

Student's Meaning of Life Based on Resilience in New Normal Era

Nur Hidayah^{1,*}, Husni Hanafi¹, M. Ramli¹, Rofiqoh¹

¹ Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Malang, Indonesia
^{*}Corresponding author. Email: nur.hidayah.fip@um.ac.id

ABSTRACT

The current covid pandemic situation has entered a new phase in the form of the new normal era in 2020. However, this condition still challenging a student's life. Student's resilience becomes needed in forming a meaningful life for today's situation. This study aims to identify and construct the meaning of life form based on a student's resilience in the new normal era of 2020. This research was conducted using a descriptive mix method technique, with: (1) a quantitative survey process to obtain a description of the resilience profile of high school students in Malang Raya, and (2) the next method was carried out in the form of qualitative confirmatory analysis in constructing the meaning of life of high school students. The results of the study found that the resilience of students during the new normal 2020 was in the medium category, and formed meaning of life-based on resilience in attitudinal value tendencies, manifested in attitude patterns and decision making. The resilience profile becomes an element of student objectivity in shaping the meaning of life in facing this new normal era in 2020.

Keywords: resilience, meaning of life, new normal life

1. INTRODUCTION

Prevention of Covid-19 transmission through physical-social distancing has led to various polemics. Academic life with many interactions is also affected, and in the end, many countries have taken policies to temporarily stop face-to-face academic life as a form of implementing the new normal conditions [1]. The new normal condition has forced adaptations to learning activities that are directed at independent and synchronized online learning activities. The learning model, which is a step forward in the era of the 4.0 industrial revolution, does not necessarily provide adequate academic life conditions for students to study.

Indonesia, with an area divided into thousands of islands, is still in the stage of developing the equability of education standards. This condition raises the unpreparedness of the curriculum, learning models and strategies, as well as teaching staff in this pandemic situation. The self-study design is not a design that can be imagined to be applied in Indonesia which is still focused on generalizing the quality of education in various regions. Drastic changes in learning strategies and models in a very short time have made many teachers unable to provide learning services that meet the expected educational standards. On the other hand, Indonesia is still to evenly develop technology to catch up in the era of the Industrial Revolution 4.0.

In this condition, Indonesia is faced with independent learning online due to Covid-19. Limited online learning facilities and infrastructure are a common obstacle for the Indonesian people. This condition does not only occur in rural areas but also occurs in areas around major cities of Indonesia. This position is a double challenge for the Indonesian people. Students as recipients of academic services are also involved in dealing with this problem. Students also face vigilant living conditions due to the Covid-19 pandemic and are required to continue their academic life at the same time. Problems with infrastructure facilities, learning strategies, environmental conditions that are not conducive, are some of the obstacles for students in living their academic life. In this condition, students need high resilience, especially in academic life.

In general, resilience refers to an individual's capacity to respond, maintain to achieve successful self-development, and control situations of stress and obstacles [2]. Successful adaptation and adaptation as well as stressful situations are a manifestation of individual self-resilience. More practically, student resilience will show student attitudes in learning, a positive attitude, and the ability to adapt learning goals and strategies in this new normal era.

Student resilience in the process contributes to how students think, determine attitudes, and make decisions

and act. This process will shape students who are affected by Covid-19 in this new normal era. The forms of students' thoughts and perceptions of the situation at hand will form beliefs in students. This condition will continue to contribute to the decisions taken to bring out the attitudes and behavior of students. Conceptually, student resilience will affect all aspects of students as individuals [3].

The effect of student resilience on the current situation will ultimately give students a conclusion regarding their condition, and what they are like in the current situation [1]. Limited interaction, physical distancing, changing patterns of life to changing school activities are all forms of situations that are generally faced by students in the new normal era today. At a further level, the continuity of this new normal also has an impact on how students interpret their life.

The meaning of life comes from various situations in a person's life [4], [5]. Currently, the condition faced by students is an uncertain situation, even though it is labeled new normal. The meaning of students' lives will depend on how the forms of their thoughts and perceptions are, the decisions they make, the attitudes and behaviors that arise in the face of the pandemic, and new normal situations they are currently facing. Thus, a resilience which contributes to all aspects of students also contributes to the formation of the meaning of life of these students.

The condition of resilience to the meaning of life of students is a form of self-identification of students in the situation at hand. The pandemic period and the new normal that change various patterns of life also require a lot of adjustments from students for the present and in the future. Identification of the meaning of life of students based on student resilience in the new normal era is a necessity for school counselors to be able to arrange guidance and counseling services according to the needs and conditions faced by students.

