participants, with data collected through surveys by distributing online questionnaires. The instruments adopted were the Multidimensional Scale of Perceived Social Support, The Gratitude Questionnaire-6, and the Academic Resilience Scale. Furthermore, the data collected were analyzed using multiple regression and path analysis. The results showed that 1) social support did not influence gratitude ( $F(1.238) = .488, p = .485; p > .01$ ) and academic resilience ( $F(1.238) = .568, p = .452; p > .01$ ), 2) gratitude had a significant impact on academic resilience ( $F(1.238) = 6.854, p = .009; p < .01$ ). Despite reduced social support from parents, lecturers, and the community during the pandemic, internal protective factors proved instrumental in navigating challenging circumstances and fostering the cultivation of academic resilience.

**Keywords:** gratitude, Indonesia, post-pandemic, resilience, social support

### Determinan Resiliensi Akademik Mahasiswa Pasca Pandemi COVID-19

**Abstrak.** Pandemi COVID-19 merupakan sumber stres yang signifikan bagi individu dan menimbulkan berbagai masalah psikologis pada diri mahasiswa. Kompleksitas pemicu stres yang dihadapi mahasiswa selama pandemi dan berlanjut hingga periode pasca-pandemi telah menyebabkan beragamnya strategi coping antar individu. Penelitian ini bertujuan untuk menguji determinan resiliensi akademik mahasiswa, yang dipengaruhi oleh dukungan sosial, dan bersyukur terhadap resiliensi akademik mahasiswa pasca pandemi COVID-19. Sebanyak 240 mahasiswa terlibat dalam penelitian ini. Metode pengumpulan data dilakukan melalui survei dengan menyebarkan kuesioner *online*. Instrumen yang digunakan adalah Multidimensional Scale of Perceived Sosial Support, The Gratitude Questionnaire-6, dan Academic Resilience Scale. Analisis data menggunakan: regresi berganda, dan *path analysis*. Hasil penelitian menunjukkan: 1) Tidak terdapat peran dukungan sosial terhadap bersyukur ( $F(1.238) = .488, p = .485; p > .01$ ), dan tidak terdapat peran dukungan sosial terhadap resiliensi akademik ( $F(1.238) = .568, p = .452; p > .01$ ); 2) Terdapat peran bersyukur terhadap resiliensi akademik ( $F(1.238) = 6.854, p = .009; p < .01$ ). Manfaat penelitian ini adalah bahwa meskipun mahasiswa kurang mendapatkan dukungan sosial dari orang tua, dosen, dan masyarakat di masa pandemi, ternyata faktor protektif bersifat internal dirasa sangat bermanfaat membantu mahasiswa untuk tetap bertahan dalam kondisi sulit dan memunculkan kemampuan resilien secara akademik.

**Kata Kunci:** bersyukur, dukungan sosial, Indonesia, pasca pandemi, resiliensi

**Correspondence:** Nurussakinah Daulay. Email: nurussakinah@uinsu.ac.id

The pandemic is a significant source of stress for individuals, leading to various psychological issues such as anxiety (Martini et al, 2021), academic stress (Lubis et al, 2021), depression (Lempan et al, 2021), decreased psychological well-being (Sumakul & Ruata, 2020), and impaired emotional regulation (Marliani et al, 2020). The various difficulties faced by individuals in coping have indirectly shown psychological strengths. Therefore, protective self-factors are needed to face challenges and cope with the pressures during the pandemic. In response to the challenges posed, resilience was shown as a key adaptive factor (Hendriani, 2022). It is a variable in psychological studies holding particular significance in the post-pandemic period (Harahap et al, 2020).

In various studies, resilience was defined as a fundamental strength contributing to several positive characteristics within an individual. During a crisis, it is a crucial psychological asset needed by all age groups, specifically students, thereby influencing learning success. According to Hendriani (2017), academic resilience is a dynamic process that reflects strength and resilience to rise from negative emotional experiences during learning activities. Riskin and Hoopman (Henderson & Milstein, 2003), define it as the capacity to rise, recover, and successfully adapt in times of difficulty. Resilience includes the development of social, academic, and skills competence to overcome the stress encountered in the learning process.

