Investigation into a Link between Personal Resilience and Academic Achievement of English Education Study Program Students at State Islamic University in Sumatera, Indonesia

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Abstract

This study was aimed at investigating the link between personal resilience and academic achievement. This study used correlational research method. 613 students of English Education Program Study in one state Islamic university in Palembang, South Sumatera were chosen as the population. Purposive sampling was used as a sampling technique which took 157 students as the sample. Furthermore, this study had two variables: students' personal resilience and students' academic achievement. The students' personal resilience score was taken from questionnaire, while the students' academic achievement in English was taken from their GPA documentation. The data was checked by using One Sample Kolmogrorov Smirnov Test by using SPSS to check whether the data were normal or not and for linearity, the data was checked by using One Way ANOVA Statistic analysis. From the data analysis, the correlation coefficient or the r-obtained (.211) was higher than r-table (0.1557). It means that p (0.0168) was higher than 0.05. In other words, there was significant link between students' personal resilience and academic achievement. It implied that academic achievement was not affected by personal resilience dominantly.

*K*eywords: academic achievement, personal resilience, resilience

Introduction

English is used as a global language. According to Putra and Marzulina (2015), by using language, people can express their ideas and feelings and it makes people easier to communicate with others. Handayani (2017) explain that Indonesia is one of the countries that use English as one of the subjects in the curriculum and taught formally from elementary school up to the university level.

The education's need is more than necessary. A global statesman like Nelson Mandela once said that education is the most powerful weapon which you can use to change the world. According to Jamin (2017), it is no doubt that education is needed by all human beings. Manan (2015) also states that without education, it is difficult for people to participate actively in the globalization era and to reach opportunities provided by it. At least, human needs the basic one of education. The development of any nation or community largely depends upon the quality of education available to its citizens. As stated by Adane (2013), it is generally believed that the basis for any true development must commence with the development of human resources.

Education quality in Indonesia is not good this time. This is proved by data from UNESCO's (2000) about human development index that was marked by reaching achievement

of education, healthy, and income that was shown by human development index more decreased. Indonesia is on 111st position among 182 countries in 2009, and went to 124th in this year among 184 countries. Education has become the crutch in improving Indonesia's human resources for nation building. Therefore, we should be able to improve Indonesian's human resources. The quality of human resources is very important, especially to compete in the global era. The characteristic of human resources includes physical matters, technology, and social. Habibi, Mukiminin, Riyanto, Prasojo, Sulistyo, Sofwan and Saudagar (2018) explain that technological success in educational program depended on the supporters and users involved.

According to Carolina (2017), English becomes one of important subjects to be mastered. Pitaloka (2014) states that the quality of English language teaching in Indonesia is still not effective. Therefore, many Indonesians are not fluent and they lack of confidence in speaking English. This is due to several things, such as the use of English is still minimal. Not only that, for people who like to travel to other countries, the ability of English to be fundamental to communicate with the local population. English is not an ability that can be processed only by studying in school, but it must be built by practicing in everyday's life. Therefore, we become used to speak English. Learning can work not only through academic, but also through casual ways. It can be started by listening to the lyrics of English songs, watching movies with English subtitles, reading directions in public placed, which are, of course, written in English. It trains hearing and speech.

Kamil, Suhaimi, Hartono, and Vintoni (2017) explain that every language learner, consciously or unconsciously, uses one or more language learning strategies in learning language. According to Azkiyah and Mukminin (2017), large number of studies has focused on the importance of the teaching profession and quality of teaching. In addition, Firdaus (2017) stated that in learning process there are many factors affect students' English learning performance. Besides Astrid, Rukmini, Sofwan and Fitriati (2017) add that considering the appropriate teaching techniques, the teacher should also consider learner's variation that would influence the learning process. Abrar, Mukminin, Habibi, Asyrafi, Makmur, and Marzulina (2018) say that education can be required through formal, informal, and non-formal education.

