



Academic Resilience of Madurese Students at Universitas PGRI Adi Buana Surabaya

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Abstract. Following the pandemic, students' academic adaptability in several kinds of study programmes deteriorated. As a result, student academic achievement throughout many lectures decreased. The objective of this study was to identify the characteristics of academic resilience among Madura students studying at PGRI Adi Buana University in Surabaya. This study used a qualitative approach and the case study method, with the research subjects consisting of 3 Madura students who had studied for at least six semesters and had joint entrepreneurial activities. According to the study's findings, the three students came from medium-income families and showed excellent academic resilience. When interviewed, three subjects with backgrounds in engineering, pedagogy, and psychology expressed optimism about finishing their studies quickly because of their parents' support and their persistence in believing in the values they applied that they were accustomed to in the family environment. They participate in entrepreneurial activities with peers from various faculties to mutually enhance their academic resilience. All of these factors contribute to their excellent academic resilience in terms of adjusting to the curriculum and lecture material.

Keywords: Academic Resilience, Entrepreneur, Madurese Students, Self-Adjustment.

1 Introduction

Following the Covid-19 pandemic, students returned to campus to attend live offline courses. Students from outside the city, as well as those from outside the province of East Java, were required to resume their roles. Their readiness to participate in offline lectures differs from those who previously relied on the network from home and received complete support from their families in learning, both psychologically and financially (Santoso & Santosa, 2020), but for the time being, it differs because they must battle alone to finish their studies.

This new normal condition also has an impact on students' psychological resilience and flexibility in adapting, mitigating, and minimising the detrimental effects on themselves when they are away from their parents and on campus. This is referred to as academic resilience (Harahap et al., 2020). Individuals with high academic resilience show signs of being able to manage emotions, control themselves and their surroundings, be optimistic, be able to analyse difficulties, empathise, be efficacious,

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and achieve in life (Khairunnisa et al., 2021). However, other opinions state that indicators of academic resilience include knowledge and skills in dealing with adversity, self-efficacy, a positive personality, contributing to oneself and others, adaptability, decision-making control, and the ability to manage physical and emotional stress (Rachmawati et al., 2021).

Students from Madura have a high level of learning persistence. Yet, learning persistence is also affected by an individual's internal circumstances (Ahyani & Raharjo, 2015). Furthermore, studies show that self-concept and academic resilience have a good relationship with one's future career (Willis & Burnett, 2016). Accordingly, it is possible that these students' academic persistence, along with several other factors like personal interests and environmental support for pursuing their entrepreneurial interests, will determine their careers in the future.

The education system and all its constituent parts, including educational institutions, teachers, and students, have faced significant challenges ever since the Corona Virus Disease (Covid-19) outbreak in Indonesia (Daniel, 2020). The government has taken several measures to halt the spread of the coronavirus (Covid-19). Covid-19 must be prevented from spreading in tertiary institutions, according to a circular released by the Ministry of Education and Culture Bureau of Higher Education Number 1 of 2020. The Ministry of Education and Culture advises universities on how to implement remote learning and encourages all students to study from home. Several tertiary institutions have rapidly responded to this circular, including Universitas PGRI Adi Buana Surabaya, which has issued a circular to conduct online learning. Online learning is defined as learning that is carried out under situations and objectives that minimise communication between individuals, both between lecturers and students and between other students (Panigrahi, Srivastava, & Sharma, 2018). During a pandemic, students and lecturers are urged to use digital technology and to learn in settings where network-based learning is possible (Milman, 2015).

Online learning is supported by devices that allow students to access knowledge at any time and from any location, which helps students' academic resilience during a pandemic. However, several elements make students uncomfortable and bored because of the tasks and learning provided by lecturers, resulting in student learning stress (Livana et al, 2020). Another issue that students experience when engaging in face-to-face learning is a lack of a conducive home or study environment. The Madura area is known for its unique qualities, such as loud voices, and they sometimes find it difficult to concentrate on lectures since they need to support their parents at home. When compared to face-to-face learning, distance learning is less difficult because students who attend online lectures fail at a rate ranging from 10% to 75% (Suryatmojo et al, 2020: 127).

According to Santoso and Santosa (2020), there are numerous consequences of online learning, including students' difficulties adapting to both learning conditions and socialising. Academic resilience refers to adolescents' ability to adjust in an academic setting (Gizir, 2004). Academic resilience is defined as an individual's ability to be adaptable in the face of adversity and to adjust effectively under academic pressure (Sari et al, 2016). Academic resilience is typically defined as a person's ability to deal with unfavourable experiences when confronted with challenging events that greatly

load oneself in terms of learning (Hendriani, 2017). Academic resilience is also regarded as a crucial university-related aspect in enhancing academic learning accomplishment and students' learning capacities in class (Pidgeon et al, 2014).