Academic resilience captures how students or learners overcome various negative experiences or significant challenges hindering the learning process, enabling effective adaptation and fulfillment of academic demand (Hendriani, 2017). Students who are resilient in navigating stress during the pandemic and maintain strength in the post-pandemic period apply effective coping strategies, resulting in a positive adaptation in their academic pursuits. Cassidy (2016) identifies key aspects influencing academic resilience, including perseverance, reflection, adaptive help-seeking, negative affect, and emotional response.

Academic resilience is a dynamic process influenced by various factors, both internal and external. Some internal factors considered self-protective and often associated with resilience, include individual adaptability (Ramdhani & Kiswanto, 2020), the role of religiosity and spirituality (Oktavia & Muhopilah, 2021), emotion regulation and optimism (Hertinjung et al, 2022), the functionality of individual self-esteem (Naulha & Sundari, 2021), as well as gratitude (Utami, 2020). Similarly, external factors play a crucial role in fostering positive adaptation. The complexity of stressors faced during the pandemic and continued into the post-pandemic period has led to diverse coping strategies among individuals. Maintaining a positive perception of social support received is an effort to persist and build academic resilience. The study conducted by Febriana (2022), Oktavia and Muhopilah (2021)

supports the statement that social support makes individuals feel more comfortable and enhances academic resilience (Pratiwi & Kumalasari, 2021).

The study aims to show that stress in students does not necessarily have a negative effect and encourages the adoption of effective coping strategies through self-protective factors, such as gratitude and a positive perception of social support. This can lead to resilient behavior characterized by positive adaptation and strength. Individual gratitude entails a daily appreciation for aspects of life, including family, religion, work, and the environment (McCullough et al., 2002). Previous study consistently shows that gratitude influences academic resilience (Utami, 2020; Wisnu et al., 2022). It is considered a moderator variable (Putra, 2018; Zahirah et al., 2020), thereby fostering self-acceptance. Additionally, gratitude also mediates between dependent and independent variables (Rahmania & Nashori, 2021).

The importance of external factors as self-reinforcement lies in the perception of social support (Kerebungu & Santi, 2021), helping individuals to overcome difficulties. For students, social support is a crucial factor that fosters self-confidence, reduces learning anxiety (Halim, 2019), promotes psychological well-being (Alawiyah et al., 2022), alleviates academic stress (Wistarini & Marheni, 2019), and enhances academic resilience (Sari &

Indrawati, 2016). According to Sarafino and Smith (2021), this variable comprises 4 aspects, namely emotional, instrumental, appraisal, and informational supports.

This study aims to integrate the roles of both internal and external factors in shaping academic resilience among students. Previous reports have examined the effect of internal factors, such as self-esteem (Sholichah et al., 2019), self-efficacy (Salim & Fakhurrozi, 2020), gratitude (Utami, 2020), and subjective well-being (Amelasasih et al., 2019), on academic resilience. Similarly, external factors which include social support have been explored by Aza et al. (2019), Linggi et al. (2021), and Sari and Indrawati (2016).

No existing study simultaneously combines the roles of internal and external factors in shaping academic resilience while examining gratitude as a moderator or mediator variable. Previous reports in Indonesia have explored gratitude as a mediator (Ikkyu & Yuliawati, 2022; Rahmania & Nashori, 2021) and as a moderator variable (Putra, 2018). However, the effect of gratitude and social support with gratitude as a mediator or moderator variable has not been investigated, making this study innovative. The hypotheses proposed are: 1) social support and gratitude positively influence academic resilience; 2) gratitude mediates and moderates the relationship between social support and resilience.

