Building Academic Resilience: A Key to Overcoming Stress During the Covid-19 Pandemic

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Abstract. This study aimed to investigate the relationship between academic resilience and academic stress among 203 final students who were writing a thesis during the Covid-19 pandemic. The data were collected using the Student-Life Stress Inventory and the Academic Resilience Scale, and analyzed using Spearman Correlation analysis technique. The results indicated a significant negative relationship between academic stress and academic resilience ($p = 0.000$, $r = -0.348$). Specifically, high academic resilience was associated with low academic stress, and vice versa. These findings suggest that developing academic resilience may be an effective way to reduce academic stress among final students during the pandemic.

Keywords: academic stress · academic resilience · thesis · Covid-19 pandemic

1 Introduction

One of the requirements for students to earn a Bachelor's degree is to successfully complete a thesis. Thus, it becomes crucial for students to complete their thesis in order to achieve graduation. However, writing a thesis is a difficult process that presents challenges and difficulties for students. When facing this final assignment, challenges frequently arise from within, such as laziness, difficulty stringing sentences together for a thesis, difficulty finding references, and challenges originating from without oneself, such as the current environmental conditions, such as the Corona virus outbreak, also known as the Covid-19 pandemic [1].

For students, writing a thesis during a pandemic is undoubtedly difficult. Students may experience stress due to difficulties they encounter while working on their theses during this pandemic. According to pre-survey data collected by Maharani & Budiman, of the 68 respondents who completed the survey, 56 students who were working on their theses during the pandemic reported experiencing stress [2]. These students were students from the Faculty of Psychology at the Islamic University of Bandung.Further research on the stress levels of students writing their theses at Gorontalo State University was conducted by [3]. They found that 14 respondents (23%) fell into the mild category,

23 respondents (37.7%) fell into the moderate category, 16 respondents (36.2%) fell into the heavy category, and 7 respondents (11.5%) fell into the very heavy category.

The researchers also asked open-ended questions to eight students who were working on their thesis during the pandemic to learn about their obstacles and challenges. As a result, students frequently experience laziness, a lack of intention and determination, and a lack of motivation in compiling their thesis, as well as feelings of confusion, dizziness, anxiety, and confusion about the thesis they are working on. Finally, there are family demands that cause students to be depressed, unable to sleep, and finally a stressor. Students working on their thesis are unable to work on their thesis with friends due to ongoing pandemic conditions; it is difficult to concentrate on doing their thesis because they are doing homework; their body and mind are not conducive; family demands, looking for measuring instruments, running out of ideas, having difficulty finding references; and it is difficult to paraphrase sentences.

Ramanda and Sagita discovered facts in the field about the condition of students who were compiling their thesis during the Covid-19 pandemic having various problems such as low enthusiasm and motivation in completing their thesis, fear of not being able to graduate on time, difficulty finding research samples, problems that appear difficult to analyze, unable to do research because they are at home, and lack of references [1].

The Covid-19 pandemic period itself presents complex problems for students preparing their thesis, so that this affects him in the process of completing the thesis. According to Zain et al., one of the factors that hindered students while writing their thesis was the Covid-19 pandemic, which caused students' motivation to decrease [4]. Furthermore, psychological factors influence students during thesis preparation.

Psychological factors are psychological conditions that include mental states, thoughts, and human behavior [5]. According to Zakaria, one of the psychological factors, namely stress, is something that students always experience when writing their thesis [6]. Furthermore, for students preparing their thesis, motivational factors, beliefs, and attitudes are psychological factors [7].

The stressful conditions experienced by students who are preparing their thesis are also called academic stress. Academic stress is defined as pressure caused by a subjective perception of an academic condition [8]. This pressure causes students to respond in the form of negative physical reactions, behaviors, thoughts, and emotions as a result of school or academic demands. Academic stress indicators include pressure in studying or writing a thesis, learning load or the burden of completing the thesis, expectations for academics or thesis completion on time, and sadness or discouragement in studying and writing thesis [9].

