Efforts to Increase Academic Resilience of IAIN Syekh Nurjati Cirebon Students Through Strengthening Self-Regulation Capabilities

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ABSTRACT

In an educational environment, encountering difficulties and challenges is natural. Someone who is able to adapt and overcome these difficulties and challenges means that he has academic resilience abilities. Academic resilience can be increased by using self-regulation abilities. This study aims to determine: (1) students' academic resilience abilities; (2) students' self-regulation abilities; (3) The efforts of IAIN Syekh Nurjati Cirebon students in increasing academic resilience through strengthening their self-regulation abilities. This study uses a qualitative method. The data collection technique used in this research is using interviews. The results of this study reveal that the majority of students have a fairly high level of academic resilience. They say that they will fight the panic and fear of the difficulties and failures that come their way. Even when faced with difficult assignments, they feel challenged and motivated.
Toywords:*Academic Resilience, Self-Regulation, Effort*

INTRODUCTION

Education is a primary need in human life, the most important aspect in national development, namely as an effort to improve the quality of life and form better human beings in the future. One of the levels of formal education in Indonesia is tertiary education(Seryapina, 2022)(Britt et al., 2017) (Matheson, 2014), (The Wardrobe Ensemble, 2017). The learning process aims to form students so that they are able to actively develop their own potential, assist students in fulfilling their developmental tasks. However, the inability of students to adapt to school programs and standards can also cause students to experience stress. Students are increasingly burdened by various

demands such as showing achievement, excellence, in an ever-increasing academic competition. These conditions cause increased academic stress(Arum, Richard, Irenee Beattie, 2011)(Hendriawan & Astuti, 2017).

The learning experience in college contains various circumstances, both positive and negative. Life in college is equipped with various stress and depressive agents that can reduce the quality of life. Among them are due to various factors such as being away from family, living in dormitories, more stressful social life, adapting to new people and culture, and so on. In this case, coping is the dominant factor in managing and modifying problems, adapting to change, and managing emotional responses when faced with many demands, where the end goal of the process is resilience.(Ng+, 2013) (Nelisma Y., Fitriani W, 2022)In addressing the problems above, students need the ability to adapt positively in the face of adversity and require an extraordinary ability to survive and rise from the difficulties faced by a person in a healthy manner, in psychology science it is called resilience.

Resilience is a person's ability to face and respond to problems or trauma in a productive and healthy way that affects stress in daily life. Resilience can also be said to be the quality of a person's ability to face adversity(Eric Greitens Navy SEALs, 2016)(Steven M. Southwick, 2018)As a dynamic process, resilience is the implementation of a positive attitude that appears when circumstances are in difficult situations. The power possessed by a person to undergo, face, reduce and eliminate the negative consequences of an unpleasant situation is called resilience. The factors that affect resilience include; (a) individual factors, namely individual abilities which include individual cognitive abilities, self-concept, self-esteem, and social competence possessed by individuals; (b) family factors, including support from parents, namely how parents treat and serve children. In addition to support from parents, family structure also plays an important role for individuals; (c) community factors,(John Eldredge, 2023)(Rick Hanson, 2018)

Resilience must exist within students to help recover from various stressful situations and to overcome various kinds of difficulties that are being experienced. However, in reality there are various problems related to student resilience. An example is the lack of self-regulation ability(Linda Graham, 2018)Self regulation comes from the word self which means self and regulation which means regulation, so self regulation is self regulation. Self-regulated learning as a situation in which individuals who learn as controllers of their own learning activities, monitor motivation and academic goals, manage human and material resources, and become behaviors in decision-making processes and implementers in the learning process. Self-regulated learning can also be said to be the ability of learners to participate actively in the learning process, both metacognitively, motivationally and behaviorally.(Affairs, 1976)(Shavelson, 1976).

Ideally, a student is able to manage or control himself so that he is able to face all the difficulties and challenges that exist in the academic field so that he has high resilience. Fakat in the field proves that there are already many students who are able to control themselves when experiencing difficulties in the academic field so that they have a fairly high level of resilience. As found in this study, that the majority of IAIN Syekh Nurjati Cirebon students who were respondents to this study had quite high

resilience abilities. This is in accordance with what was stated by respondent 7: "Yes, even though it is difficult and sometimes confusing, I feel challenged when I get a difficult task. It actually makes me motivated and enthusiastic because I wonder whether I can finish it or not.