University is one of formal higher education and research provides academic achievement degrees in various fields. Generally, the higher academic achievement they have, the more successful they will be in their education. For college students, success in education is measured by their academic achievement. Achievement is the motive drive behind all human activities. If there is no achievement, there would be no efforts. As stated by Hooda and Tyagi (2016), it can be considered as the pivotal force to provoke humans to put efforts and efforts are resulted in some output. Ganai and Ashraf (2013) reported that academic achievement may be defined as excellence in all academic disciplines in class as well as co-curricular activities. While, some advantages will be obtained by students with good academic achievement. The key criterion in order to judge students' true potentials and capabilities is academic achievement. Academic achievement can be measured by a variety of tests, grades, marks, examinations, assessments etc. (Hooda & Tyagi, 2016). Yusuf and Nadya (2017) explain an examination was held for students for every transition of school levels, from elementary school up to university. Based on Isaacs (2013), there were five factors in the framework: academic mindsets (e.g., believing in the value of study, believing that abilities can grow with effort), academic perseverance (e.g., grit, delayed gratification, self-control), academic behaviors (e.g., participating, doing homework, organizing

materials), learning strategies (e.g., study skills, goal setting), and social skills (e.g., cooperation, empathy).

However, problems are faced by students every day in classrooms, universities, homes, and societies. Khalaf (2014) explains that those problems may weaken students' achievements and lead to drop out of education. Based on Serli (2017), educational problems are so complex. In addition to academic demands, Albomaali and Mahmudi (2013) mention that university students experience stressors and challenges such as, financial and living arrangements, the formation of new social networks, and adapting to new family and societal roles. Empirical work on resilience has gained recognition as a framework for examining why some students are successful in adapting to university, while others face greater challenges. The capacity of resilience is one of the most essential personal factors influencing the academic achievement. Pidgeon, Rowe1, Stapleton, Magyar and Barbara (2014) state that resilience is a key variable associated with the adaptation to the university environment. According to Carolina (2017), resilience can be defined as reduced vulnerability to environmental risk experiences, the overcoming of a stress or adversity, or a relatively good outcome despite risk experiences. Juster and Marin (2013) explain resilience is defined as a process whereby people exposed to severe levels of stress, trauma, and adversity are able to thrive and survive despite their difficulties.

In addition, according to Alvord and Grados (2005), resilience is a construct associated with bouncing back from adversity by doing something to change the situation and by managing situations with appropriate skills, behaviors, and qualities so that they no longer seem stressful (as cited in Isaacs, 2003, p 23). Wagnild and Collins (2009) unfold many different types of resilience and measures have been developed and personal resilience is still necessary. Personal resilience is our ability to recover from setbacks, to embrace change and to soften, rather than fight, in the face of hardship. Personal resilience is a multifaceted construct that includes a person's determination, and ability to endure, adapt, and recuperate from adversity. The characteristics of personal resilience include: self-confidence, adaptability, willingness to take risks, problem-solving, hardiness, self-regulation, effort-full control, social competency, autonomy, sense of purpose, sense of coherence, optimistic, cooperative, inquisitive, possessing self-righting tendencies, awareness and appreciation for the growth resulting from painful situations, faith, hope, reflection, initiative, creativity, and an incredible sense of humor which supports a realistic perspective of life.

The importance of resilience is based on the different aspects examined. Reivich and Shatte (2002) reported that within each aspect of resilience, there is evidence on the relationship between resilience factors and two important outcomes measure academic achievement and subjective well-being. There is also the benefit of resilience is an individual who has a good resilience to rise from the trauma they experienced. Sarwar, Inamullah, Khan and Anwar (2010) state that resilience helps students to successfully deal with academic setbacks, stress, and study pressures during the learning process. Lee (2009) found that there was a positive relationship between academic achievement and resilience. Khalaf (2014) found that a positive correlation between resilience and academic achievement. This study investigated the link between personal resilience and academic achievement of English Education Study Program Students of one state university in Palembang, South Sumatera.

