Review Paper

Academic Resilience of Adolescent Students: A Systematic Review

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ABSTRACT

Resilience is an individual's ability to survive various obstacles and adapt to certain conditions to achieve success. Resilience is not a trait that cannot change because resilience is a dynamic process and involves positive adaptation in facing challenges and difficulties in life. Apart from that, resilience is also assessed as a multidimensional condition so that each teenager has different abilities in facing the same forms of difficulties. Every individual is born with the ability to be resilient, so resilience is not something spectacular because it is a process that every individual or student experiences. There are 9 journals out of 12 journals which state that there are various types of academic resilience in adolescents with various different educational systems, which are caused by various different factors. The results of this systematic review show that forms of academic resilience that can support academic success are: being able to overcome challenges and difficult times as a dormitory administrator, teaching while learning, applying English-Arabic in every activity, etc. This can be obtained by means of self-efficacy, self-concept, social support, trust in Allah as *religious coping, self-regulation, self-esteem,* and religiosity.

Keywords: Resilience, Academics, Students

The ability to rise up in the face of a problem is something that individuals need to have at this time. This ability is considered important, considering that life's problems are becoming increasingly complex as time progresses. The ability to face a problem can be called resilience. Resilience is an individual's ability to remain strong and able to overcome the difficulties that befall him. Oktava et al (2022) the problems that affect each individual are different, and so are the causes. Therefore, resilience is needed by individuals in various areas of life, for example in the family, work environment and academic environment. In the realm of education, resilience is called academic resilience. Academic resilience is an individual's ability to achieve academic achievement in accordance with expectations after facing negative events or difficult situations.

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Resilience is an important component for achieving student academic success. With each development, teenage students will be faced with various regulations and learning systems that change, adjusted to the vision and mission to be achieved by each school. In facing various pressures and challenges at school, students are expected to be able to independently find solutions such as applying resilience skills so that these survival skills can make it easier for them to achieve academic success. According to Cengiz & Peker (2022) emphasizes that students who are academically resilient are able to effectively face four situations, namely setbacks, challenges, adversity and pressure.

This is reinforced by the view of Hendriani (2017) who says that academic resilience is a person's ability to remain strong and resilient so that they are able to recover when experiencing negative emotions as well as difficult and stressful situations during the learning process. This ability helps students survive during the process. learning, so that student learning outcomes are optimal. It is very important for students to have good resilience, including middle and high school students. In fact, it is also said that resilience is an ability that is considered as a foundation or basic strength in forming an individual's positive character. Without resilience, students will not have courage, perseverance, rationality and insight. Resilience is an ability that really determines a student's thinking style and success in life, including success in learning at school (Kumalasari & Akmal (2020).

If a person's resilience increases, they will be able to overcome any problems, be able to increase their potential, become optimistic, have courage and emotional maturity (Amalia & Hendriani, 2017) . Apart from that, resilience is an ability that students must have, because good resilience skills will lead students to have the courage to solve every threat and academic demand. (Salim & Muhammad Fakhrurrozi, 2020) . A student who is academically resilient will not easily give up when facing academic difficulties, this will make the student optimistic and think positively, even though he is experiencing academic difficulties. (Latif & Amirullah, 2020) Academic resilience has a positive effect on *student engagement,* meaning that the higher the academic resilience, the higher *the student engagement* of a student.

At the vocational high school education level, it is hoped that students will be able to adapt to circumstances, and be able to get out of undesirable conditions, especially in terms of learning and be able to face problems in learning even though the current education system makes students feel very stressed. The results of research conducted by Agus Puerwonto show that when experiencing difficult conditions, academic resilience can naturally be trained and help students solve problems.

This is supported By Nejad et al (2019) that students' academic resilience abilities require practice in everyday life. Parents and teachers are full situational agents in guiding children to find ways to overcome the various challenges they face, but in reality this does not work, even based on data from the education statistics of the Ministry of Education and Culture in 2019/2020 nationally at the vocational high school level, It was found that 32,395 dropped out of school with various problems. Therefore, it is important to provide scientific understanding, through research related to academic resilience in adolescent students.