Based on the problems above, the researcher wants to explore how students' efforts to improve their academic resilience skills through self-regulation abilities. As for previous research on academic resilience, namely:

First, research written by Chasanah (2019) entitled "The Role of Self Regulated Learning in Influencing Academic Resilience in Working Students of the Informatics Engineering and Electrical Engineering Study Program at Muhammadiyah University of Gresik" in the Psychoscience journal. This study aims to determine whether there is a relationship between self-regulated learning strategies and academic resilience in students of the Informatics Engineering and Electrical Engineering Study Program, Muhammadiyah University of Gresik who work. The results of this study can be concluded that there is a significant relationship between self-regulated learning strategies and academic resilience in students of the Informatics Engineering and Electrical Engineering Study Program at Muhammadiyah University of Gresik who work. The contribution of self-regulated learning to academic resilience is 43%, while the remaining 57% is influenced by other variables not examined. The similarity of this research with the researcher's research lies in the variable being discussed, namely academic resilience with self-regulation. While the difference lies in the research method used, because this research uses quantitative methods, while the research researchers use qualitative methods. In addition, in this study, the subjects used were working students, while the researchers examined only the non-working student subjects. The similarity of this research with the researcher's research lies in the variable being discussed, namely academic resilience with self-regulation. While the difference lies in the research method used, because this research uses quantitative methods, while the research researchers use qualitative methods. In addition, in this study, the subjects used were working students, while the researchers examined only the non-working student subjects. The similarity of this research with the researcher's research lies in the variable being discussed, namely academic resilience with self-regulation. While the difference lies in the research method used, because this research uses quantitative methods, while the research researchers use qualitative methods. In addition, in this study, the subjects used were working students, while the researchers examined only the non-working student subjects.

Second, research conducted by Nafila (2021) on a thesis entitled "The Relationship between Self-Regulation in Learning and Academic Resilience in Class XII Students of the Acceleration Program at State High School 9 Malang". Thesis Faculty of Psychology, State Islamic University of Maulana Malik Ibrahim Malang. This study aims to determine the level of self-regulation and academic resilience in students and to prove that there is a relationship between self-regulation in learning and academic resilience in these students. The similarity of this research with the researcher's research lies in the variables studied which are related to self-regulation and academic resilience. While the difference lies in the research method used, This study

uses quantitative methods while research researchers use qualitative methods. In addition, in this study the subjects used were at the high school level while the researchers examined at the tertiary level.

The purpose of this study was to determine: (1) students' academic resilience abilities; (2) students' self-regulation abilities; (3) The efforts of IAIN Syekh Nurjati Cirebon students in increasing academic resilience through strengthening their self-regulation abilities. This research is expected to provide benefits both theoretically and practically: (1) theoretical benefits, this research is expected to contribute to the development of science, especially for psychological science; (2) practical benefits, this research is expected to provide information to students regarding academic resilience and self-regulation, so that the results of this study can be one of the references regarding efforts to increase a student's academic resilience through self-regulation abilities.

RESEARCH METHODOLOGY

This study uses a qualitative approach because the data obtained is only a description of the situation as outlined in words. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups. From the opinions of the experts above, it can be concluded that qualitative research is research that analyzes and describes an activity, a situation or a phenomenon that exists based on the events that occurred. The resulting data can be in the form of written, spoken, or observed subject behavior(Ball State University, 2023)(P. Paul Heppner, et. al, 2008) (Iman, 2019). This research is a type of field research, in which the researcher aims to conduct an in-depth study of a social unit in such a way as to produce a well-organized and complete picture of that social unit (Slamet, 2020).

This research was conducted at IAIN Syekh Nurjati Cirebon with 22 informants. The sources for this study were students from several majors on the campus. The research was conducted on March 18, 2023 to March 25, 2023. The data collection technique used in this study was by conducting interviews. Furthermore, the data analysis technique in this study is the data analysis model of Miles and Huberman, namely data reduction, data display (presentation of data), and conclusion drawing/verification (drawing conclusions) (Malumbot et al., 2020).

