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The Influence of Academic Resilience on Academic Achievement of Arabic Language Education Study Program Students

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Abstract

This study aims to determine the effect of academic resilience on students' academic achievement. The subjects of the study were 62 4th semester students of the Arabic Language Education Study Program. The method used was quantitative with a correlational approach. The academic resilience instrument used the ARS-30 scale based on Cassidy's dimensions (2016), while academic achievement data were obtained from students' Cumulative Achievement Index (GPA). The data were analyzed using simple linear regression with the help of SPSS. The results of the analysis showed that academic resilience had a positive and significant effect on academic achievement (p = 0.000), with a contribution of 19.1% (R^2 = 0.191). The higher the level of students' academic resilience, the higher their academic achievement. This study emphasizes the importance of developing resilience in the context of higher learning, especially to support optimal academic achievement.

Keywords: *academic resilience, academic achievement, higher education*

INTRODUCTION

In recent years, high academic pressure has become a major challenge for students at various levels of education, triggering stress, mental fatigue, and decreased motivation to learn (Zulfikar, 2022). The inability to manage this academic pressure contributes to declining academic achievement and increasing dropout rates (Radhamani & Kalaivani, 2021). In this context, academic resilience becomes increasingly important because it indicates students' ability to persist and excel despite academic and socioeconomic difficulties (Fru-Ngongban, 2023).

Academic resilience is defined as a student's capacity to adaptively cope with academic pressure and maintain good learning performance (Xie, 2021). This concept includes the ability to seek help reflectively, persevere in learning, and manage negative emotions in stressful learning situations (Karabıyık, 2020). The presence of academic resilience is considered a protective factor that can increase student engagement and overall academic success (Olson et al., 2022).

Despite its high urgency, academic resilience is still often not a primary focus in the formal education system, especially in the context of education in Indonesia (Nuha et al., 2024). Many students do not yet have adequate adaptive skills to overcome academic failure, which negatively impacts their learning achievement (Almulla, 2024). This unpreparedness is exacerbated by the lack of support in building students' mental resilience systematically (Fru-Ngongban, 2023).

Developing academic resilience can be an effective strategy to improve academic achievement, especially for students who face stress or limited resources (Fatima & Nadeem, 2022). This effort can be done through educational interventions such as group guidance programs, emotion regulation training, and strengthening a growth mindset (Nuha et al., 2024). Schools and guidance and counseling teachers play an important role in designing approaches that can foster student resilience to academic failure (Zulfikar, 2022).

Previous studies have shown that academic resilience is positively and significantly related to student learning achievement (Putri & Yendi, 2023), including in high school students (Fru-Ngongban, 2023), language education students (Karabıyık, 2020), and accounting students (Harianto et al., 2024). In addition, research by (García-Martínez et al., 2022) shows that self-concept acts as a mediator between resilience and achievement. However, there is still a gap in

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the study of how academic resilience operates at the high school level in Indonesia contextually and how resilience-building strategies impact students' concrete achievements.

Based on this background, this study aims to analyze the effect of academic resilience on high school students' academic achievement. The uniqueness of this study lies in its approach that emphasizes the local context and the role of educational institutions in building academic resilience as an integral part of learning. Thus, this research is expected to provide new contributions in understanding and implementing strategies to improve learning achievement by strengthening students' psychological aspects, especially academic resilience.

METHOD

Research Design

This study uses a quantitative correlational approach that aims to examine the relationship between two variables, namely academic resilience as the independent variable and academic achievement as the dependent variable. This approach is used because it allows researchers to measure the strength and direction of the relationship between the two constructs through inferential statistical analysis (Sugiyono, 2021). This type of research is included in the non-experimental category with an ex post facto design, where data is collected after an event or symptom occurs, without providing treatment or manipulation of the variables being studied (Creswell & Creswell, 2018).

Participants

The sample in this study were 62 4th semester students of the Arabic Language Education Study Program, Universitas Negeri makassar. The sample was determined by total sampling, which is a sampling technique in which all members who meet the criteria are used as respondents because the number is relatively small and allows for comprehensive research (Sugiyono, 2021). The selection of semester 4 as a sample criterion is based on the consideration that students at this level have had sufficient academic experience to demonstrate a developing level of resilience and have relevant academic achievement data (Putri & Yendi, 2023). In addition, students in the middle phase of their studies tend to face more complex academic challenges, making them the right subjects to assess the relationship between academic resilience and achievement.