Then, for students who are under academic stress, this manifests as emotional and physical symptoms. Academic stress is characterized by anxiety or anxiety, sadness or depression as a result of academic demands, and feelings of low self-esteem or inability to carry out educational or academic demands. Meanwhile, headaches, palpitations, changes in eating patterns, weakness or weakness, frequent urination, and difficulty swallowing characterize it physically [8]. As a result, these stress symptoms can interfere with students' academic activities as well as their daily lives.

Furthermore, the condition of academic stress on students working on a thesis that cannot be controlled has an impact that can affect students' thoughts, feelings, physical reactions, and behavior, making it difficult for students to focus attention and think negatively about themselves and their environment [10]. Difficulty focusing attention or focus makes it difficult for students to work on their thesis. As a result, it takes a long time to complete the thesis, adding to students' academic stress levels. Not only that, but the increasing level of stress experienced by students can lead to the wrong stress coping behaviors such as drinking alcohol, using illegal drugs, and being at risk for suicide.

Additionally, academic stress on thesis preparation students can have a negative impact on students in a variety of ways, including procrastination. Students procrastinate because they do not want to be burdened with thesis work. Finally, students prefer to pursue pleasure outside of campus and avoid supervisors [10]. Another effect is that students frequently feel tired, dizzy, anxious, and unenthusiastic, and some even consider discontinuing their studies [11].

From the explanation above, the source of stress on students working on this thesis comes from both outside and within the students. Furthermore, according to Barusi, the sources of stress for students preparing their thesis are frustration while working on the thesis, conflicts in making choices while doing the thesis, pressure from parents who demand that they finish the thesis quickly, or pressure from the supervisor to immediately provide the latest revisions, to pressure from the social environment that requires students to be able to compete with other people [12].

Therefore, there is a need for a solution so that students working on their thesis can reduce or survive the stress they are experiencing while continuing to work on their thesis. According to Kirom, one of the factors that contribute to students' difficulties in writing their thesis is a lack of student resilience. This is also referred to as resilience, where resilience can be stress coping for individuals to reduce or overcome stress [13]. According to Rice and Liu's research, there is a link between stress coping and resilience [14]. This demonstrates that a high level of resilience can overcome or reduce stress.

According to Andersen's research (2020) [15], resilience in students writing their thesis is essential in order to overcome challenges and adapt to various difficulties when working on their thesis. Academic resilience is another term for resilience in the academic sphere. Academic resilience is a dynamic process that demonstrates students' ability to recover from negative experiences while confronted with difficult situations that suppress or impede learning, or in this case, writing a thesis [14].

Academic resilience, according to Martin and Marsh is the ability to deal effectively with setbacks, stress, or pressure in academic settings. Adaptability and the magnitude of the risks faced influence academic resilience [16]. Triyana et al., discovered a negative relationship between resilience and stress when writing a thesis for students in the psychology study program at Eleven March University's Faculty of Medicine [17]. Whereas if students of the psychology study program, Faculty of Medicine, Eleven March University have low academic resilience, they have high academic stress, and if they have high academic resilience, they have low academic stress.

In line with research by Harahap et al., which states that students who have good academic resilience will not easily give up in the face of academic difficulties [18] On the contrary, he will always be optimistic, think positively and be able to get out of trouble. Therefore, with high academic resilience, students will be able to overcome academic stress which is a problem in preparing their thesis. Research conducted by Rahayu and Djabbar also states that a high level of resilience is related to self-esteem so that individuals are able to cope with stress and achieve higher scores [19]. The level and manifestation of this resilience is related to their effectiveness in dealing with academic stress. The higher the resilience of students, then the lower the perceived academic stress and the effect of resilience on academic stress is known to be 81.6% [19]. This research is also in line with research conducted by Septiani and Fitria, that resilient individuals will have lower stress. Conversely, individuals who show high levels of stress are individuals who tend to be less resilient [20].