Resilience occurs due to several factors, including: personality characteristics, self-efficacy, self-esteem, internal locus of control, optimism, intellectual capacity, positive self-concept, demographic factors, hope, toughness, emotional regulation, environment, development and

structure of brain function. , as well as neurobiological systems, family and peers (Surono & Ifendi, 2021) . Therefore, resilience is very important for someone, especially students in their teens. Because it can have a good effect so that they have the ability to control emotions, behavior and attention in dealing with problems (Amelasasih et al., 2018).

According to Hendriani (2017) academic resilience has 4 dimensions, namely: Confidence (self-belief), control (a sense of control), composure (anxiety), and commitment (persistence). Confidence (self-belief) is the belief that students have, so that they believe that they can face school assignments even with difficulties, control (a sense of control) is the ability of students to do assignments well, which is demonstrated by the student's ability to manage and control demands. or the challenges he faces in his learning process. composure (anxiety) is a student's ability to manage feelings of anxiety and worry about the tasks they have. This feeling arises, because of fear of not being able to do the task well. Meanwhile, commitment (persistence) is a student's ability to continue trying to solve challenges in doing their school assignments. If a student has good scores on these four dimensions, it can be said that he has good academic resilience.

A person's attitude and behavior is said to be resilient if a person has an attitude of patience, willingness, acceptance, steadfastness, optimism, productivity, the ability to avoid bad behavior, and has a purpose and togetherness in life, both for oneself, family and other people. Apart from that, individuals are able to determine what they want, are able to regulate various feelings, especially negative feelings, which arise as a result of traumatic experiences, and have a better view or ability to see the future is a form of resilience (Ruswahyuningsih & Afiatin, 2015).

Based on the explanation above, several studies present different forms of student academic resilience, then the factors that influence academic resilience are also explained, as well as the existing education system which makes academic resilience have various forms. The fact that there are different factors that shape academic resilience and also the education system that applies to each age range means that forms of academic resilience that are relevant and appropriate to the developmental age range can also be studied. Therefore, this systematic review aims to determine the differences in forms of academic resilience that are adjusted based on developmental age stages. It is hoped that this systematic review research can provide information about forms of academic resilience, influencing factors, the education system at each developmental age, and this research can also be used as a basis for further research.
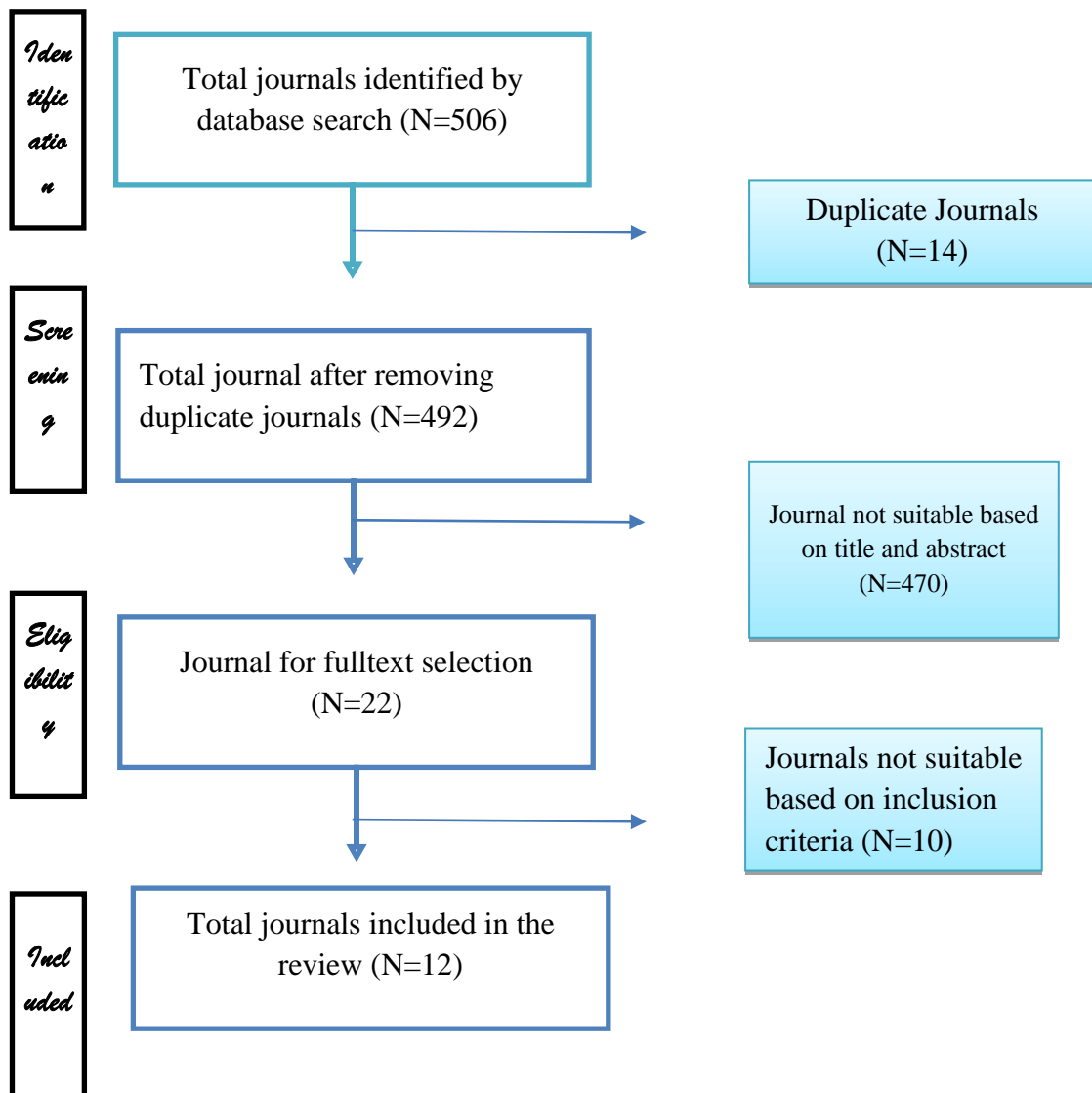
METHODOLOGY

