



Academic Resilience in the Context of Counseling Student: A Study of Factor Analysis

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Abstract. The Covid-19 pandemic has caused a significant learning shift from face-to-face to online mode. Students are faced with various challenges and difficulties in dealing with the dynamics of learning modes that have an impact on their psychology. The presence of academic resilience is necessary as a stimulus and protection in the psychological development of students. This study aims to address the structure of academic resilience mentioned by Dalimunthe et al. [1] Composed of calmness, commitment, control, alignment, empathy, perseverance, and adaptability, they are reviewed in the context of student counseling. This research involved counseling students (n = 398) from Universitas Negeri Medan, Indonesia. They are collecting data using a questionnaire distributed using google forms for two months. This study uses a quantitative approach with a factor analysis technique consisting of two stages, confirmatory (CFA) and exploratory analysis (EFA) via SPSS v.20. The first stage of the analysis found that all academic resilience constructs were valid and reliable through CFA testing. Then, the EFA analysis in the second stage found that three new components were formed: motivation, optimism, and self-efficacy. This research has proven the reliability of the academic resilience instrument in the context of counseling students so that it can be implemented as a scale for measuring student academic resilience in facing the challenges of completing studies on campus.

Keywords: composure · commitment · control · coordination · empathy · perseverance · adaptive

1 Introduction

The Covid-19 pandemic has significantly impacted various aspects of life, especially the education aspect. This has led to a shift in the learning system towards online learning. Campuses as higher education providers also contribute to improving online learning infrastructure. Various online learning media and systems have been introduced and used in higher education, such as the online learning information system, google classroom, zoom, Edmodo, google meet, and various other online learning applications to support

the learning system in this pandemic era. However, it also requires students and educators to be more skilled in using learning media. Viewed from the student's point of view, the shift in the dynamics from face-to-face learning to online psychologically impacts students, especially new students. During lectures on campus, students dynamically face different challenges and difficulties. This causes a variety of effects related to stress, anxiety, avoidance, health, well-being, campus attendance problems, learning readiness, hindered learning development, and even lecture refusal [2–4]. In addition, there are serious problems that lead to learning failures and dropouts, which are usually early signs of student anxiety when dealing with minor problems.

Academic resilience is defined as the ability of a student to recover during difficult times, escape hardships and achieve academic success with the help of internal resources and external support to help them cope with adversity during difficult times. [1]. Garmezy and Masten [5] define resilience as the process, capacity, and outcome of successful adaptation despite challenging and threatening circumstances. These challenging and threatening situations cause stress and even depression, which Rutter [6] suggests resistance to stress, among others: 1) relative and not absolute; 2) the results of environmental and individual factors; 3) not a fixed quantity; 4) and depending on the context. He further suggested cultivating resilience from self-efficacy beliefs, the ability to deal with change, and problem-solving skills. In contrast, Masten [7] explains that resilience is a human capacity to adapt and have achievements in the face of adversity. Therefore, stimulating the psychological development of students and their parental academic resilience is becoming increasingly important to prepare them for competence and combativeness in dealing with academic challenges. Academic resilience can be built from internal and external influences related to learning development. Intrinsic factors consisting of calmness, commitment, control, regulation, empathy, perseverance, and adaptability are the factors that are primarily studied in various resilience studies [1, 8–11]. External factors also include the environment, support from teachers, classmates, and parents, culture, classroom or campus climate, learning rules applied on campus, and curriculum [12–14]. This paper examines internal factors that influence academic resilience.

The process of completing education experienced by students through the dynamics of learning that develops so quickly has the potential to disrupt learning and teaching on campus [15] which is difficult to predict so that it tests resilience or vulnerability in the face of accelerated technology applied to learning [16], pandemics [15], natural disasters [13], health and welfare [2], and bad behavior in society such as drugs [14]. In addition to disruption, there is also the positive potential that supports the formation of student resilience in completing studies such as coping strategies [17], family [18], peers [19], lecturers [20, 21], academic environment and facilities, and campus policies [22] that students use to bounce back from the problems and risks they experience. The series of problems and potentials that become resources shape students to be resilient or break away in completing undergraduate education. The formation of student resilience in completing their education is related to psychological and educational aspects [23].

Based on various literature and findings from previous researchers, this research aims to re-examine the construct of academic resilience, which refers to Dalimunthe *et al.* [1], consists of composure, commitment, control, coordination, empathy, perseverance, and

adaptation to the context counseling student. This research was carried out in two stages to test the research objectives applied in this paper: the first stage through confirmatory factor analysis (CFA) testing and the second stage through exploratory factor analysis (EFA) testing.

2 Methodology

A. Research Design

This study design uses a quantitative approach of confirmation in the form of comparative causality to describe relationships between variables [24]. Which involve manifest composure, commitment, control, coordination, empathy, perseverance, and adaptation. Confirmatory analysis (CFA) and exploratory analysis (EFA) were applied to this research. First, the variable structure of student academic resilience relied on sound theory and research to develop assumptions or assumptions about the relationship between observed variables and their underlying factors. Statistical hypothesis testing of the predicted structural equation model was then performed [25], based on reliable theoretical and research results.