## Method

This study adopted a non-experimental quantitative method to test the potential causality of the cause-and-effect relationship between certain factors and the symptoms under investigation (Zuriah, 2006). The participants were students enrolled in the Islamic Education Counseling Program (BKPI) at the State Islamic University of North Sumatra, Medan. These participants were selected using nonprobability sampling, specifically accidental sampling, where samples were chosen based on chance encounters. Any BKPI program students were

considered to be eligible, provided the specified criteria were met.

## Participants

A total of 240 students participated in this study, comprising 208 females (86.7%) and 32 males (13.4%) males, with ages ranging from 17-25. The majority of participants belong to the Batak ethnic group (69.5%). The study primarily includes undergraduate students actively enrolled in the odd semester of the academic year 2022/2023. Finally, most participants come from families where both parents work full-time, with an average income of 72.23%.

**Table 1**

*Participant Demographic Data*

Characteristics	<i>n</i>	%
Age		
17 – 21 years	196	81.6
22 – 25 years	44	18.3
Gender		
Male	32	13.4
Female	208	86.7
Ethnicity		
Batak	167	69.5
Javanese	38	15.8
And others	35	14.5
Parents' occupations		
Full-time	183	76.2
Part-time	32	13.3
Uncertain	25	10.4
Socioeconomic status		
IDR 500,000 – IDR 1,000,000	94	39.1
IDR 1,000,000 – IDR 3,000,000	89	37.08
IDR 3,000,000 – IDR 5,000,000	51	21.2
IDR 5,000,000	6	2.5

*Note.* N=240

## **Measurement**

Data collection was conducted using 4 measurement tools, namely social support, gratitude, resilience scales, and demographic data of participants.

### ***Social support scale***

Social support was assessed using the Multidimensional Scale of Perceived Social Support by Zimet et al. (1988), adapted into Indonesian by Sulistiani et al. (2022). It consists of 4 aspects dimension, including emotional, esteem, informational, and instrumental support. The scale comprises 25 items with 4 response options from 1 = strongly disagree to 4 = strongly agree. The scale has good reliability, with a Cronbach's alpha value of .821.

### ***Gratitude scale***

Gratitude was measured using the Gratitude Questionnaire-6 (GQ-6) developed by Emmons et al. (2003) and adapted into Indonesian by Grimaldy and Haryanto (2020). It consists of 4 aspects of social support, namely emotional, appreciation, informational, and instrumental. This scale comprised 11 items with four response options from 1 = strongly disagree and 7 = strongly agree. Demonstrating good reliability, this scale had a Cronbach's alpha value of .817.

### ***Resilience scale***

The academic Resilience Scale (ARS-30), adapted from Cassidy (2016), was used to evaluate the ability of individuals to bounce back and endure in the academic domain. The

resilience scale generated in the Indonesian language was validated for construct validity and reliability by Kumalasari et al. (2020). Furthermore, it comprised a total of 30 items and possessed a reliability value of .893.

### ***Information of demographic***

Participants in this study were provided with a demographic sheet showing age, gender, ethnicity, information about the academic program and semester, as well as details regarding the economic status of the family known through parental income.

## **Procedure**

The study procedure consisted of three stages. First, the preparation stage commenced with the development of measurement tools, including adapted instruments such as the Multidimensional Scale of Perceived Social Support, ARS-30, and The GQ-6. Secondly, the implementation stage occurred at the beginning of September 2022, coinciding with the commencement of the academic year 2022/2023. The questionnaire was administered online to students through a Google Form link, with each participant receiving 3 study scales and providing personal information. Before data collection, permission and informed consent were obtained from students as evidence of voluntary participation. The investigation spanned one month, from early September 2022 to the 4th week of September 2022. Thirdly, the data processing stage included scoring each response given by the

participants for social support, gratitude, and resilience scales. Finally, all collected data were processed using SPSS version 23.0 for Windows.