The process stages in conducting a systematic review begin with planning *the review* (identifying factors, forms, benefits and impacts), carrying out *the review* (journal search, selection, quality assessment, carrying out extraction and synthesis), and ending with reporting (Kitchenham et al., 2020) . *Review* planning begins by posing systematic review questions with the SPIDER (*Sample, Phenomenon of Interest, Design, Evaluation, Research Type*) formulation. The research statement in this systematic review is, what are the forms of resilience? What are the factors that can increase academic resilience? Next, the author determines the search terms and designs appropriate searches. The author then creates a comprehensive search list based on the terms retrieved. The words used for searching include, *Resilience, Readiness, Perseverance, students, academic.* These five words are used as keywords in search *databases* such as Google Scholar and Scopus. The next stage is that all journals are downloaded and checked for duplication using Rayyan. After checking for

duplication, the author carried out screening by looking at the title and abstract. Journals that pass with appropriate titles and abstracts will be checked again in their entirety. After selecting from the 500 journals found, there were only 12 journals that discussed Student Academic Resilience. The graph of the journal selection flow can be seen in Figure 1. The limitations of this systematic review are (1) journals discussing forms of academic resilience (2) research subjects according to the age of developmental stages, namely adolescent students (SMP-SMA) (3) journals used random, English and Indonesian (4) qualitative research types, and quantitative (5) research conducted in the last 10 years, namely 2013 to 2023. Journals that meet the criteria will be included in the discussion. Meanwhile, journals that are not included in the criteria include: (1) psychological resilience journals, or resilience in general (2) journals that discuss resilience across ages, 0-late adulthood (3) resilience journals that do not include forms, causes and factors that causes academic success (4) articles with the type of *reviews,* books, *literature reviews,* meta-analyses, or research whose methods are not clearly described.

Prism Graphics for Journal Selection Flow

Identification	Total journals identified by database search (N=506)	→	Duplicate Journals (N=14)
Screening	Total journal after removing duplicate journals (N=492)	→	Journal not suitable based on title and abstract (N=470)
Eligibility	Journal for fulltext selection (N=22)	→	Journals not suitable based on inclusion criteria (N=10)
Included	Total journals included in the review (N=12)		

DISCUSSION

Based on interviews conducted with students of the Wira Samudera Shipping Vocational School in North Semarang, conducted by (Meiranti & Sutoyo, 2021a), it shows several characteristics of low academic resilience, if seen from the academic dimension, respondents have less confidence, characterized by fear because they feel they have not able to carry out their duties, they also have poor control, seen from their lack of ability to manage their demands, to the point that they feel tired, dizzy, have headaches, get tired easily, lack sleep, and have no appetite. The fear and anxiety experienced by students shows the students' lack of ability to manage their feelings of anxiety, which means they are lacking in the composure dimension. In fact, they also lack commitment, as evidenced by their desire to avoid academic demands. This shows that academic resilience is a skill that is not easy for someone to possess.