B. Respondent

The primary data source is counseling students at the Faculty of Education, Universitas Negeri Medan. The sampling technique used random sampling by considering the distribution of the year of admission, major, class, and gender so that the representativeness of the population character is attached to the sample. The sample size was determined using the G-Power application, which considered the strength of the testing equipment used and the number of variables involved in the study [26]. Respondents involved in this study were 398 students.

C. Instrument

The academic resilience measurement instrument was adopted based on Dalimunthe, et al. [1]. The academic resilience instrument consists of 14 items consisting of composure (2 items), commitment (2 items), control (2 items), coordination (2 items), empathy (2 items), perseverance (2 items), and adaptative (2 items). Data collection using an electronic questionnaire via google form, which was carried out from May to June in 2022.

D. Data Analysis

This study uses a quantitative approach. Based on the data collected, data analysis was carried out using factor analysis techniques consisting of two stages, namely confirmatory analysis (CFA) and exploratory analysis (EFA) via SPSS v.20. The first stage of the analysis found that all academic resilience constructs were valid and reliable through CFA testing. Then proceed with the EFA analysis in the second stage to find new components [27, 28] (Fig. 1).

3 Results and Discussion

This study is predominantly female (83.91%) than male (16.08%). Participants from outside the Medan area (56.28%) were more than those from the Medan area (43.71%). Participants are students from the Guidance and Counseling study program. In summary, information on the characteristics of respondents is presented in Table 1.

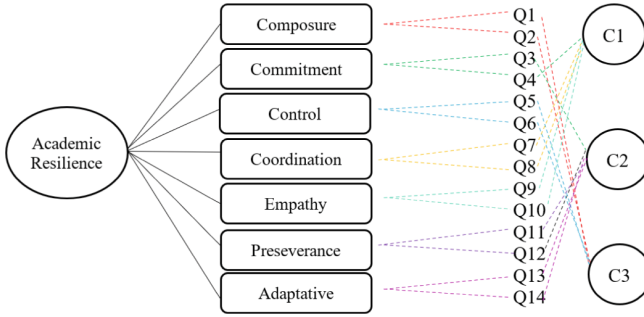


Fig. 1. Research Framework

Table 1. Characteristics of Respondents

Respondent Profile		n	%	N
Gender	Male	64	16.08%	
	Female	334	83.91%	398
Domicile	Medan	174	43.71%	
	Outside Medan	224	56.28%	398

Table 2. Academic Resilience Construction

Constructs	Item
Composure	Q1-Q2
Commitment	Q3-Q4
Control	Q5-Q6
Coordination	Q7-Q8
Empathy	Q9-Q10
Perseverance	Q11-Q12
Adaptative	Q13-Q14

The study’s findings using a confirmatory factor analysis approach related to academic resilience in the context of counseling guidance are discussed in depth in this section. Seven indicators become the standard of measurement in academic resilience in this study, divided into composure, commitment, control, coordination, empathy, perseverance, and adaptation. The seven indicators are as follows (Table 2).

Based on the indicators above, the researcher tries to confirm whether the measurement model built is following the research objectives through confirmatory factor analysis (CFA) using SPSS version 23.0 software. This was done to assess and confirm construct validity [29].

Table 3. Kmo and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	2600.722
	df	91
	Sig.	.000

Source; SPSS output, modified by researcher

CFA and EFA testing criteria can be carried out after KMO and Bartlett's testing [24]. Based on Table 3, the Kaiser Meyer Olkin Measure of Sampling Adequacy value is $0.895 > 0.5$. This indicates that factor analysis can be performed. Furthermore, Table 3 also shows the Bartlett's Test significance value of $0.00 < 0.05$ ($\alpha = 5\%$), meaning that the indicators used in this study are correlated and suitable for factor analysis.

The output of the CFA and EFA tests is presented in Table 4 which provides information on the value of factor loading, anti-image correlation with Measure of Sampling Adequacy (MSA), mean, and standard deviation.

Furthermore, statistical descriptions related to data analysis found that the mean value of all items was above the ideal mean (3.5). Likewise, the mean of component C1 (4.82), component C2 (5.30), and component C3 (5.03) were found to be greater than the ideal mean.

The first stage is the analysis of the CFA test using anti-image correlation. Table 4 shows that all anti-image correlation values, which are an indication of factor analysis, are calculated using the measure of sampling adequacy (MSA) with criteria greater than 0.5 so that it shows a good level of validity [30]. Based on the analysis, it was found that the anti-image correlation has been met, and the factor analysis can be continued. The component formed consists of three components.

Then the last stage of testing, the analysis of the EFA test in the initial eigenvalues column, three components can represent variables whose values are greater than 1.00, namely C1 (5.98), C2 (1.66), and C3 (1.11) with cumulative values of 42.74%, 54.67%, and 62.63%, respectively, in which the variance has high communality. Communality is the total measurement results related to the strength of the relationship between indicator variables and the construct (theoretical concept) of the indicator variables studied. The variable communality standard is low, below 0.4 [29]. High communality explains that indicator (statement items) strongly correlate with research factors/constructs.