RESULTS AND DISCUSSION

RESULTS

The results of the study related to academic resilience in IAIN Syekh Nurjati Cirebon students were obtained through online interviews with several students from several majors.

Academic Resilience Ability of IAIN Syekh Nurjati Cirebon Students

Student academic resilience is presented based on the results of interviews with several students of IAIN Syekh Nurjati Cirebon which were conducted online from 18-

25 March 2023. Based on the research results, the description of academic resilience in students can be summarized as follows:

1. **Aspects of Perseverance (Perseverance)**
   a) Work hard (keep trying and don't give up easily)

   Based on the results of interviews with all respondents on this indicator, there are 10 out of 22 respondents who will continue to do the task to the fullest or not carelessly even though they experience difficulties in allocating their time. As for when it failed, 20 out of 22 respondents would still try to fix it. This is as expressed by respondent 11: "It's not uncommon for assignments to pile up while deadlines are close together, plus sometimes I'm busy or something, but I don't just run away from assignments like that. I will continue to do those tasks to the fullest, I don't want them to be done carelessly because it will affect the results. If I fail, I will try to fix it." (Excerpt from interview results on March 18, 2023 which was conducted online).

   b) Focus on plans and goals (commitment)

   Based on the results of interviews with all respondents on this indicator, there were 3 out of 22 respondents who would not change their previously made goals when they experienced difficulties/pressure/failures. This is as stated by respondent 14: "When I experience failure, I will not change the goals that I have set before. If we fail, it means that our way is wrong or not right, it doesn't mean we have to change our goals." (Excerpt from the interview results on March 19, 2023 which was conducted online). From the results of the interviews above, it shows that the minority of IAIN Cirebon students will not change the goals that have been made before even though they experience difficulties/pressure/failures.

   c) Receive and utilize feedback

   Based on the results of interviews with all respondents on this indicator, there were 21 out of 22 respondents who answered that assessments and input from lecturers were able to improve their learning. This was expressed by respondent 8: "I like it the most when my assignments are criticized by the lecturer. So I know whether the assignment I made was correct or not, whether there are any deficiencies or what. So in my opinion, assessment and input from lecturers is important because it can motivate me to study." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to this resilience indicator, it can be stated that assessments and input from lecturers are able to improve their learning.

   d) Creative and imaginative problem solving

   Based on the results of interviews with all respondents on this indicator, there were 20 out of 22 respondents who said that they were able to make learning fun. This was expressed by respondent 9: "Learning is just made to be enjoyed, for example while listening to music. In my opinion, learning while listening to music is fun, makes you excited and doesn't get bored easily. Sometimes we also suddenly get ideas or inspiration from while listening to the music. Yes, indeed, the task has nothing to do with the music we listen to, but with music, learning is

not so monotonous. If we're bored, it's hard to come up with ideas or inspiration." (Excerpt from interview results on March 18, 2023 which was conducted online).

e) Positioning difficulties as opportunities

Based on the results of interviews with all respondents on this indicator, there were 20 out of 22 respondents who felt challenged if given a difficult task. And 9 out of 22 respondents stated that these difficulties would not make them lose motivation. This was expressed by respondent 7: "Yes, even though it is difficult and sometimes confusing, I feel challenged when I get a difficult assignment. It actually makes me motivated and excited because I wonder whether I can finish it or not." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators of positioning difficulties as opportunities, the majority of students will feel challenged if given difficult assignments.

2. **Aspects of Refecting and Adaptive Help-Seeking**

a) Reflect on strengths and weaknesses

Based on the results of interviews with 22 respondents, this indicator stated that all of these respondents would use their strengths to increase their potential. This was expressed by respondent 1: "Yes, that's how it should be, we have advantages that we must use to increase our potential. That way the advantages we have will also be trained continuously." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators reflecting strengths and weaknesses, it shows that IAIN Cirebon students will use the strengths they have to increase their potential.