There are several factors that state that academic resilience is influenced by social support, in the form of guidance and family support. The guidance and family support received by an individual will make the individual more confident and stronger in facing life's difficulties. Vocational school students in North Semarang who have families full of guidance and support, especially in the academic field, enable students to have high academic resilience. However, not all students have families who are full of support and guidance, giving rise to variations in the level of academic resilience.

This is in line with research conducted by (Septiana, 2021) , factors that can increase academic resilience are the role of parents, parental involvement, which can significantly predict students' academic resilience, so that high parental involvement is associated with high academic resilience as well, apart from that there are genders. Gender differences can predict academic resilience, adolescent girls have better academic resilience than boys. To increase academic resilience, parents are advised to be more involved in their children's educational activities, both at home and at school.

Apart from that, there are also other factors that can influence academic resilience, (Hendriani, 2017) also states that personal factors or individual characteristics are factors that influence academic resilience. These factors include optimism, persistence and motivation. Students who have perseverance, optimism and high motivation will tend to have high academic resilience as well. Because the nature of optimism, perseverance and motivation that exists within the student will help him to keep trying and be encouraged to keep getting up if he experiences difficulties.

Table list of forms of Academic Resilience in students

No	Name	Subject	Education system	Forms of Resilience	Forming factors
1	(Pro, 2021)	267 5th grade students (aged 10-11 years)	Simultaneous religious and general learning system	Being a dormitory administrator, teaching, applying English-Arabic in every activity	Self-efficacy
2	(RIOWATI & MAULINA, 2022)	220 vocational school students (aged 14-18 years)	Online education	The pressure of studying during a pandemic	Perseverance, reflecting and adaptive help-seeking, negative affect and emotional

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No	Name	Subject	Education system	Forms of Resilience	Forming factors
					response
3	(Situmeang, 2020)	17 students	Online learning	Threats and academic demands during the pandemic	Self concept
4	(Meiranti & Sutoyo, 2021b)	1561 vocational school students in North Semarang (Age 14-18 years)	Has a reference to SKKPD and has self-development tasks	Having low academic resilience, characterized by: lack of self-confidence (bad self-confidence), fear and anxiety about not being able to complete the assignment, (low composition) Self-control and commitment	Increase spiritual intelligence and the ability to take lessons from every incident
5	(Satrianta et al., 2021)	6 people Consisting of: the principal, deputy principal for curriculum, two guidance and counseling teachers, and two students	Distance learning	Academic development difficulties during distance learning	Carrying out preventive actions through information services, curative through individual and group counseling, promotive BK performance profiles
6	(Septiana, 2021)	78 elementary school students (aged 7-12 years)	Online learning	Psychological pressure causes academic stress	Social support and psychological well-being
7	(Setyawan, 2021)	93 students (42 boys and 51 girls aged 15 – 19 years)	Offline Learning with emphasis on student academic success	Forgiveness for students who experience academic failure	Self-compassion, developing positive appraisal, letting go of bad feelings
8	(Oktaningrum & Santhoso, 2019)	90 high school students (aged 15-18 years)	Dormitory-based semi-military education system	Difficulty adapting, not used to being away from parents, different student backgrounds, senior pressure	Social interaction, social support, self-efficacy, emotional regulation
9	(Saputra et al., 2022)	202 consisting	Online learning	Difficulty learning due to limited quota,	Trust in Allah as religious coping