A person who pursues the learning transfer is undoubtedly uneasy. Students strive for their learning achievements because they need to adapt to different learning contexts and patterns. They went through this transitional period when they initially started university and had to take offline classes, then went online the following semester for almost three years and now had to go offline again. This is a bit of a strain for some students who are migrants even though they are still in the same province. They see that their parent's financial situation is not yet stable, but they must continue studying to finish it quickly so that they do not burden their parents any longer. Their efforts to complete college are difficult since they must also maintain their academic accomplishment index and study habits. Additionally, to balance their pocket money, students must consider how to survive in other regions. One of the strategies they take is entrepreneurship during their studies.

Based on the aforementioned context, the researcher seeks to identify the academic resilience of international students from Madura for detailed inquiry, as well as how they adapt to the environment and situations where they must stabilise their academic performance and also their economic conditions.

2 Methods

Finding research approaches, research methods, choosing informants, data collection strategies, and data analysis are only a portion of this study's objectives. In-depth interviews were conducted with three informants, who were female students from Madura who attended PGRI Adi Buana Surabaya University, using a descriptive qualitative approach in this study. This interview attempts to learn more about the academic resilience of Madura students during the pandemic and their return to live, off-campus courses. Future researchers may use the findings of this study to explain phenomena relating to Madurese students' academic resilience and to guide the development of entrepreneurial counselling programmes.

Creswell (in Santana, 2010) describes a qualitative approach centred on efforts to extract information and enrich the meaning of a phenomenon for various persons and groups affected by social and humanitarian issues. Writing research results is done flexibly and from the researcher's perspective as a research instrument, and it is packaged in a complex fashion based on the circumstance that is occurring and being observed. Because each individual has a different familial background, social support, and psychological conditions, the findings of this study cannot be generalised to all individuals with diverse backgrounds or psychological conditions.

Students from Madura who attended both offline and online lectures up until the pandemic occurred make up the study's population. Based on these considerations, the researcher concluded that the sample consisted of students who had participated in lectures for at least six semesters and had learned both before and during the epidemic. With the previously described factors in mind, a purposive sampling strategy was used

to select the sample for this study, which consisted of just 3 persons. The instrument used is an interview guide related to academic resilience, which includes the following questions: 1) What are the conditions different between offline and online learning? 2) What are the challenges in conducting online and offline lectures from an academic and economic perspective? 3) What is the condition of the family? 4) What alternatives are taken so that academics continue to run as desired? 5) How do you feel after returning to offline lectures? Data triangulation was a technique of data analysis that was employed throughout the stages of data collection, data reduction, and conclusion.

3 Results and Discussion

The research data were gathered from three informants, all of whom were female Madura students enrolled in three different study programmes. This interview's findings were organised into five themes. Table 1 shows the results of the interviews.

Table 1. Academic Resilience of Madura Students

No	Theme	Subject I	Subject II	Subject III
1	Differences in online and offline learning conditions.	Learning is being done as usual, with the exception that it is being done at home, where the environment is less favourable to concentration due to the pandemic.	Studying at home is preferable because my parents give full support and I don't have to leave the boarding house to buy food in between sessions of online learning. I have to leave the boarding house just to eat when I have offline learning. However, I must wait for the change in class hours if I am hungry while in class.	It is just as comfortable when learning online and offline, but for me, it supports offline learning situations in terms of the learning atmosphere. But, for nutritional intake, while studying, it's better to be at home while online (laughs).
2	Constraints during carrying out online and offline lectures.	Because the neighbours are so busy and don't care that many students are studying from home, the home setting is not favourable during online learning.	In addition, the place in which I reside is not very congested, so the challenge of studying online thus far is simply feeling lazy. That is because I slumber	I haven't had any difficulties while offline, and it's simple to focus while studying. When I go online, I have several challenges, one of which is maintaining attention while studying, which is often lost

- Additionally, it so occurred that not many individuals in my neighbourhood pursued higher education, which resulted in a large number of kids playing and creating noise in front of the house. When studying offline, it's preferable to speak with my lecturer in person to get a clear explanation.
- 3 Family conditions during online and offline learning. My parents and siblings were understanding as I completed my courses online. Being apart from my parents makes it difficult for me to study when I'm offline. Because the emotional support of the family is important to me if I'm close to them, I just want my thoughts to end as soon as possible whenever I have offline learning.
- 4 Alternatives taken in balancing academic resilience. I schedule time for activities with friends so I can still feel support from them even though they are not my family, and I frequently video call them. I also learn to overcome a feeling of laziness by more while I'm at home. When I study offline on campus, I feel more focused and disciplined about my study hours, although my needs for food, drink, and so on are not met.
- Very helpful, although occasionally the family has spontaneous family gatherings, so the task is occasionally overlooked. Since it doesn't occur frequently or frequently enough, it doesn't concern me. Family support is, nevertheless, quite strong for me both throughout online and offline learning.
- Online, it seems to me that all students will unquestionably receive more assignments to strike a balance between learning achievement and learning ability. I, therefore, make an effort to at least do during Zoom. This is because younger siblings can be annoying at times and some of the neighbours are unaware of the conditions for online study.
- Although my family is not that supportive, I am grateful that I can adapt to the learning environment at home. When I'm offline, I study totally, because there is a request from my parents to finish college soon and not play much or do activities outside of class.
- In this case, I can balance my time between playing, studying, finishing assignments, and studying the lecturer's explanation-related material once again. I do not doubt that I can complete my course shortly. In addition, I run a little side