**Data analysis**

Multiple linear regression analysis was used to test the effect of social support and gratitude on resilience, while path analysis examined the role of gratitude as a mediator and moderator variable.

**Results**

**Study data categorization**

Based on the categorization of study data, it was observed that, among the 240 participants, 27 (11.25%), 167 (69.58%), and 46 (19.16%), had low, moderate, and good

resilience. For the social support variable, the majority of participants (84.58%) were classified in the low category. Meanwhile, the classification of gratitude data showed that 16 (6.66%) were below average, 89 (37.08%) fell into the average category, and 135 (56.25%) were above average.

**Multiple linear regression analysis**

Multiple linear regression analysis was conducted to examine the role of social support and gratitude on resilience. The first analysis showed that social support did not play a significant role in gratitude ( $F(1.238) = .488, p = .485; p > .01$ ) and resilience ( $F(1.238) = .568, p = .452; p > .01$ ). On the other hand, gratitude had a positive effect on resilience ( $F(1.238) = 6.854, p = .009; p < .01$ ).

**Table 2**

*The Multiple Linear Regression Analysis Result of Social Support and Gratitude on Resilience*

Model	Un-standardized		Standardized Coefficients	t	p
	B	SE	B		
1 (Constant)	86.619	9.713		8.918	.000
Social Support	-.093	.102	-.058	-.908	.365
Gratitude	-.324	.124	-.167	-2.617	.009

Note. \*\*  $p < .01$ ; \*  $p < .05$

**Path analysis**

Path Analysis, an extension of multiple linear regression analysis, entailed the use of regression analysis to estimate the causal relationships between variables (causal model) pre-established based on theory (Ghozali, 2016). In the diagram below, the relationship between social support and gratitude on students resilience was tested, showing causal

connections between variables based on theory. Arrows denote relationships, and the model progresses from left to right, implying a prioritization of the causal relationships of variables on the left. Each p-value corresponds to the path, along with the associated path coefficient. The proposed path model suggests that there is no direct relationship between social support, gratitude, and resilience.

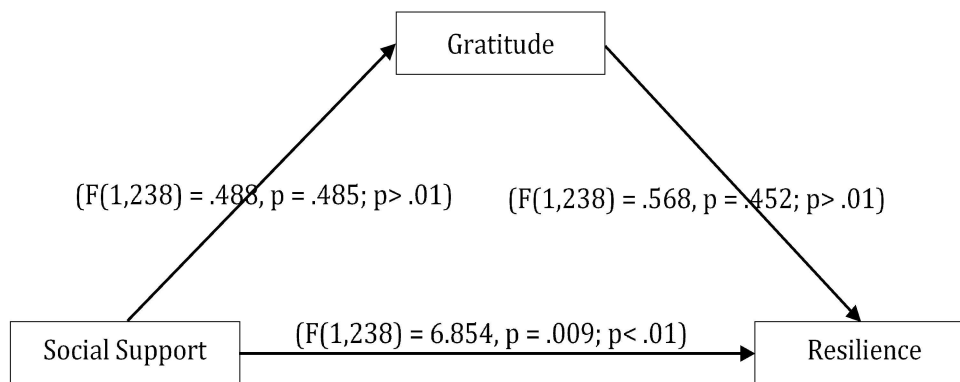
**Figure 1***Results of Multiple Linear Regression Analysis of Social Support and Gratitude on Resilience*

Figure 1 showed that social support did not play a role in gratitude and resilience. Mediation and moderation tests engaging gratitude on social support and resilience cannot be performed. According to multiple linear regression analysis, social support as a predictor variable had no significant effect on gratitude ( $\beta = -.045$ ,  $p = .485$ ;  $p > .01$ ) and resilience ( $\beta = -.049$ ,  $p = .452$ ;  $p > .01$ ). Therefore, the second hypothesis proves that gratitude does not mediate and moderate the relationship between social support and resilience.