As a result, researchers are interested in investigating this issue empirically in scientific research with the topic, Academic Resilience and Academic Stress in Students Working on Thesis in the Middle of the Covid-19 Pandemic.

2   Methodology

This research employs a correlational research design with a quantitative approach. The purpose of this research is to determine the relationship and level of relationship between two or more variables. The variables in this study are academic stress as the dependent variable and academic resilience as the independent variable. Thus, this study will investigate the relationship between academic stress variables and academic resilience.

The criteria for this research were male and female students who were working on their thesis during the Covid-19 pandemic. This research included 203 students from Indonesian public and private universities.

To measure academic stress, the researchers used the Student-Life Stress Inventory scale developed by Gadzella (1991), which was adapted to the Indonesian version by Azahra (2017) [21], and the academic resilience scale developed by Hardiansyah et al. (2020) [22], which was modified by the researchers. In this study, the *Spearman rho correlation* test was used to test the hypothesis. While for the data analysis, the researchers used the *IBM SPSS Statistics 25* application.

3   Results and Discussion

3.1   Description of Research Participants

See Tables 1, 2, 3, 4 and 5.

Table 1. Description of Research Respondents by Age

Age	Frequency	Percentage
19	1	0.5%
20	11	5.4%
21	79	39.1%
22	82	40.6%
23	18	8.9%
24	7	3.5%
25	2	1.0%
28	1	0.5%
30	1	0.5%
Total	**202**	**100%**

Table 2. Description of Research Respondents by Gender

Gender	Frequency	Percentage
Female	164	81.2%
Male	38	18.8%
Total	**202**	**100%**

Table 3. Description of Respondents Based on Year Class

Year Class	Frequency	Percentage
2015	3	1.5%
2016	5	2.5%
2017	14	6.9%
2018	163	80.7%
2019	17	8.4%
Total	**202**	**100%**

Table 4. Description of Respondents Based on Study Program

Study Program	Frequency	Percentage
Exact	51	25,2%
Non-Exact	151	74,8%
Total	**202**	**100%**

Table 5. Description of Respondents by University

University	Amount	Percentage
Private	119	58.9%
Public	82	40.6%
Missing	1	0.5%
Total	**202**	**100%**

Table 6. Description of research data

Variables	Min	Max	Means	Standard Deviation
Academic Stress	26	96	66,4	13.4
Academic Resilience	35	72	58,9	7.8

Table 7. Category Norm

Categorization	Categorization Formulas
Low	$X < \mu\text{-}1\sigma$
Average	$\mu\text{-}1\sigma \leq X < \mu\text{+}1\sigma$
High	$X > \mu\text{+}1\sigma$
Total	

Information: X = Total Score μ = Mean σ = Standard Deviation

3.2 Description of Research Data

See Tables 6, 8 and 9.

Based on the Table 7, the results of grouping the research variables are as follows:

Table 8. Subject Categorization on Academic Stress Variables

Categorization	Score Range	Frequency	Percentage
Low	X < 53	35	17.3%
Average	53 ≤ X < 79,8	129	63.9%
High	X > 79,8	38	18.8%
Total		202	100%

Table 9. Subject Categorization on Academic Resilience Variables

Categorization	Score Range	Frequency	Percentage
Low	X < 51,1	33	16.3%
Average	51,1 ≤ X < 66,7	133	65.8%
High	X > 66,7	36	17.8%
Total		202	100%

Table 10. The results of the Academic Resilience Hypothesis test against Academic Stress

Variables	Correlation Coefficient (r)	Significance (p)	Information
Academic Stress * Academic Resilience	-0,339	0.000	Significant

Table 11. Academic Stress Difference Test Results

Variable	Information	N	Means	P	Results
Stress Academic	Female	164	103.61	0, 286	No difference
	Male	38	92.38		
	Age 19–22 years	172	100.81	0, 686	No difference
	Age 23–30 years	30	105.48		

3.3 Hypothesis Testing

See Table 10.