Based on the considerations that have been described, the identification of the meaning of life-based on the resilience of students in the new normal era is the focus of this article. Following these objectives, the focus of this discussion is expected to be a consideration in determining the basis for the preparation of guidance and counseling programs and services.

2. METHOD

2.1 Research Subject and Instrument

The sampling method in this study uses random sampling to generalize based on a population group. The research subjects involved were 537 students who came from several schools in Malang Raya. The instrument used was developed by researchers in the form of an inventory of student resilience due to covid-19. This inventory uses a Likert scale with a choice of very

suitable scale (SS); according (S); less suitable (KS), and not suitable (TS) with a maximum score of 4 and a minimum score of 1.

2.2 Data Analysis

The measurement results were then analyzed using basic descriptive statistics to describe the research data. The results of the analysis in stage 1 are then analyzed confirmatory through descriptive-interpretive in three forms of the meaning of students' life (Experiential value, attitudinal value, and creative value). The results of this interpretation are a form of student meaning of life-based on resilience in the new normal 2020.

3. RESULT

3.1 Resilience Profile of Students

The resilience profile of high school students in Malang Raya is obtained based on the elaboration of the results of students filling in each indicator of resilience. These indicators are divided into sub-variables of resilience from the inside (Self) and outside (others). The self-sub variable contains aspects of Confidence, Emotional Insight, Negative Cognition, and Social skills. Meanwhile, the resilience aspect from outside (others) consists of Connectedness, Supportive Environment, and Availability.

The results of filling in student resilience inventories in the new normal era in the aspect of resilience from within (self) show that the results of filling are included in the Medium category. This condition is based on a more in-depth aspect, where the indicators of Confidence, Emotional Insight, Negative Cognition, and Social skills are in the Medium category. A more detailed explanation of the student resilience data in the new normal era on the aspects of the self is presented in Table 1.

Table 1 Resilience Profile Based on Student's Inside Aspect

No	Aspect	Total Data	Percentage
A	<i>Self</i>		
1	Confidence	537	81,99%
2	Emotional Insight	537	66,05%
3	Negative Cognition	537	46,51%
4	Social skills	537	67,47%
	Average	537	65,50%

Whereas in the aspect of student resilience in the new normal era from outside (others) it shows the results of filling in the Medium category. This condition is based on the indicators of Connectedness, Supportive Environment, and Availability which are in the medium category. A more detailed explanation of the student resilience data in the new normal era on aspects from outside themselves (others) is presented in Table 2.

The data exposure in Table 1 and Table 2 shows the condition of the medium category student resilience to the new normal situation faced is at a percentage of

65.83%. In this data, it was also found that the two aspects of resilience from within and from outside the students were both in moderate condition. Thus, the condition of these two aspects shows that the resilience of students in the new normal 2020 requires effort from inside student self and support from the environment around students.

Table 2 Resilience Profile Based on Student’s Outside Aspect

No	Aspect	Total Data	Percentage
<i>B</i>	<i>Others</i>		
1	Connectedness	537	51,75%
2	Supportive Environment	537	70,32%
3	Availability	537	76,72%
4	Others Aspect Average	537	66,26%
	Average	537	66,26%

3.2 Analysis of Meaning of Life of High School Students in Malang Raya

The student resilience data exposure was analyzed to construct the meaning of life. The construct of the meaning of life that has been studied by researchers and experts found constructs in the form of basic values in the form of experiential values, attitudinal values, and creative values. The three values are elaborated more operationally in the form of aspects of thought and perspective patterns for experiential values, attitude patterns and decision making for attitudinal values, and problem-solving and behavior patterns for creative values.

Analysis of the interpretation of students’ resilience data on the six indicators of the meaning of life of students shows that data tends to lead to attitudinal values, namely the aspects of attitude patterns and decision making. This condition refers to the results of filling out the inventory which tends to be high on aspects of the students’ attitudinal value. More detailed data on the results of the analysis of the meaning of life of students based on the resilience of high school students in Malang Raya is presented in Table 3.

Based on data exposure in Table 3, it can be given the meaning that the resilience condition of high school students in Malang Raya describes the condition of the meaning of life in the form of attitudinal values on aspects of high attitude patterns and decision making. The condition of students’ resilience in other forms of value also follows the experiential value which tends to be moderate in both aspects of thought and perspective patterns. Meanwhile, the meaning of life of high school students in Malang in the form of creative values indicates a condition of moderate problem-solving aspects and high behavior patterns.

4. DISCUSSION

Analysis of the meaning of life of high school students in Malang Raya based on resilience in the new normal 2020 shows data that leads to the form of attitudinal values. The results of the analysis show that the item “I feel

anxious about this pandemic” is still a concern of high school students in this new normal era.