Ta'dib
Journal of
Islamic Education

P-ISSN : 1410 - 6973
E-ISSN : 2443 - 2512

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RADEN FATAH
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Literature Review

Personal resilience

The term resilience is taken from the Latin word "resilire" which means to rebound. Initially this term is used in a physical or physical context. Resistance means the ability to recover from a state, returning to its original shape after being bent, suppressed, or stretched. When it is used as a psychological term, resilience is the human ability to recover quickly from change, pain, misfortune, or difficulty (Juster & Marin, 2013), resilience is a relatively new term in the realm of psychology, especially developmental psychology. According to Desmita (2009), the resilience paradigm is based on the contemporary outlook that arises from the field of psychiatry, psychology, and sociology about how children, adolescents, trauma, and risk conditions in their lives. Keye and Pidgeon (2013) state that resilience is defined as the ability an individual has to recover from distressing and challenging life events with increased knowledge to adaptively cope with similar adverse situations in the future. Jackson, Firtko and Edenborough (2007) explain that resilience is the ability of an individual to positively adjust to adversity, and can be applied to building personal strengths in through strategies such as: building positive and nurturing professional relationships; maintaining positivity; developing emotional insight; achieving life balance and spirituality; and, becoming more reflective. Resilience helps to succeed academically despite barriers that make it difficult for them to succeed resilience that has been viewed as a personal quality that permits individuals to overcome hardships and flourish in the face of them. Moreover, Caroli and Sagone (2014) state that individuals significantly able to bounce back from adversities were also more ego-resilient and optimistic people, engaged in positive social relationships, and used positive coping strategies (e.g., acceptance, active coping, and positive reframing) compared to individuals characterized by low levels of resilience.

Moreover, resilience enables students to persist in front of study pressure and setbacks and helps them to plan and budget their time properly and lower their anxiety level. Academically resilient students are motivated by their resilience to struggle and convert their low grades into high ones, so there is an interrelation between those two variables. According to Khalaf (2014), this finding paves the way to recommend that academic resilience should be enhanced among students for the sake of increasing the achievement of our students.

The concept of academic achievement

Academic achievement is the maximum performance in all activities at college after a period of training. According to Kalil (2003), achievement encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development, it reflects the whole child, it is not related to a single instance, but occurs across time and levels, through a student's life in college years and working life. Academic achievement is a very complex variable and many variables influence it. The impact of academic achievement for resilience, which may help stakeholders improve the quality and outcome of resilience. Therefore, the results of the study may help us to have a clearer understanding of the relationship between resilience and the academic performance.

Methods

Research design

In this study, correlational research was used as method to find out the correlation between dependent and independent variables. I used this method to find out the correlation between personal resilience and academic achievement. Creswell (2005) mentions that correlational research design is procedure in quantitative research in which to measure the degree of association (relationship) between two or more variables by using the statistical procedure of correlational analysis. The first procedure was I identified the personal resilience by using questionnaire and documentation and then I gave students test of GPA. The next step was I analyzed the correlation between variables through SPPS based on the result of the personal resilience and academic achievement obtained.

Research site and participants

Creswell (2005) describes that a group who have the same characteristic is called population. The population of this study was the students of English Education Program Study of one state Islamic university in Palembang, South Sumatera with the total number of students were 613 students. purposive sampling techniques was used in this study. The total sample covered 157 students coming from the second, fourth and sixth semester students. Fraenkel and Wallen (2012) state that purposive sampling method is a method where personal judgment used by investigator to select a sample.

Data collection and analysis

In this study, I used questionnaire and documentation as the instruments to gather data concerning the correlation between students' personal resilience and academic achievement. According to Juster and Marin (2013), questionnaire is a set of questions on a topic or group of topics designed to be answered by respondents. In order to obtain the information personal resilience, I used a ready-made questionnaire, Personal Resilience (PRS), which has been validated by Conner (1990).