### Discussion

This study aims to integrate the roles of both internal and external factors in shaping academic resilience among students. The effect of the COVID-19 pandemic has affected various sectors, leading to abnormal psychological conditions. Failure to properly address this situation raises concerns about potential distress and pathological outcomes. Therefore, individual strength becomes crucial for overcoming these challenges. Resilience, an

interesting and evolving theme, explores the role of protective factors in dealing with the challenges of life. During the pandemic in Indonesia, numerous studies have shown the importance of the resilience concept. Academic resilience, as outlined by Kurniawan and Susilo (2021), plays a crucial role in promoting adaptive thinking, and emotional management, and offering social and spiritual support. It ensures individuals remain safe, well-functioning, and effective during crises (Pragholapati, 2020). Additionally, academic resilience proves indispensable for readiness in online learning contexts (Sari et al, 2020).

This study presents the important role of academic resilience. The primary objective is to explore the relationship between perceived social support and gratitude towards resilience. Furthermore, the study aims to ascertain whether gratitude acts as a mediator or moderator in the relationship between perceived social support and resilience. The results affirmed both hypotheses, initially



suggesting that social support and gratitude exert influence on resilience. However, the multiple linear regression analysis yields insignificance, challenging support for the first hypothesis. Specifically, there is no statistically significant effect of social support on gratitude, as well as resilience. As a result, the second hypothesis was rejected, showing the absence of mediating and moderating functionality.

The empirical results suggest a distinct pattern where perceived social support is considered less crucial for students facing challenges during the pandemic. Furthermore, a particular point of interest is the perception of support from parents. A detailed examination of the study conducted in Indonesia uncovers a prevalent perception among children that social support from parents is minimal. This is attributed to various factors, including unpreparedness to assist children in online learning (Lutfiah, 2020), the belief in the insufficient commitment of children to studies (Mukaromah, 2020), inadequate time spent with children (Widyawan et al., 2021), perceived parental inpatient in aiding children with learning at home (Arifin & Sukati, 2020), and added financial burden to facilitate online learning (Lutfiah, 2020). The low perception regarding support provided by parents is likely influenced by family socioeconomic factors. Some participants in this study come from homes with relatively average to below-average socioeconomic status, as shown by income ranging from IDR 500,000 - 3,000,000.

During the pandemic, many jobs were lost, leading to a lack of fulfillment of daily needs. Consequently, parents experience stress and are less able to devote attention to the education of their children (Fernianti, 2022; Tamara, 2021).

In addition to the lack of support from parents, the role of teachers during the pandemic was considered to be important and insufficient. This is because of the persistent difficulties faced in online learning due to the multitude of assignments given by teachers (Rahmi, 2020), coupled with a lack of counseling services to minimize problems during the pandemic (Kurniawan, 2020).

Several results from previous studies show that parental social support contributes to improving achievement motivation (Amseke et al., 2021; Putra & Nurhadianti, 2020). Proactive and competitive high-achieving students are strengthened by attention from parents. The learning environment, specifically during the previous pandemic, was facilitated through the provision of online learning resources (Al Hakim & Azis, 2021). Therefore, parental social support as an external factor can enhance motivation to learn and resilience capabilities.

These various difficulties can be interpreted as sources of stressors, leading to elevated stress during the pandemic. Stress, as the reaction of the body to external pressures and demands, has been consistently related to negative effects, such as anxiety and depression (Pertwi et al., 2021) as well as a decrease in



psychological well-being (Sumakul & Ruata, 2020). The cumulative impact of these challenges poses a significant burden on students, hindering their ability to focus on learning and undermining academic resilience. Addressing the problems necessitates a concerted effort to enhance both internal and external protective factors, thereby minimizing perceived stress among students.

The second hypothesis regarding the mediation and moderation of the relationship between social support and resilience by gratitude was addressed. Based on the disproven first hypothesis, the results of this study do not support the second hypothesis, implying that gratitude is unsuitable as a mediating and moderating variable. According to several studies, social support factors contribute less to children's identity formation (Hafid & Muhid, 2015). Conversely, gratitude has been observed to have a positive effect on increasing psychological well-being (Wisnu et al., 2022) and eliciting happiness (Kurniawan, 2022).