Table 3 Meaning of Life Based on Student’s Resilience

No	Aspect	Total Data	Percentage
<i>Experiential Values</i>			
1	Thought Patterns	537	60,83%
2	Perspective Patterns	537	64,91%
	Average	537	62,87%
<i>Attitudinal Value</i>			
3	Attitude Patterns	537	72,41%
4	Decision Making	537	70,56%
	Average	537	71,49%
<i>Creative Value</i>			
5	Problem Solving	537	54,84%
6	Behavior Patterns	537	68,84%
	Average	537	61,84%

This restlessness appeared in another item that came to the attention of students, namely “I often have a bad judgment against people who do not orderly implement health protocols”. This depiction conceptually shows a linkage between viewpoints and attitude patterns, or in other words, the form of a unity of the meaning of life values.

Feelings of anxiety in situations that give stressors to individuals are forms of obstacle conditions that require resilience from a person. The existence of negative thoughts about situations that have not been completely resolved contributes to various forms of feelings. This has become the main concept in the human nature model from the point of view of cognitive behavior, where belief has a fundamental role in forming feelings and behavior [7], [8].

The existence of obstacles faced by students becomes a situation that shapes student resilience. The existence of this obstacle will also be accompanied by the development of risk factors that are inhibiting and protective factors that support resilience [2], [3]. The situations faced by students based on the data from the results of this study indicate that there are protective factors in the form of optimism and support from people around students who have implemented health protocols for their activities in the new normal 2020. However, these protective factors are still followed by inhibiting factors that are identified in the form of more people at large who do not adhere to health protocols (markets, parks, restaurants, and other public places), thus creating feelings of anxiety for the students. The success of protective factors in shaping the resilience of students in the new normal era also depends on the role of socio-ecological conditions, in the context that can be identified are students as individuals, family members, and communities (friends, society, school) [2].

The results of identification bring up the resilience conditions that are generally faced by students in the new normal 2020. These resilience conditions in further analysis lead to categorization in the aspects of cognitive, insight, affective, and student behavior [9], [10]. Cognitive and insight aspects are formed in the form of

thought and perspective patterns of students on the situation at hand. Affective and behavioral aspects appear in the form of attitude patterns, problem-solving, decision making, and behavior patterns that are raised by students as a form of resilience to the situation at hand.

The existence of perspectives, patterns of thought, attitude patterns, decision making, problem-solving and behavior patterns that are formed based on resilience shape how students are and how students perceive themselves in the current situation. The existence of self-understanding of students is also based on the similarity of forms of resilience that have been generalized from the students. This generalization is present as a form of agreement on the form of resilience conveyed by students through the inventory results [11].

This generalization forms an agreement that can be objective in shaping student resilience in the new normal 2020 era. The existence of objectivity based on generalizations is then translated subjectively into perspective patterns, thought patterns, attitude patterns, problem-solving, decision making, and student behavior patterns. This translation also shows the element of subjectivity in students in shaping their resilience. The integration and collaboration of the two objective and subjective elements of student resilience in the new normal 2020 is the main condition in generating and shaping the meaning of life in students [12], [13].

The development of the meaning of life-based on the resilience of students in the new normal era is also influenced by its appearance in the forms of perspective, thought patterns, attitude patterns, problem-solving, decision making, and student behavior patterns [14], [15]. The appearance of these forms has shown all aspects of the individual. At this point, these forms of resilience contribute to the forms of the meaning of life of students based on the resilience of students in the new normal 2020. The forms of the meaning of life are presented in experiential values, creative values, and attitudinal values [16]-[18].

Experiential values are the values found by individuals when individuals face the conditions and situations of their life experiences and their current life situations [13], [19]. Experiential value relates to perceptions, ways of thinking, and individual conclusions about life experiences and situations that are being faced. In the same form, the results of the identification of the form of the resilience of students in the new normal era also gave rise to perspectives and perceptual patterns which were a form of students' experiential value.

Attitudinal values indicate individual values in showing responses in the form of attitudes to the situation at hand. This attitude arises from the presence of pressure, demands, and stressors in the situation at hand [13], [19]. In the end, individuals need to choose and make decisions on the attitude that will be raised. The pattern of attitudes and decision making in student

resilience is a manifestation of the attitudinal value of the meaning of life of students.

Creative value shows the values that individuals have in generating, finding, and creating alternatives to the situation at hand [13], [19]. The problem-solving process is the main activity in creative value. The results of problem-solving then become values that are translated in the form of implementing solutions. Creative values that are presented in the form of problem-solving processes and implementation of solutions in the form of student resilience appear in problem-solving and student behavior patterns.