3.4 Additional Analysis

See Tables 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23.

Table 12. Academic Resilience Difference Test Results

Variable	Information	N	Means	P	Results
Resilience Academic	Female	164	98.57	0,070	No difference
	Male	38	114.16		
	Age 19–23 years	172	103.66	0, 208	No difference
	Age 24–30 years	30	89.12		

Table 13. Test the difference between Exacts and Non-Exacts

Variable	Information	N	Means	P	Results
Academic Stress	Exact	51	102.14	0, 928	No difference
	Non-Exact	151	101.28		
Academic Resilience	Exact	51	102.23	0, 918	No difference
	Non-Exact	151	101.25		

Table 14. Public and Private Universities Different Tests

Variable	Information	N	Means	P	Results
Academic Stress	Private	119	103.01	0,555	No difference
	Public	82	98.09		
Academic Resilience	Private	119	100.35	0,848	No difference
	Public	82	101.95		

Table 15. Intercorrelation Test of Aspects of Academic Resilience Against Academic Stress

Dimensions	Significance (p)	Correlation coefficient (r)	r2
Adjustment	0.000	-0.314	0.098
Toughness	0.000	-0.245	0.060
Intelligence Faces Difficulties	0.003	-0, 193	0.037
Solution to problem	0.000	-0.313	0.097

Table 16. Effective Contribution of Academic Resilience Against Academic Stress

Aspect	Effective Contribution (%)
Academic resilience and academic stress	19.86%

Table 17. The Effective Contribution of Resilience Variable Aspects to Academic Stress

Aspect	Effective Contribution (%)
Adjustment	37.93%
Toughness	0.51%
Intelligence Faces Difficulties	5.44%
Solution to problem	28.63%

Table 18. Correlation Test Based on Female Gender

Female				
Variable	**Correlation Coefficient (r)**	**N**	**P**	**Information**
Academic Stress and Academic Resilience	-0.306	164	0.000	Significant

Table 19. Correlation Test Based on Male Gender

Male				
Variable	**Correlation Coefficient (r)**	**N**	**P**	**Information**
Academic Stress and Academic Resilience	-0.446	38	0.002	Significant

Table 20. Non-Exact Group Correlation Test

Non-exact				
Variable	**Correlation Coefficient (r)**	**N**	**P**	**Information**
Academic Stress and Academic Resilience	-0.287	151	0.000	Significant

Table 21. Exact Group Correlation Test

Exact				
Variable	**Correlation Coefficient (r)**	**N**	**P**	**Information**
Academic Stress and Academic Resilience	-0.478	51	0.000	Significant

Table 22. Correlation test for the 19–22 year old group

19–22 years				
Variable	**Correlation Coefficient (r)**	**N**	**P**	**Information**
Academic Stress and Academic Resilience	-0,347	172	0.000	Significant

Table 23. Correlation test for the age group 23–30 years

23–30 years				
Variable	**Correlation Coefficient (r)**	**N**	**P**	**Information**
Academic Stress and Academic Resilience	-0,307	30	0.049	Significant

3.5 Discussion

This research aims to determine the relationship between academic stress and the academic resilience of students who are preparing their thesis during the Covid-19 pandemic. Based on the results of the data analysis carried out, it was found that there was a significant negative relationship between academic resilience and academic stress in students who were preparing their thesis during the Covid-19 pandemic. This is evidenced by the value of r = -0.339, the correlation is significant with p = 0.000 (p < 0.01). The results of this analysis explain that the higher the student's academic resilience, the lower the level of student academic stress during the preparation of the thesis. Conversely, the lower the academic resilience, the higher the level of student academic stress during thesis writing. based on these results, the hypothesis in this study was accepted.