Meanwhile, regarding their weaknesses, 9 out of 22 respondents answered that their weaknesses would not make it difficult for them to learn. This is as stated by respondent 4: "Every human being, of course, has strengths and weaknesses, it's just how we react to it, whether we make it difficult or just normal. For me, the weakness that I have doesn't mean that I don't learn. I don't think that my weakness makes it difficult for me in the learning process, instead I am even more enthusiastic about it. But yes, people's names are different, aren't they?" (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators reflecting strengths and weaknesses,

b) Changing learning approaches

Based on the results of interviews with all respondents on this indicator, there were 20 out of 22 respondents who would try new things when experiencing learning difficulties. This is as stated by respondent 5: "Sometimes I try to make a resume or summary if I have trouble. That way it will make it easier for me to understand the information conveyed by the lecturer." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators of changing the learning approach, it shows that the majority of IAIN Cirebon students will try new things when experiencing

learning difficulties such as making resumes to make it easier for them to understand the information conveyed by the lecturer.

c) Seeking help

Based on the results of interviews with all respondents on this indicator, there were 9 out of 22 respondents who were not embarrassed to ask questions when they did not understand the subject matter presented. This was expressed by respondent 18: "Why are you embarrassed? We're asking about material that we don't understand. If we are embarrassed to ask then how can we understand? Let it be if there are friends who don't like it, after all, the knowledge is also for all of us later." (Excerpt from interview results on March 20, 2023 which was conducted online). From the results of interviews related to indicators of seeking help, it shows that a minority of IAIN Cirebon students will not be embarrassed to ask questions when they do not understand the subject matter presented, because when we are embarrassed to ask questions, we will not understand either.

d) Support and encouragement

Based on the results of interviews with all respondents on this indicator, there were 19 out of 22 respondents who were enthusiastic about learning from their parents. This was expressed by respondent 10: "Thank God, I always get encouragement from my parents. It's simple, my parents sometimes ask me how was college. Or when I'm doing an assignment, my parents sometimes ask me if the task is difficult. Especially when I forget to eat because I'm too focused on doing assignments, my mother always reminds me to eat beforehand so I have the energy to study. The little attentions just now can raise the spirit in me." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators of support and encouragement, it shows that the majority of IAIN Cirebon students get enthusiasm for learning from their parents. The little attentions that their parents gave, such as asking about activities on campus, doing assignments, and reminding them to eat, were able to foster a spirit of learning within them.

As for 18 out of 22 respondents admitted that their friends always give encouragement when they feel bored in studying. This was expressed by respondent 19: "Thank God, there are friends who give encouragement whenever I feel bored while studying or doing assignments. For me, that means a lot, because that way we feel cared for, which can unknowingly raise our motivation to learn." (Excerpt from the interview results on March 25, 2023 which was conducted online). From the results of interviews related to indicators of support and encouragement, it shows that the majority of IAIN Cirebon students have friends who always give them encouragement when they feel bored in studying.

e) Monitor efforts and achievements

Based on the results of interviews with all respondents on this indicator, there were 18 out of 22 respondents who said that the success they had achieved in the past could arouse their motivation to learn. This is as expressed by respondent 15: "Of course for me, mah. Sometimes we need to look back at our past achievements to motivate us in the present. Because if I think back on it we

will think that at that moment I could really achieve it, go through it, face it, yes, even though there were definitely many challenges and difficulties. The success we have achieved in the past should motivate us to achieve other things, not make us lazy." (Excerpt from the interview results on March 19, 2023 which was conducted online).

Meanwhile, 20 out of 22 respondents said that they would pay attention to their studies to get good results. This is as expressed by respondent 2: "Yes, please. Because if learning is not correct how can we get good results? That's why paying attention to our studies is important. Do you think it's possible to achieve this at this rate or not?" (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators of monitoring effort and achievement, it shows that IAIN Cirebon students will continue to pay attention to their studies to get good results. One of them believes that good progress will produce good results too.

f) Giving rewards and punishments

Based on the results of interviews with all respondents on this indicator, there were 16 out of 22 respondents who said that they would reward themselves if they were successful in learning. This is as conveyed by 3: "Yes, in my opinion it is necessary, yes, occasionally we give awards to ourselves when we are successful in learning. If I usually with whatever snacks I like, anyway. But yeah, don't overdo it." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to indicators of reward and punishment, it shows that the majority of IAIN Cirebon students will give a reward for themselves if they are successful in learning, for example buying their favorite snacks.