Research Instrument

This study uses two main types of instruments to measure the variables of academic resilience and student academic achievement. Academic resilience is measured using the Academic Resilience Scale (ARS-30) developed by Cassidy (2016). This scale has been widely used and has been shown to have good validity and reliability in the context of students (Karabıyık, 2020). This scale consists of 30 items with a 5-point Likert scale. The dimensions of academic resilience include: (1) perseverance, (2) reflecting and adaptive Help-Seeking, and (3) negative affect and emotional response. While the Academic Achievement instrument Academic achievement is measured using the Cumulative Achievement Index (GPA) for the odd semester of the 2024/2025 academic year, which is obtained through student academic documentation. GPA is seen as a valid and objective indicator for assessing student learning outcomes (García-Martínez et al., 2022).

Validity and Reliability Test

The academic resilience instrument in this study was tested for validity through two approaches, namely content validity and empirical validity. Content validity was obtained by asking for expert opinions in the field of educational psychology to assess the suitability of the items to the academic resilience indicators based on the dimensions developed by Cassidy (2016), namely perseverance, adaptive help seeking, and negative emotional responses (Karabıyık, 2020). Furthermore, empirical validity was tested using Pearson Product Moment item-total correlation analysis. An item is considered valid if the correlation coefficient value is greater than the r table

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at a significance level of 5% with n = 62 (r> 0.250) (Sugiyono, 2021). Reliability testing was carried out to measure the internal consistency of the instrument using the Cronbach's Alpha coefficient. The test results showed an α value of 0.873, which means that the academic resilience scale has very high reliability. This value indicates that all items in the instrument have good consistency and can be used to reliably measure academic resilience in the student population (Creswell & Creswell, 2018).

Data Analysis

The data obtained from the academic resilience and academic achievement instruments were analyzed quantitatively using SPSS software. The analysis began with descriptive statistics to determine the distribution of the average score, standard deviation, minimum, and maximum values of each variable. Before the inferential analysis was carried out, the data were first tested through an assumption test, namely the normality test using Kolmogorov-Smirnov and the linearity test. This test aims to ensure that the data meets the basic requirements for regression analysis. Data is considered normal and linear if the significance value is greater than 0.05 (Ghozali, 2018); (Sugiyono, 2021). Furthermore, to answer the research hypothesis, a simple linear regression analysis technique was used, because there is one independent variable (academic resilience) and one dependent variable (academic achievement). This analysis is used to determine whether there is a significant effect between academic resilience and student academic achievement. The test results are reviewed through the coefficient of determination (R^2) and significance value (p). The effect is said to be significant if the significance value is less than 0.05 (Creswell & Creswell, 2018).

RESULTS AND DISCUSSION

Research Data Description

Descriptive analysis was conducted to obtain a general description of the two variables, including the average value, standard deviation, and minimum and maximum scores. Table 1 shows the results of descriptive statistics for the variables of academic resilience and academic achievement. Based on the table, the students' academic resilience score has a minimum value of 78, a maximum value of 141, with an average (mean) of 112.74 and a standard deviation of 12.65. This shows that most students have a level of academic resilience in the moderate to high category. A high score on this variable indicates the students' ability to face academic pressure with an adaptive and positive attitude. Meanwhile, the academic achievement variable measured using GPA shows a minimum value of 2.75, a maximum value of 3.95, with an average of 3.39 and a standard deviation of 0.29. This value shows that the majority of students in this study sample have a relatively high level of resilience and good academic achievement.

Table 1. Descriptive statistics of academic resilience and academic achievement of students

Variable	N	Minimum	Maksimum	Mean	Std. Deviasi
Academic Resilience	62	78	141	112,74	12,65
Academic Achievement	62	2,75	3,95	3,39	0,29

Classical Assumption Test

Before conducting a simple linear regression analysis, a classical assumption test was first conducted to ensure that the data met the requirements of parametric statistics. The two main tests conducted were the normality test and the linearity test. The normality test was conducted using the Kolmogorov-Smirnov test on two variables, namely academic resilience and academic achievement. The test results showed that the significance value for the academic resilience variable was 0.200 and for academic achievement was 0.176. Because both values are greater than 0.05, it can be concluded that the data are normally distributed. This finding indicates that the data meets the assumption of normality and can be analyzed using parametric statistical

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techniques (Ghozali, 2018; Sugiyono, 2021). Furthermore, a linearity test was conducted to determine whether there was a linear relationship between the academic resilience and academic achievement variables. The linearity test was conducted through the ANOVA test for linearity analysis. The test results show that the significance value for the linear relationship is 0.014 < 0.05, while the significance value of the deviation relationship from linearity is 0.198 > 0.05. This indicates that there is a linear relationship between the two variables. Thus, the linearity assumption is met and a simple linear regression analysis can be performed on this data.