The results of this research are in line with the results of previous research which found that there is a negative and significant relationship between resilience and student academic stress. These results show that the higher the level of student resilience, the lower the academic stress faced by students [23, 24].

The above results can be explained by Hendriani's research, concerning the role of academic resilience as a positive adaptation by prioritizing positive behavioral responses in stressful situations and making personal adjustments within individuals that students are able to bring out whenever faced with difficulties [25]. Therefore, resilient students are able to deal with various risks in their studies in adaptive ways, and are also able

to balance between fulfilling academic demands and other social demands, including in this case the academic stress felt by final year students while working on their thesis [25].

Furthermore, good academic resilience in students who are preparing their thesis can lead to better stress coping. As previously stated, resilience can cause students to be adaptive. According to the research of Wijianti and Purwaningtyas, high resilience in students who are compiling a thesis means high coping stress for students who are preparing a thesis [26]. Coping with stress serves to liberate oneself from tangible and intangible problems, specifically how students manage their behavior when solving simple and realistic problems.

The researchers then conducted additional analysis on academic resilience by administering different tests based on gender. The researchers discovered no differences in academic resilience between male and female students. Anggraini's research also discovered that there was no significant difference in academic resilience between male and female students [27]. Meanwhile, Roelyana and Listiyandini discovered a difference in resilience between male and female students who were preparing their thesis, with male students having greater resilience than female students [28]. Furthermore, there was no significant difference in the results of the various tests administered to students aged 19–22 and 23–30. According to research conducted by Salamah et al., students who are preparing a thesis who are in the early adult stage (>21 years) are more resilient compared to students who are in the late adolescent stage (18–21 years) [29]. This is because the more mature the final year students are, the more skilled these students will be in solving their thesis problems.

Researchers also carried out various tests based on the exact and non-exact study program groups. The findings revealed that there was no difference in academic stress between study program groups. Rumiani discovered differences in stress levels in the humanities (non-exact) and exact sciences groups, revealing that the stress levels in the humanities (non-exact) group were higher than the exact groups [30]. The difference in stress levels can be attributed to each group's perceptions of the length of study.

The researcher also conducted a different test on the resilience variable on the exact and non-exact groups in this different test, and there was no difference. The groups of public and private universities then showed no difference in academic stress and academic resilience of students preparing their thesis in the midst of the Covid-19 pandemic.

Researchers also conducted a correlation test between aspects of resilience and student academic stress. According to the findings of the study, aspects of self-adjustment, resilience, intelligence in dealing with difficulties, and problem solving have a significant negative correlation with academic stress.

Self-adjustment is the ability of students to successfully overcome tensions, conflicts, and feelings of frustration that they experience during the lecture process by adapting, changing themselves according to the environment [22]. According to this study, self-adjustment has a significant negative correlation with academic stress. This is consistent with the findings of Erindana et al., who discovered a negative relationship between adjustment and academic stress in students [31]. Kurniati and Hamidah's study discovered a positive and significant effect on student stress of 35.9% [32].

Resilience (hardiness) is a student's ability to survive in the face of problems by recovering from academic pressure without significant disruption and bearing the burden personally. Toughness has a significant negative correlation with academic stress, according to this study. According to the findings of Prasetya et al., there is a significant negative relationship between hardiness and academic stress in students [33]. A negative relationship indicates that the greater one's toughness, the lower one's academic stress, and vice versa.

The ability of individuals to use their intelligence to strengthen themselves, think ahead, and be aware of the actions that must be taken to face academic challenges and problems (adversity quotient). According to this study, intelligence in the face of adversity has a significant negative correlation with academic stress. Hairiyah et al., discovered a significant negative relationship between adversity quotient and academic stress in students working on theses, which supported these findings [34]. As a result, the higher the adversity quotient of students working on their thesis, the lower their academic stress, and vice versa.