The questionnaire had 70 items and it used 6 Likert-type scale from 1 "Strongly disagree", 2 "Disagree", 3 "Slightly disagree", 4 "Slightly agree", 5 "Agree", 6 "Strongly agree". To find out the internal consistency reliability of the questionnaire, Cronbach Alpha technique was applied by using SPSS.

To obtain the students' academic achievement, documentation was used. As the second instrument, documentation was used to gain the information about students' academic achievement, specifically their GPA. Students' cumulative GPA was taken from documentation of English Education Study Program. The category of the students' cumulative GPA was grouped into *summa cumlaude, cumlaude*, very good, good, and enough. The score interval was based on the score that was applied at English Education Study Program.

In analyzing the data, I conducted some steps. Firstly, the data from questionnaire were analyzed using Personal Resilience Questionnaire by Conner (1990). The PRQ was selected for this study because the subscales (dimensions) identified in the literature for resilience for school

administrators seemed to be a best overall fit to Conner's model. Secondly, the students' academic achievement was analyzed by using GPA. However, before conducting the correlational analysis, prerequisite analyses were done, normality and linearity test. The data were checked by using One Sample Kolmogorov Smirnov Test in SPSS to figure out whether the data were normal or not, while One Way ANOVA Statistic was employed to check whether the data were linear or not.

Findings

The result of personal resilience

The descriptive statistics showed that the minimum score of personal resilience was 188 and the maximum score was 384. Meanwhile, the standard deviation was 30.67481 and the mean of the students' personal resilience was 2.8950. This mean score indicated that the level of students' personal resilience was considered in fair category.

Table 1. Descriptive statistics of students' personal resilience

	N	Minimum	Maximum	Mean	Std. Deviation
PRQ	157	188.00	384.00	2.8950E2	30.67481
Valid N (listwise)	157				

The result of academic achievement

The descriptive statistical analysis of academic achievement for the participants indicated that the maximum score was 3.94, and the minimum score was 2.07. The mean of academic achievement scores for the participants was 3.4720, and standard deviation was .28359. This mean score indicated that the level of students' academic achievement of participants was enough. For each category, 80 students were in *cumlaude* category, 68 students were in very good category, 7 students were in good category, and 2 students were in enough category. This mean score indicated that the level of academic achievement was considered fair category.

Table 2. Descriptive statistics of students' academic achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Academic achievement	157	2.07	3.94	3.4720	.28359
Valid N (listwise)	157				

The results of normality test and linearity test

The data are interpreted normal if $p < 0.05$. Kolmogorov Smirnov was used to see the normality. The results of normality test indicated that the data from each variable were all normal

and appropriate for data analysis with coefficients .401 for personal resilience and .136 for academic achievement. For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between personal resilience and students' academic achievement was .183.

Correlation between students' personal resilience and academic achievement

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between students' personal resilience and academic achievement was significant. The correlation coefficient or the r-obtained (.211) was higher than *r*-table (0.1557). It meant that *p* (0.0168) was higher than 0.05. Thus, there was significant correlation between the students' personal resilience and academic achievement. The details are following:

Table 3. Correlation between students' personal resilience and academic achievement

		Personal resilience	Academic achievement
Personal resilience	Pearson Correlation	1	.111
	Sig. (2-tailed)		.0168
	N	157	157
Academic achievement	Pearson Correlation	.211	1
	Sig. (2-tailed)	.0168	
	N	157	157