No	Name	Subject	Education system	Forms of Resilience	Forming factors
		of university students and high school students (aged 14-17 years) who are Muslim and study online		unstable network, no practicum, difficulty understanding	
10	(Rahmi & Lita Hadiati Wulandari, 2019)	87 Middle School Students (12-15 years old)	Al-Quran memorization education system	Inability to achieve memorization targets even though students excel	Self-development in psychological well-being
11	(Purwanto & Wiwik., 2019) (Approach, 2016)	214 Middle School Students (Age 13-15 years)	Learning that refers to the Ministry of National Education's ideal learning mastery: basic competency 90%, minimum competency 75%-89%	There is no academic resilience, the number of students smoking, and the occurrence of student resistance behavior towards their teachers	self regulation,
12	(R. Pahlevi et al., 2017)	144 MAN students (48.6% boys, and 51.4% girls) aged 14-17 years	Offline learning according to the applicable K13 curriculum	Poor academic resilience, due to psychological pressure and inability to face problems	Self-esteem, social support, and religiosity

The systematic review that was carried out attempted to answer the research question, namely forms of resilience and factors that increase academic resilience. The answer to this question can be seen from the table that states that the forms of student resilience differ according to the learning system that applies at the school or at the time. the research was carried out. Several forms of academic resilience that emerged from the results of this systematic review include: (1) being a dormitory administrator, teaching, applying English and Arabic in every activity for 5th grade elementary school students, aged 10-11 years with a collaborative learning system (2) learning pressure during the pandemic , aged 14-18 years, with an online education system (3) threats and academic demands during the pandemic, at the age of 17 years (4) have low academic resilience at the age of 14-18 years with an education system referring to SKKPD (5) difficulties in development academic during distance learning at the age of 10 years (6) psychological pressure at the age of 7-12 years with an online education system (7) forgiveness for students who experience academic failure at the age of 15-19 years with an offline learning system (8) Difficulty adapting, experiencing homesick at the age of 15-18 years with a semi-military education system (9) difficulty learning due to limited facilities, no practicum at the age of 14-17 years with the online learning system (10) inability to achieve memorization targets at the age of 12-15

years with the education system Islamic boarding school (11) there is psychological pressure at the age of 14-17 years with the K13 education system.

By knowing the description of what forms academic resilience, it can be proven that learning conditions with various challenges in the learning system can train academic resilience. The factors for increasing academic resilience can be done in several ways: self-efficacy, perseverance, reflecting and adaptive help-seeking, negative effects and emotional response, self-concept, increasing spiritual intelligence, social support, trust in Allah, self-regulation, self-esteem , social support and religiosity. However, the more dominant factor in increasing academic resilience is the individual's personal character. (Rahmi & Lita Hadiati Wulandari, 2019) stated that personal factors or individual characteristics are factors that influence academic resilience. These factors include optimism, persistence and motivation. Students who have perseverance, optimism and high motivation will tend to have high academic resilience as well. Because the nature of optimism, perseverance and motivation that exists within the student will help him to keep trying and be encouraged to keep getting up if he experiences difficulties.

As stated by *the American Psychological Association* (APA) regarding 10 ways to build academic resilience: namely increasing relationships and good relationships with other people, not viewing crises as problems that cannot be overcome, accepting change, changing life goals, daring to take action, being able to see opportunities, increase self-confidence in your abilities, have a vision and life goals, be optimistic, and take good care of yourself (Oktaningrum & Santhoso, 2019).

CONCLUSION

Resilience is a very important component for every student to have, because good resilience skills will lead students to have the courage to solve every threat and academic demand. A student who is academically resilient will not easily give up when facing academic difficulties, this will make the student optimistic and think positively, even though he is experiencing academic difficulties. There are several forms of academic resilience, namely: difficulty learning due to limited quota, unstable network, no practicum, material that is difficult to understand, psychological pressure, inability to achieve memorization targets, many students smoking, resistance or resistance to teachers, lack of self-confidence, feeling stressed because they are not used to being away from their parents, pressure from seniors and a different background. However, there is also good academic resilience, namely in the form of: being a dormitory administrator, teaching while studying, mener. The factors that can increase academic resilience are self-efficacy, perseverance, reflecting and adaptive help-seeking, negative effect and emotional response, personal character, self-concept, increasing spiritual intelligence, social support, trust in Allah, self-regulation, self-esteem, social support and religiosity. This systematic review uses student subjects (junior high school age teenagers). With self-concept, and parental support as well as several other factors, it is hoped that it can increase academic resilience, and distance pupils or students from resistant behavior towards teachers or parents so that academic success can be easily achieved.

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