The first component (C1) consists of discussing lecture assignments with the lecturer (Q8), trying to understand the learning difficulties experienced by peers (Q9), trying to understand the learning success that friends feel and think (Q10), and asking for feedback from peers so that they can improve learning achievement (Q7), repeat subject matter that is difficult to understand (Q4). Items Q7 and Q8 are items for coordination indicators [31], items Q9 and Q10 are items for empathy indicators [32], and Q4 items are items for commitment indicators [31], which form C1, which is called motivation. This component is supported by research findings by [33, 34] which state that motivation is synonymous with academic resilience. In addition, this finding is also supported by research [35, 36]

Table 4. Anti-Image Correlation

Item		Factor Loading			MSA	M	SD
		C1	C2	C3			
Q8	I discussed the assignment with the instructor.	.76			.88	4.11	1.54
Q9	I try to understand my peers' learning difficulties.	.75			.88	4.85	1.25
Q10	Try to understand the learning success your friends feel and think.	.74			.88	5.14	1.15
Q7	Ask your classmates for feedback to improve your learning.	.67			.94	5.06	1.23
Q4	Repeat the elusive topic. I will study more to become a qualified teacher.	.53			.89	4.94	1.25
Q12	I am trying to explore the pros and cons of learning to become a qualified teacher.		.84		.83	5.95	1.13
Q14	This difficult situation is seen only temporarily.		.84		.83	5.88	1.10
Q13	Strive to maintain learning and achievement.		.68		.92	5.56	1.21
Q3	I gave up on the learning problem I am currently facing. You can change your mood if you want.		.59		.91	5.51	1.07
Q11	Refrain from panicking after receiving an order.		.44		.75	3.61	1.56

(continued)

Table 4. (continued)

Item		Factor Loading			MSA	M	SD
		C1	C2	C3			
Q1	Enough rest to maintain strength and energy when studying on campus.			.78	.89	5.17	1.35
Q2	Take control of learning disabilities on campus.			.78	.89	4.98	1.27
Q5	I discussed the assignment with the instructor.			.70	.91	5.06	1.41
Q6	I try to understand my peers' learning difficulties.			.56	.92	4.92	1.16
Initial Eigenvalues		5.98	1.66	1.11			
Cumulative (%)		42.74	54.67	62.63			

Source; SPSS output, modified by researcher

which states that there is a relationship between motivation and academic resilience. In other terms, motivation is one of the factors driving academic resilience.

The second component (C2) consists of studying harder to become a quality teacher (Q12), trying to explore strengths and weaknesses in learning to become a good teacher (Q14), seeing this problematic situation as temporary (Q13), trying to learn and maintaining achievements (Q3), and do not give up on learning problems faced (Q11). Items Q11 and Q12 are items for the perseverance indicator [9], items Q13 and Q14 are items for the adaptation indicator [9], and item Q3 is the item for the commitment indicator [31], which forms C2 called optimism. This component is supported by research findings [37] and [38] which state that optimism is interchangeable with academic resilience. In addition, this finding is also supported by research [39]–[41] which states that there is a relationship between optimism and academic resilience. In other words, optimism is one of the driving factors for academic resilience.

The third component (C3) consists of being able to change the mood when you need it (Q1), refraining from panicking when given an assignment (Q2), getting enough rest to maintain strength and energy while studying on campus (Q5), being able to control learning difficulties campus (Q6). Items Q1 and Q2 are items for the composure indicator [31], and items Q5 and Q6 for control indicators [31], which form C3, called self-efficacy. This component is supported by research findings [42, 43] which state that self-efficacy is synonymous with academic resilience. In addition, this finding is also supported by research [44–46] which states that self-efficacy is related to academic resilience. In other words, self-efficacy is one of the driving factors for academic resilience.

All components form a new factor which we call “motivation,” “optimism,” and “self-efficacy.” These three components are identical to academic resilience, where academic resilience is the ability of individuals to adapt to academic situations and respond healthily and productively to improve themselves in order to be able to face and overcome academic demands. Based on previous research findings, these three components are closely related to academic resilience.

4 Conclusion

Based on the findings, all components of the manifest academic resilience construct consisting of composure, commitment, control, coordination, empathy, perseverance, and adaptation can form new factors called motivation, optimism, and self-efficacy. Motivation (C1) which consists of Q7 and Q8 (coordination), Q9 and Q10 (empathy), and Q4 (commitment) items. Optimism (C2) which consists of items Q11 and Q12 (perseverance), Q13 and Q14 (adaptation), and Q3 (commitment). Self-efficacy (C3) which consists of items Q1 and Q2 (composure), Q5 and Q6 (control). The three components are identical and have a close relationship with academic resilience. Then it was found that the instrument was valid and reliable to measure academic resilience as a practical instrument in the counseling laboratory.

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