Problem solving, or the ability of students to identify and find a solution to a problem by employing specific strategies or techniques, is passed according to predetermined desires [22]. According to this study, solving problems when faced with difficulties has a significant negative correlation with academic stress. According to Saputri and Wulanyani's research, there is a significant relationship between problem focused coping and stress in students preparing theses [35]. According to this research, students change stressors that they believe can be controlled and changed positively by learning new skills by dealing with stressors directly through problem focused coping.

The researchers conducted an analysis test to determine the effective contribution of academic resilience to academic stress. The results of this analysis obtained an effective contribution of academic resilience to academic stress of 19.86% for students who were preparing their thesis during the Covid-19 pandemic, this shows that 80.14% was influenced by other factors. According to research by Aprilia and Yoenanto, other factors that affect the academic stress of students writing theses are emotional regulation and perceptions of social support [36]. Where in this study it was found that there was a simultaneously significant negative effect on emotional regulation and perceptions of social support on academic stress in students who were working on their thesis. Then in Aulia and Panjaitan's research, there is a strong negative relationship between psychological well-being and stress levels in final year students of the Faculty of Nursing, University of Indonesia who are working on their thesis [37].

Furthermore, the effective contribution of the academic resilience aspect to student academic stress starts from the adjustment aspect of 37.93%, toughness of 0.51%, intelligence in facing problems 5.44%, and problem solving of 30%. Based on this, the adjustment aspect has the biggest effective contribution, namely 28.63%.

Based on the results of the effective contribution of the resilience aspect to academic stress, it was found that the adjustment aspect had a large contribution of 37.93%. Self-adjustment is used to meet needs (needs satisfaction), overcome conflict, frustration, and certain problems in certain ways and indirectly the process of adjustment affects one's mental health [38]. Self-adjustment is also a person's ability to change himself according to changing demands and environmental conditions [39]. In addition, adjustment is a

process of overcoming needs, tensions, conflicts and frustrations, where this aims to achieve harmony and harmony between demands within oneself and demands from the environment [40].

The following additional analysis, the researchers conducted a correlation test to determine the correlation between academic resilience and academic stress in different sex groups. Based on the results of the analysis conducted on the female group, it was found that there was a significant negative correlation between academic resilience and academic stress of female students who were writing their thesis in the midst of the Covid-19 pandemic. Then the male group also showed that there was a significant negative correlation between academic resilience and academic stress of male students who were preparing their thesis in the midst of the Covid-19 pandemic. Based on this statement, the female and male gender groups affect the correlation between academic resilience and academic stress.

Additional analysis was then carried out to test the correlation of academic resilience and academic stress in the exact and non-exact study program groups. The results of the analysis between the two groups show that there is a significant negative correlation between academic resilience and academic stress of students who are preparing their thesis in the midst of the Covid-19 pandemic. Based on this statement, the exact and non-exact study program groups affect the correlation between academic resilience and academic stress.

The last additional analysis conducted by the researchers was the correlation between academic resilience and academic stress in the 19–22 and 23–30 year age groups. Based on the analysis test results, it was found that there was a significant negative correlation between academic resilience and academic stress in the 19–22 and 23–30 year age groups.

After conducting research on academic resilience and academic stress on students working on their thesis in the midst of the Covid-19 pandemic, researchers realized that this research had several drawbacks. First, this research was conducted during the Covid-19 pandemic where data collection was carried out online by distributing research questionnaires, so that researchers had less control over the data collection process. Furthermore, future researchers need to prove again whether during the post-pandemic period there is a relationship between academic resilience and the academic stress of students who are preparing their thesis. Then from the results of research based on different tests of sex and age there is no difference, but in some studies there are differences.

4 Conclusion

Based on the results of this research, it is possible to conclude that the researchers' hypothesis about the existence of a negative relationship between academic resilience and academic stress in students preparing their thesis during the Covid-19 pandemic is accepted. The existence of a negative relationship indicates that the higher a student's academic resilience, the lower the level of student academic stress. Students with low academic resilience, on the other hand, are more likely to experience academic stress.

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