Discussion

In order to strengthen the value of this study, the interpretations were made based on the results of data analysis. According to the findings, there was significant correlation between personal resilience and academic achievement of the students. This study was supported by other research findings that revealed there was a significant correlation between personal resilience and academic achievement. A number of factors have contributed to the result obtained in this study. Based on Kalil (2003), the first factor is individual factors which include individual's cognitive abilities, concept, self-esteem and social competence. Cognitive skills have an important effect on individual resilience. Minimal intelligence average score is necessary for the growth of the resilience of a person because resilience is closely related to the ability to understand and convey something through the proper language, the ability to read, and the ability to have non-verbal communication. Besides, family background was one of the factors that affect student resilience which includes low economic status, economic hardship and poverty. According to Yulia (2017), the background of the family is very important to the students because family is the first institution that has intermediate relation to them. *Students' family background* is of the factors that affected student's self-resilience and individual behavior both at school and on campus, for example, when poor teens get achievement in school, it is common that the parents are in fact sacrificing enough to support the family and the success of the school for their children. In addition, family is such kind of support system, that is why the parents to

treat and serve the child. In other words, supports from the parents play an important role for the students. The support from family could make the students able to survive even in difficult conditions. Students' self-resilience can also be strengthened by positive parenting styles and by connections with the wider network and the community. Kalil (2003) states that family of a resilient is a flexible construction that encompasses different family strengths, in different contexts and at different points in the family life cycle.

The last factor that affects resilience was *community factor*. Community factors include poverty and limitations of employment opportunity. Poverty is the state of inability to meet such basic needs such as food, clothing, shelter, education, and health. Poverty can be caused by the scarcity of the basic needs, or difficult access to education and work. In Indonesia the causes of poverty include the rate of population growth, working force, income distribution & equity of development, low level of education, and lack of attention from the government. Limited job opportunities are a situation where there are lacks of opportunities to get a decent job for every resident in a country. Besides, education factor also affects everyone to get decent work. Limited employment opportunities also trigger the emergence of unemployment as a social problem. Thus, poverty and limited employment are socio-economic problems of a community.

From this research, in fact, there were students who tended to have low resilience. Based on the informal interview to the students, it was found that the students had low resilience face problems when they learned English. The students often complained that they were given homework in every subject. They also complained when they had quizzes, and truanted when there were meetings at their class. Then, there were also students who were afraid of the subject and were afraid of meeting the lecturer during the class. This was because the students felt that the lecturer ignored them and sometimes, they felt their lecturer was easy to get mad. When they were asked to answer questions, the students became afraid of being wrong. Therefore, they felt fear, anxious, and stressful during the class.

Based on the findings, in the terms of students' personal resilience and academic achievement, the results showed that there were 1.27% of students who were at low level of resilience. Low levels of resilience were caused by individual factors, family factors, and factors of community/environment. Individual factors came from the students themselves such as having inferior feeling, becoming worthless, being unsatisfied with what she/he had done, easily becoming despair, and having lack confidence, for example, students who did not have confidence were easily to get despaired when they had problems. They always felt that they failed to do something and they easily became down.

In terms of family factors, there was a tendency that the students felt that they were not appreciated by the family, they did not get attention and the affection from their family, and they were treated unfairly as a child. Finally, in terms of community factor, there was the tendency that the students were unable to regulate their emotions when they had to deal with others, they felt that they were not supported by their environment, and they felt isolated or ignored by the community.

Conclusions and Recommendation/Implications

Based on the findings, it could be concluded that the personal resilience affected academic achievement significantly. Resilience is very important in promoting the motivation to learn and higher success rate. Thus, the individual with good state of resilience would be able to

face many difficult situations, because individuals must be able to deal with and adapt to the changes that occur. The state of an individual when he/ she experienced difficulties could not be avoided, but people who had resilience would be able to overcome the various problems with their own way.

It is hoped that this study can give insight about the development of language teaching and learning, especially in understanding the personal resilience and how it is related to students' academic achievement. Therefore, the study hopefully can be beneficial for lecturers, especially lecturer and parents who have high hopes centered on the students. The lecturers could maximize their efforts on how to use of the strengths of the students as a starting point to learn, and try to generate their intrinsic motivation to learn. The lecturers can enhance students' responsibility for learning through active participation to achieve better academic results. For me, this study can be means to enlarge the knowledge of the writer and it is expected to give contribution to enlarge my experience of conducting an educational research

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