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| | <p>taking part in a variety of campus events while I am learning offline. Because I must balance my grades when studying at home, namely by completing additional projects, the work I must complete while online is much more challenging.</p> | <p>my homework and manage my study time well. I generally engage in student activities with fellow students when offline learning. Usually, we complete the assignments together after that.</p> | <p>business. When I'm this far from home, I run a little business to make sure my tuition payments are paid on time.</p> |
| 5 | <p>Feelings when going through offline lectures again.</p> <p>I'm a little lazy because studying at home is already convenient and I can enjoy my parents' whole affection. I'm unsure of where to begin activities with friends when I return to university, but I've already begun a side business to fill the free time at the boarding house.</p> | <p>Because I visit Madura every two weeks, I feel normal. So, when I have to participate in offline or online studying, I don't feel too depressed.</p> | <p>Since it's difficult for me to focus at home, I don't have an emotional issue with either online or offline lectures. I didn't need to repeat studying at home because it was simpler for me to absorb the material from the lecturers once learning started to take place offline again on campus. Additionally, there is more time that I can use to take care of my trade.</p> |
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According to the three informants, the changes in circumstances during online and offline learning are minor; they are more comfortable studying offline since they communicate with peers, but family support is also required during online learning. On average, the challenges they faced were related to unfavourable learning environments. This arises from inside the family as well as from neighbours who are unaware of the home-based learning programmes, sometimes known as LFH (Learning From Home). These challenges make their emotional state during home-based online learning uncertain. However, they make an effort to alleviate this condition by scheduling time to return to work on assignments and finish certain material that must be studied again when the family or neighbours are quiet because their academic resilience conditions are both in the quite good category.

Students from Madura often have an intense drive to succeed and a wide range of solutions for overcoming challenges encountered during online and offline study. The strategy of Madurese students who migrate to Surabaya, where they are still in the same

province but feel isolated from their parents and require social support from others, is to collaborate with friends from other faculties to start small side businesses by selling snacks made in one of the boarding houses and selling them in the campus cafeteria and their classes. This is considered as establishing solidarity within the group according to the values that develop, which is one of the adaptation strategies (Sabariman & Susanti, 2021).

Their activities were very intensive as lectures started in full offline learning mode. They frequently believe that entrepreneurship is a motivator for them to study because the proceeds from their sales can cover a portion of their tuition fees. Three of the respondents were females from Madura. When the author observes them promoting their selling products, it is clear that they are pursuing the entrepreneurial field in which their parents work as private entrepreneurs at their place of residence. Their entrepreneurial tendencies are also reinforced by their closest friends, as well as their strong interest in entrepreneurship because they have watched their parents operate in the field of home-based entrepreneurship since they were little. According to a study, a person decides to become an entrepreneur because of an interest in entrepreneurship, capital, heredity, support from family or closest people, and opportunity (Bastaman & Juffiasari, 2015).

The emotional condition or feeling after returning to offline learning was normal, according to the three of them. This is conceivable because they were burned out at home during the pandemic, so their lectures are more balanced. This effect is consistent with research findings that online learning is boring owing to the lack of interaction between students and teachers/lecturers during learning (Fatimah & Puspaningtyas, 2020). Bored students frequently exhibit physical exhaustion, cognitive fatigue by failing to deliver assignments on time, and a loss of learning desire. This rationale makes students' emotional states more stable when offline study resumes because they may interact socially with their friends and instructors again.

When women decide to become entrepreneurs, they are supported by independence, capital, family support, and education (Atun et al., 2020). Other researchers believe that both internal and external factors, such as motivation, skills, attitudes, social environment, family environment, and risk tolerance, influence women's entrepreneurial decisions (Primadhita et al., 2018). However, the loss of implementing online learning is 60% higher because they are less educated and have a greater impact on reflecting the cumulative impact of knowledge learned rather than test scores, so this becomes a loss learning phenomenon that will harm the country more because infrastructure is weakened due to the closure of longer schooling (Engzell et al., 2021).

4 Conclusion

According to the findings of this study, students from Madura exhibit fairly good academic resilience. This is because students from Madura have a strong sense of purpose and an entrepreneurial spirit, therefore being away from home while attending college does not have an impact on their capacity to handle academic pressure. Their plan to enhance academic resilience when they started preparing for Surabaya was to conduct business with friends from other faculties so that the financial well-being in

the city where they studied was secure. As their parents are the first people they should be pleased with, they also feel secure and optimistic that they can finish their education fast. These factors contribute to their ability to adjust academically, and the lecture content may be deemed to be in good condition.

The entrepreneurial approach in the city where they study at a university far from home, as well as planning activities with friends to manage their time to study, is a type of intelligence in coping with obstacles, which is a facet of academic resilience. Aside from that, what they are doing is an alternate approach to the problem of financial independence when away from their parents, which they have been practising since they were in college. It is expected that counsellors or researchers would build a curriculum or counselling method to create autonomous entrepreneurship as a strategy to strengthen the resilience of students studying in regions far from their hometowns for future research.

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