Meaning of life is a form of perception of order and coherence in the existence of a person's life accompanied by efforts to achieve goals and generate feelings for the achievement of one's existence [18], [20] - [22]. This process shows the existence of meaning of life that is present entirely within the individual. More specifically, the meaning of life is a cognitive phenomenon (the attainment of an understanding of the existence of an individual) that positively influences motivation in the form of (concrete search for personal goals) on emotional and behavioral aspects throughout the life span.

The existence of the meaning of life of students that arises from the condition of student resilience in facing the new normal 2020 also needs to be the attention of educational actors. The form of the meaning of life based on the resilience that has been described can be the objectivity of educators in directing the form of student resilience so that students can form meaning of life that can help themselves achieve their life goals. Further development of several techniques and strategies that can help students increase the meaning of life can be done in the process of helping students. The counseling model based on local wisdom of Javanese and Madurese culture [13], [18], [22] - [26] can be an alternative option to be implemented for students in Malang Raya, who are predominantly Javanese and Madurese.

5. CONCLUSION

The Resilience Profile of students in Malang Raya in facing the new normal era in 2020 provides student data in the medium category, both in aspects from inside (self) and aspects from outside (others) students. The condition of these two aspects shows that student resilience in facing the new normal 2020 requires effort from inside self-students and support from the environment around students. The existence of a form of resilience profile that is generally felt by students in Malang Raya becomes the objectivity of students in Malang Raya as a whole in achieving resilience. This objectivity, together with the subjectivity of the student's situation, is an aspect that is also needed in constructing the meaning of his life in facing the new normal 2020. The resilience profile of students in Malang Raya directs the tendency of the meaning of life in the form of attitude patterns and decision making which is a form of attitudinal value. Direction and growth of meaning of life-based on the

resilience of students in the new normal 2020 can synergize with the results of guidance and counseling research that are proven to grow and direct the meaning of life of students.

