Classification Test Forming Academic Resilience In Final Year Students

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Abstract. Academic problems in completing thesis are often faced by students from simple to complex problems, such as understanding the material that will be used as scientific work, always getting revise from supervisors, low motivation, and other difficulties up to thesis examination which is often to be something that is terrify for students so that it causes students to be late in completing their studies and even drop out of college. If students cannot adapt to these difficulties it will impact stress and frustration. With these pressures in the academic field, students need high academic resilience within themselves in order to survive facing difficult conditions and continue to try completing their thesis or final assignment. The aim of this research is to analyze the factors that form academic resilience in final year students. The method in this study is a quantitative approach using factor analysis Kaiser-Meyer-Olkin telelet test (KMO). Based on the research results, the dimensions of academic resilience are confidence, control, composure, and commitment. From the results of data analysis, the highest dimension forming academic resilience is commitment and the lowest dimension forming academic resilience is confidence.

Keywords: Classification Test, Academic Resilience, Final Year Students.

1   Introduction

Thesis is a scientific work which is a graduation requirement for undergraduate students so that it requires mastery of relevant materials and has been followed by students during their college years. In addition, the thesis also requires students to conduct research correctly according to applicable rules (Siswanto & Sampurno, 2013). Academic problems in completing thesis are often faced by final year students ranging from simple to complex problems, such as understanding the material to be used as scientific work, always revising from supervisors, low motivation, and other difficulties up to thesis exams which often become a scourge. which is frightening for students, causing students to be late in completing their studies and even dropping out of college. according to (Cahyani & Akmal, 2017) final year students experience many difficulties in preparing their thesis starting from difficulty finding themes, titles, samples and measuring instruments, difficulty getting references, emergence of laziness, low motivation, and

fear of meeting lecturers mentor. The results of research conducted by (Aisyah & Listi-yandini, 2015) stated that internal factor barriers consisting of students' cognitive abilities, self-esteem, and also social competence possessed by students had a greater influence on students in compiling their thesis. The study load was very high, especially in the process of completing the thesis will certainly affect the psychological factors of the student. The psychological factor in question is academic resilience, namely any behavior, attitude, or emotional response to academic or social challenges that are positive and beneficial for development (such as finding new strategies, exerting greater effort, or resolving conflicts peacefully) (Yeager & Dweck, 2012).

A number of studies have been conducted on student populations in America (Salmela-aro, 2007), Canada (Struthers et al., 2000), China (Tao et al., 2000), Australia (Ryan et al., 2010), and the United Kingdom (Wilcox et al., 2005)stated that the many demands and challenges in tertiary institutions such as studying, facing exams, identity formation, and independence from parents affect students' social, emotional, physical, and academic functioning. The educational process is often faced with various kinds of problems that can make it difficult for individuals to succeed, these problems can be caused by various factors such as high crime rates, poverty, dropout rates, drug abuse, health and other social problems (Byrne, 2015; Jeffries et al., 2009; Schensul & Trickett, 2009; Waxman & Booth, 2003). The process of education in tertiary institutions is an education that hones students' abilities in the learning process so that students are required to have responsibility for the assignments given.

Academic resilience is a student's ability to deal with difficulties and stress experienced in an academic context, for example pressure and stress in facing exams and difficulties in doing assignments (Mallick & Kaur, 2016). There are four factors that determine academic resilience according to Martin dan Marsh (2003), namely 1) self-belief, is a belief and belief in their ability to understand or do work well, meet challenges that must be faced and do the best with their abilities; 2) control, is the ability when they are sure about how to do the job well, 3) Composure (Low-anxiety), is a feeling of anxiety and worry, feeling anxious is a feeling that is not easy that individuals experience when thinking about tasks, homework or exams while feeling worried is the individual's fear when when they don't do the assignments, homework or exams well and 4) Commitment or persistence is the ability to keep trying to solve answers or understand a problem that is very difficult and full of challenges (Hendriani, 2019). So students with good academic resilience are students who are academically successful including in completing their thesis which is an academic bill even though they have a disadvantaged socioeconomic background.

The purpose of this study was to analyze the factors that form academic resilience in final year students. The method in this study is a quantitative approach using factor analysis Kaiser-Meyer-Olkin telelet test (KMO). The benefit of this research is as additional information in the context of self-development in order to become a resilient individual in terms of the factors that influence it. This research is also expected to add to the knowledge of other researchers that can be used as comparison material or input for further research.

2   Methods

The research method used is descriptive quantitative and comparative quantitative research methods. The population of this study were final year students of the Guidance and Counseling Study Program in Central Java who were in the process of completing their thesis. The sampling technique used purposive sampling and samples were taken from UPGRIS Guidance and Counseling Study Program students, UMK, UMM, Univet Sukoharjo, Unima, UPS Tegal, UIN Walisongo, UIN Salatiga, IAIN Kudus and Ivet University Semarang with a total number of 202 students. After cleaning the data, there were 3 data that did not meet the criteria because the thesis process had not yet been made so that the data that could be analyzed became 199 students. Data analysis techniques used descriptive statistics and independent samples tests with the help of SPSS 26 software. The data collection tool used an academic resilience scale compiled by researchers with a reliability coefficient of 0.817. Of the 24 items, after conducting a validity test, there are 16 valid items.