3. Negative Affect and Emotional Aspects

a) Worry

Based on the results of interviews with 22 respondents on this indicator revealed that all respondents will fight the fear of failure. This is as expressed by respondent 6: "Yes, if we are afraid then when do we go? So, in my opinion, the fear of failure must be faced and fought, don't be afraid all the time, what is there is that we fail before we take a step." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to anxiety, it shows that IAIN Cirebon students will try to fight the fear of failure. Afraid to take a step means we have failed before we started.

b) Catastrophising (thinking bad things, doom, disaster)

Based on the results of interviews with 22 respondents on this indicator, it was revealed that all respondents believed good things would happen when they focused on learning. This is as stated by respondent 16: "I am sure. Because it's like we are doing something positive (focus on learning), so the impact is positive/good things too." (Excerpt from the interview results on March 19, 2023 which was conducted online). From the results of interviews related to catastrophising (thinking about bad things, catastrophes, disasters) it shows that

IAIN Cirebon students believe that when they focus on studying, good things will come to them.

c) Avoid negative emotional responses

Based on the results of interviews with all respondents on this indicator, there are 21 out of 22 respondents who will try not to panic when there are many urgent tasks. This was expressed by respondent 13: "As much as possible I don't panic when the deadlines for assignments are urgent. Because if we panic, we can't think clearly, those who have tasks don't get done." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to avoiding negative emotional responses, it shows that IAIN Cirebon students will try not to panic when there are many urgent assignments. Panic cannot clear the mind so that it will result in sub-optimal results on the task.

From the results of interviews related to academic resilience above, it can be concluded that the majority of IAIN Syekh Nurjati Cirebon students have a fairly high level of resilience. They will continue to do the task to the fullest even though they have difficulty dividing the time and will try to fix it if they fail. When they get a difficult task, they actually feel challenged and motivated to keep doing it. Because they have advantages that will be used to increase their potential and do not make the weaknesses they have hinder them from completing tasks. Even when they have difficulty doing assignments, they will try new things in learning and will ask questions if they don't understand the subject matter. They stated that getting encouragement from their parents and friends and remembering the successes they had achieved were able to bring back their motivation to study when boredom appeared. And they will also fight panic and fear of the difficulties and failures that come their way. In addition, they will reward themselves when they achieve success, because they believe this can foster a passion for learning in the future.

Self-Regulation Ability of IAIN Sheikh Nurjati Cirebon Students

Student self-regulation is presented based on the results of interviews with several students of IAIN Syekh Nurjati Cirebon which were conducted online from 18-25 March 2023.

Based on the results of the study, the description of self-regulation in students can be summarized as follows:

1. Aspects of Metacognition

a) Can set goals in doing the task

Based on the results of interviews with all respondents on this indicator, there were 19 out of 22 respondents who set targets for completing assignments. This was expressed by respondent 17: "Yes, I always make a list of tasks in which there is a target date. Because yes, if I don't do that, I'll be too relaxed, I mean procrastinating doing it. In the end, it will end up being done when the time is tight and it will result in unsatisfactory results." (Excerpt from interview results on March 20, 2023 which was conducted online). From the results of interviews related to setting goals in doing assignments, it shows that the majority of IAIN

Cirebon students make targets to complete assignments. This is intended so that tasks will be completed on time.

b) Can complete the goal in doing the task

Based on the results of interviews with all respondents on this indicator, there are 15 out of 22 respondents who always think about doing the task before doing other activities. This is as expressed by respondent 7: "Sometimes my friends ask me to hang out after class, but I decline the invitation because I'm thinking about the same assignment. It's better for me to go straight home and do my assignments, instead of hanging out first, the ones who have assignments will be neglected." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of the related interviews, completing the objectives in carrying out the assignment, shows that the majority of IAIN Cirebon students will always think about doing the assignment before doing other activities.