Hypothesis Testing

Hypothesis testing in this study was conducted using simple linear regression analysis to determine whether there is a significant influence between academic resilience (independent variable) on academic achievement (dependent variable). This test aims to answer the research question, namely Does academic resilience have a significant effect on students' academic achievement? Table 2 presents the results of a simple linear regression analysis. Based on the table, the coefficient of determination (R^2) value is 0.191, which means that 19.1% of the variation in academic achievement can be explained by the academic resilience variable. The remaining 80.9% is influenced by other variables not examined in this study. The calculated F value of 13.967 with a significance of p = 0.000 < 0.05 indicates that the overall regression model is significant.

Table 2. Results of simple linear regression analysis between academic resilience and academic achievement

Model	R	R^2	F	Sig.
1 (Constant)	0,437	0,191	13,967	0,000

Table 3 shows the regression coefficients. The regression coefficient value of the academic resilience variable (β) is 0.020, with a significance value of 0.000, which is smaller than 0.05. This shows that academic resilience has a positive and significant effect on students' academic achievement. This means that every increase in one academic resilience score will increase students' GPA by 0.020 points. Thus, the hypothesis (H_a) in this study is accepted, that there is a positive and significant influence between academic resilience and students' academic achievement. The higher the level of academic resilience possessed by students, the higher the possibility of them achieving better academic achievement.

Table 3. Simple linear regression coefficients

Model	Unstandardized B	Std. Error	t	Sig.
(Constant)	1,096	0,343	3,193	0,002
Resiliensi	0,020	0,005	3,737	0,000

This result is in line with Cassidy's (2016) view that academic resilience includes the ability to stay motivated, manage negative emotions, and seek help adaptively when facing learning challenges. In this context, students who have a high level of resilience tend to be able to maintain their commitment to learning despite facing obstacles, such as assignment pressure, unsatisfactory exam scores, or a less conducive learning environment. This kind of resilience affects their attitude towards the learning process and its final results.

This finding is also consistent with several previous studies. Research by Putri and Yendi (2023) shows that academic resilience has a significant effect on high school students' academic achievement (Putri & Yendi, 2023). Karabıyık (2020) also revealed that the aspects of self-reflection and seeking adaptive help in academic resilience are significant predictors of students' academic grades (Karabıyık, 2020). Similar findings were shown in the study by Harianto et al. (2024), which stated that self-resilience significantly increased the GPA of accounting students (Harianto et al., 2024).

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This study emphasizes the importance of resilience in the context of higher education, where students are required to be more independent and responsible for their academic success. The college environment is often stressful, both from academic demands and social expectations. Students with low levels of resilience tend to give up easily, experience mental fatigue, or decrease learning motivation, which ultimately impacts their academic achievement (Xie, 2021).

On the other hand, the contribution of academic resilience in this study was 19.1%, which means that there are still 80.9% of other factors that influence academic achievement. This shows that student achievement is not only determined by resilience, but is also influenced by other variables such as emotional intelligence, social support, learning strategies, academic interests, and learning environment conditions (García-Martínez et al., 2022). Practically, these results provide important implications for educators and study program managers to start considering the integration of resilience strengthening in the curriculum and academic mentoring activities. Through stress management training, counseling guidance programs, or reflection-based learning, students can be given space to develop their psychological resilience to academic pressure (Nuha et al., 2024). Thus, this study not only strengthens previous findings regarding the positive relationship between resilience and achievement, but also emphasizes the urgency of developing academic resilience as an integral part of student learning success in higher education.

CONCLUSION

Based on the results of data analysis and discussion that have been conducted, it can be concluded that academic resilience has a positive and significant influence on students' academic achievement. Students who have a high level of academic resilience tend to be able to manage academic pressure, remain motivated in learning, and are more adaptive in facing challenges, thus contributing to better academic achievement. Simple linear regression analysis shows that academic resilience contributes 19.1% to the variation in students' academic achievement. This finding confirms that although resilience is not the only factor that determines learning success, its role is quite important and needs to be considered in the development of students' non-cognitive abilities. Therefore, educational programs in higher education should begin to integrate approaches that can improve academic resilience as part of a comprehensive academic quality improvement strategy.

This study has several limitations that need to be considered. First, the number of respondents is limited to 62 students from one study program and one class, so the results of this study cannot be generalized to students from other study programs, semesters, or universities. Second, the quantitative correlational research design cannot fully explain the complex causal relationship between academic resilience and learning achievement. Third, the measurement of academic achievement is only based on GPA, which is quantitative and does not fully reflect other aspects of academic success, such as learning engagement, critical thinking skills, or learning satisfaction. Therefore, further research is recommended to involve a wider population, use a mixed methods approach, and consider other variables that may also affect academic achievement, such as social support, learning strategies, or emotional intelligence.

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