3   Results and Discussion

The results of data analysis using descriptive statistics showed that most of the subjects, namely 127 (63.82%), included in the low level of academic resilience, 55 (27.64%) included in the very high academic resilience, 14 (7.03%) were included in the very category. low and only 3 (1.51%) have high category. The category of student academic resilience level based on gender is for men 53.33% is in the low category, 31.67% is in the high category, 10% is in the very low category while only 5% is in the high category. For female subjects, it was found that 68.35% were in the low category, 25.90% were in the high category, 5.75% were in the very low category and none had a high category. When viewed descriptively statistically, there is no significant difference between the levels of male and female academic resilience. The results of this study also did not show a high difference in the level of academic resilience between 7th semester students and 9th and 11th semester students. The highest category of resilience level for students in semesters 7, 9 and 11 was the Low category with a percentage of 64.70% for semesters 7 and 61 .90% for students in semesters 9 and 11. The high category for students in semester 7 was found to be 27.20%, while for students in semesters 9 and 11 there were 28.57% in the high category. Complete data can be seen in Table 1 below.

Table 1. Category of Academic Resilience Level.

No	Category	Number	%	Man		Woman		Smt 7	Smt 9 dan 11
					%		%	%	%
1	Very high	3	1,51	3	5	0	0	1,47	1,58
2	Tall	55	27,64	19	31,67	36	25,90	27,20	28,57

3	Low	127	63,82	32	53,33	95	68,35	64,70	61,90
4	Very low	14	7,03	6	10	8	5,75	6,61	7,93
	Jumlah	199	100	60	100	139	100	100	100

Displayed equations are cent After carrying out the comparative test using the independent samples test, it is known that Equal variance assumed, the sig (2-tailed) value is 0.097 > 0.05. This means that there is no significant difference in the level of academic resilience between male and female students. Meanwhile, from the descriptive data based on the mean, the Commitment aspect has the highest influence and the lowest Confidence.ered and set on a separate line.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,778
Bartlett's Test of Sphericity	Approx. Chi-Square	248,538
	df	6
	Sig.	,000

Fig. 1 KMO and Barletlett's Test

Based on the KMO and Bartlett's Test, it is known that the sig value is 0.000 <0.05 so that it can be concluded that there is sufficient sample and factor analysis can be carried out.

Component Matrix[a]

	Component 1
Confidence	,740
Control	,795
Composure	,812
Commitemnt	,871

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Fig.2 Component Matrix

Based on data from the component matrix, it can be seen that the biggest factor forming resilience is Commitment (0.871) and the lowest is Confidence of (0.740). So the aspect of commitment has the highest effect on academic resilience and confidence has the lowest effect on academic resilience.

Based on the results of the research above, it can be seen in general that research subjects have a low academic resilience category. This can mean that when students have entered the final stage of study, namely the preparation of a thesis, they have experienced a low level of academic resilience. This result is in accordance with the opinion (Septiani & Fitria, 2016) which states that high demands with high stressors will make a person have low resilience. This is in line with his opinion (Kirana & Agustini, 2022) Individuals who have a high level of resilience will have a lower stress level. Conversely, individuals who show high levels of stress are individuals who are less resilient.

When compared to the level of academic resilience between men and women, it turns out that there is also no significant difference from the pattern of levels of academic resilience, that is, most of them fall into the low category. Thus the gender factor does not affect the level of student academic resilience. This result is in line with his opinion (Anggraini, 2022) which states that there is no significant difference between the academic resilience of male and female students.

Meanwhile, based on the results of the study using a quantitative approach with the Kaiser-Meyer-Olkin telelet test (KMO) factor analysis, the data obtained that the largest dimension forming academic resilience is commitment and the lowest dimension forming academic resilience is confidence. Commitment is an individual's ability to continue trying to solve and understand a problem even though the problem is very difficult and full of challenges. So no matter how hard it is, if the individual has a high commitment, he will be able to survive and be tough. Meanwhile, self-confidence is the lowest factor forming academic resilience because self-confidence is belief and belief in the ability to understand or do a good job. Thus, it is not enough for individuals to only have self-confidence without the behavior to act and carry out based on individual commitment, they still experience anxiety which has an impact on low academic resilience.

4   Conclusion

Based on the results of the research and discussion, it can be concluded that students have resilience in the difficulties of completing their thesis. The most dominant resilience-forming factor for resilient people in the process of completing their thesis is commitment and the lowest self-confidence. This is because commitment is an individual's ability to continue trying to solve and understand a problem even though the problem is very difficult and full of challenges. So no matter how hard it is, if the individual has a high commitment, he will be able to survive and be tough. Meanwhile, self-confidence is the lowest factor forming academic resilience because self-confidence is belief and belief in the ability to understand or do a good job.

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