REFERENCES

- [1] R. Capuano et al., "Psychological consequences of COVID-19 pandemic in Italian MS patients: signs of resilience?," *J. Neurol.*, vol. 1, p. 3, Jul. 2020, doi: 10.1007/s00415-020-10099-9.
- [2] K. Suranata, A. Atmoko, N. Hidayah, I. B. Rangka, and I. Ifdil, "Risks and resilience of students with hearing impairment in an inclusive school at Bengkulu, Bali, Indonesia," *Spec. Ugdy.*, vol. 2, no. 37, pp. 165–214, 2017, doi: 10.21277/se.v2i37.328.
- [3] K. Suranata, A. Atmoko, and N. Hidayah, "Enhancing Students' Resilience: Comparing The Effect of Cognitive-Behavior And Strengths-Based Counseling," in *Proceedings of the 2nd International Conference on Innovative Research Across Disciplines (ICIRAD 2017)*, 2017, pp. 102–108, doi: 10.2991/icirad-17.2017.20.
- [4] D. Guttman, *Finding meaning in life, at midlife and beyond*. 2008.
- [5] H. Zhang et al., "Sources of Meaning in Life Among Chinese University Students," *J. Happiness Stud.*, vol. 17, no. 4, pp. 1473–1492, 2016, doi: 10.1007/s10902-015-9653-5.
- [6] J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. London: Pearson Education, 2013.
- [7] J. Beck, *Cognitive Behavior Therapy: Basics and Beyond*. New York: The Guilford Press, 2011.
- [8] M. Ramli, "Terapi Perilaku Kognitif," in *Pendidikan dan Konseling di Era Global*, Bandung: BK UPI, 2005.
- [9] S. T. Hauser and J. P. Allen, "Overcoming adversity in adolescence: Narratives of resilience," *Psychoanalytic Inquiry*, vol. 26, no. 4, pp. 549–576, Sep. 2006, doi: 10.1080/07351690701310623.
- [10] T. Y. Lee, W. M. Kwong, C. K. Cheung, M. Ungar, and M. Y. L. Cheung, "Children's resilience-related beliefs as a predictor of positive child development in the face of adversities: Implications for interventions to enhance children's quality of life," *Soc. Indic. Res.*, vol. 95, no. 3, pp. 437–453, Oct. 2010, doi: 10.1007/s11205-009-9530-x.
- [11] A. Gillespie and F. Cornish, "Intersubjectivity: Towards a dialogical analysis," *J. Theory Soc. Behav.*, vol. 40, no. 1, pp. 19–46, 2010, doi: 10.1111/j.1468-5914.2009.00419.x.
- [12] S. Wolf, *The Meaning of life and Why It Matters*. Princeton, NJ: Princeton University Press., 2010.
- [13] H. Hanafi, N. Hidayah, and A. Mappiare, "Adopsi Nilai Budaya Osing Dalam Kerangka Meaning of Life," *J. Pendidik. Teor. Penelit. dan Pengemb.*, vol. 3, no. 9, pp. 1237–1243, 2018.
- [14] D. Bartrés-Faz, G. Cattaneo, J. Solana, J. M. Tormos, and A. Pascual-Leone, "Meaning in life: Resilience beyond reserve," *Alzheimer's Res. Ther.*, vol. 10, no. 1, pp. 1–10, May 2018, doi: 10.1186/s13195-018-0381-z.
- [15] P. Russo-Netzer, S. E. Schulenberg, and A. Batthyany, *Clinical Perspectives on Meaning: Positive and Existential Psychotherapy*. 2016.
- [16] V. E. Frankl, *Man's Search for Meaning: An Introduction to Logotherapy* (4th Edition). Boston: Beacon Press, 1992.
- [17] A. Pattakos, *Prisoners of Our Thoughts: Viktor Frankl's Principles for Discovering Meaning in Life and Work*. San Francisco, California: Berrett-Koehler Publishers, Inc., 2008.
- [18] N. Hidayah and M. Ramli, "Need of Cognitive-Behavior Counseling Model Based on Local Wisdom to Improve Meaning of Life of Madurese Culture Junior High School Students," in *Advances in Social Science, Education and Humanities Research, volume 128. Proceedings of the 3rd International Conference on Education and Training (ICET 2017)*, Sep. 2017, vol. 128, no. 3rd International Conference on Education and Training (ICET 2017), pp. 301–307, doi: 10.2991/icet-17.2017.53.
- [19] M. F. Steger and T. B. Kashdan, "Stability and specificity of meaning in life and life satisfaction over one year," *J. Happiness Stud.*, vol. 8, no. 2, pp. 161–179, 2007, doi: 10.1007/s10902-006-9011-8.
- [20] F. Martela and M. F. Steger, "The three meanings of meaning in life: Distinguishing coherence, purpose, and significance," *J. Posit. Psychol.*, vol. 11, no. 5, pp. 531–545, 2016, doi: 10.1080/17439760.2015.1137623.
- [21] M. A. Steger, S. Oishi, and T. B. Kashdan, "Meaning in life across the life span: Levels and correlates of meaning in life from emerging adulthood to older adulthood," *J. Posit. Psychol.*, vol. 4, no. 1, pp. 43–52, 2009, doi: 10.1080/17439760802303127.
- [22] N. Hidayah, M. Ramli, and H. Hanafi, "East Java Modeling Techniques to Improve Student Meaning of Life," in *Advances in Social Science, Education and Humanities Research, volume 269. Proceedings of the 3rd International Conference on Educational Management and Administration (CoEMA 2018)*, Oct. 2018, pp. 181–185, doi: 10.2991/coema-18.2018.43.
- [23] N. Hidayah, M. Ramli, and H. Hanafi, "Urgency Cognitive-Behavioral Counseling Based on Local Wisdom For Junior High School Counselor In East Java," in *Advances in Social Science, Education and Humanities Research, volume 118. Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)*, Sep. 2017, vol. 118, no. 9th International Conference for Science Educators and Teachers (ICSET), pp. 923–928, doi: 10.2991/icset-17.2017.149.
- [24] N. Hidayah, M. Ramli, and H. Hanafi, "Cognitive-Behavioral Counseling Model Based on Local Wisdom at East Java," in *Proceedings of the 2nd International*

- Conference on Learning Innovation (ICLI 2018), 2018, pp. 109–113.
- [25] N. Hidayah, M. Ramli, and H. Hanafi, “Modeling Technique on Madurese Culture Based on Bhupa’ Bhabu’ Ghuru Rato’ Values,” in *Advances in Social Science, Education and Humanities Research*, volume 285. International Conference on Education and Technology (ICET 2018), Dec. 2018, pp. 245–248.
- [26] J. Finayanti, N. Hidayah, and A. Atmoko, “Teknik Ngudari Reribed untuk Mengarahkan Meaning of life,” *J. Pendidik. Teor. Penelit. dan Pengemb.*, vol. 4, no. 3, pp. 274–278, 2019.
- [27] Pertiwi, A. K., Cahyani, S. S. A., Diana, R. C., & Gunawan, I. (2018, October). The Leadership of Kyai: A Descriptive Study. In *3rd International Conference on Educational Management and Administration (CoEMA 2018)*. Atlantis Press.
- [28] Gunawan, I. (2013). *Qualitative research methods*. Jakarta: Bumi Aksara.