The results of this study prove the importance of protective factors originating from an individual's internal factors, namely gratitude. This suggests that despite the elevated stress experienced by students due to the COVID-19 pandemic, there is a need to adapt to online learning (Sultonah & Kuntari, 2021), cope with the abundance of assignments (Lubis et al., 2021), and deal with lack of face-to-face interaction and socialization (Ananda & Apsari, 2020) during the two months of the lockdown

(from March 2020 until an unspecified date) (Lai et al., 2020). All the participants in the study were Muslim students with a high level of gratitude. This suggests that the students perceive the COVID-19 pandemic as predestined by the Almighty God (Allah SWT) and view it as a test for humanity. The situation is an opportunity for individuals who can sincerely endure the challenges and continue to strive.

The expression of gratitude assumes a crucial role in enhancing resilience, serving as a potent instrument that empowers individuals through faith in God and the practice of worship. From a psychological perspective, it augments the capacity to attain inner peace, thereby avoiding potential adversities such as depression, stress, and loneliness (Fathoni & Listiyandini, 2021). Several studies have shown the positive role of gratitude during challenging times, showing its influence on various aspects, including well-being (Suseno & Pramithasari, 2019), life satisfaction (Pratama et al., 2015), spiritual well-being (Nashriyati & Arjanggi, 2016), mental health (Aziz et al., 2017), emotional regulation (Hartanti, 2016), positive coping (Aldyafigama et al., 2019), and the reduction of depression (Andeslan & Uyun, 2023).

The implications of this study show the crucial role of gratitude in academic resilience. It signifies that individuals who believe in the divine order remain peaceful amid challenging and worrying circumstances. This observation

is particularly applicable to Muslim student participants, who, equipped with a profound comprehension of their faith, along with attributes such as patience, sincerity, and gratitude, have adeptly navigated the challenges presented by the 2 years of the COVID-19 pandemic. Moreover, acknowledging the ability to express gratitude as a manifestation and strength of spiritual intelligence is crucial for individuals dealing with life's challenges. Gratitude is also a manifestation of resilience, maintaining optimism in challenging situations, and placing trust in the Almighty Allah (Takdir, 2017). The study presents the significant role of gratitude in academic resilience, but it is not without limitations. The participants were not diverse, focusing on a single program and early semesters, with 240 students participating. Given these limitations, future reports should include more heterogeneous respondents to ensure greater variation in the data.

### **Conclusions**

This study examines the determinants of students' academic resilience, particularly the impact of social support and gratitude in the aftermath of the COVID-19 pandemic. In conclusion, the relationship between social support and gratitude towards students' resilience post-pandemic was not supported by the study data. Empirically, this implied that students perceived a lack of substantial support from parents during 2 years of the pandemic. Consequently, social support did not influence

gratitude and the ability to rise resiliently against challenging conditions. The most significant discovery was the overwhelming dominance of the internally protective factor of gratitude in shaping resilience. This study presented the importance of internal factors in overcoming life challenges, despite insufficient external factors.

### **Suggestion**

Based on the results, the suggestion is that despite students experiencing a lack of attention and support, specifically from parents, their potential was harnessed through internal protective sources. The importance of strengthening internal factors was presented, and recommendations for self-improvement include cultivating healthy thinking habits, engaging in favorite activities regularly, reading motivational and autobiographical books, participating in online discussions with peers, exercising, as well as stimulating the brain with positivity. Furthermore, future studies should investigate the determinants of students' academic resilience by incorporating additional variables related to self-improvement, such as self-efficacy, emotional regulation, optimism, and self-esteem. It also included variables that serve as indicators of weakening personal strength, such as stress, depression, and anxiety.

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