Meanwhile, 17 out of 22 respondents said that they were able to complete the task according to the time target they had set. This is as expressed by respondent 12: "Thank God, I am often on time, yes it depends on the difficulty." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to completing objectives in carrying out assignments, it shows that the majority of IAIN Cirebon students can complete assignments according to predetermined time targets.

2. **Aspects of Motivation**

a) Able to control emotions in doing the task

Based on the results of interviews with all respondents on this indicator, there were 20 out of 22 respondents who were serious about doing the task. This is as expressed by respondent 21: "Yes, please, if you want good results, the process must also be good, you have to do it seriously, you have to be serious. Don't want the results to be okay, but the process to be not okay, hehe." (Excerpt from the interview results on March 25, 2023 which was conducted online). From the results of interviews related to controlling emotions in carrying out assignments, it shows that the majority of IAIN Cirebon students will be serious in carrying out assignments so that assignments will be completed quickly.

3. **Behavioral Aspect**

a) Able to set the initial time in doing the task

Based on the results of interviews with all respondents on this indicator, there were 13 out of 22 respondents who said that they did not delay the assignment given by the lecturer. This is as stated by respondent 11: "I can't be calm if I haven't done it. That's why I don't usually postpone tasks, even if I can do it quickly I'll finish it quickly. If I delay, I'm afraid I'll forget because I'm a very forgetful person." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of related interviews, setting the time in doing assignments, shows that the majority of IAIN Cirebon students will not delay assignments given by lecturers. Putting off tasks can result in tasks being neglected.

b) Able to set the time to pursue the target in doing the task

Based on the results of interviews with all respondents on this indicator, there were 19 out of 22 respondents who said that they would not lose their enthusiasm for learning when they were with friends. This was expressed by respondent 17: "In fact, sometimes my friends and I make an appointment to do assignments together, so that we can learn together, if someone doesn't understand, someone will explain." (Excerpt from the interview results on March 20, 2023 which was conducted online). From the results of related interviews, setting the time to meet targets in carrying out assignments, shows that even though the majority of IAIN Cirebon students are with friends it will not diminish their enthusiasm for learning, in fact sometimes they will schedule joint study.

Meanwhile, 17 out of 22 respondents admitted that they were not late in submitting assignments when the lecturer gave an inappropriate deadline. This was expressed by respondent 3: "Thank God, we were still on time. I stayed up late to work on it so that it was finished on time." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to managing time to meet targets in carrying out assignments, it shows that the majority of IAIN Cirebon students are not late in submitting assignments even though the lecturer gives inappropriate deadlines.

And 16 out of 22 respondents answered that they could be consistent in doing the task. This was expressed by respondent 4: "Yes, so I make a to-do list to measure my progress every day. There must be a difference between doing tasks according to the mood or according to the schedule we made." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to managing time to meet targets in carrying out assignments, it shows that the majority of IAIN Cirebon students can be consistent in carrying out assignments, for example by making a to do list to monitor progress.

From the results of interviews regarding student self-regulation at IAIN Syekh Nurjati Cirebon, it can be concluded that the majority of students have a fairly high level of self-regulation. They are able to set targets in doing assignments and complete them on time according to the time targets they set themselves and the deadlines set by the lecturer. They also understand which priority is more important, for example, prioritizing doing assignments over playing with friends. They will do the task seriously and do not procrastinate so that the task they are doing produces the best results. They will be consistent in doing assignments even when they are with friends, because they sometimes plan to study together.

Student Efforts in Increasing Academic Resilience

The efforts of IAIN Syekh Nurjati Cirebon students in increasing academic resilience through self-regulation abilities include:

1. Making targets in carrying out assignments is an effort made by IAIN Syekh Nurjati Cirebon students in increasing academic resilience. Making targets is done by making a list of tasks that must be done first by paying attention to the closest

deadline. This was expressed by respondent 15: "My way to overcome this is by setting task targets that must be completed immediately, distinguishing which tasks have the earliest deadlines." (Excerpt from the interview results on March 19, 2023 which was conducted online). The same thing was also expressed by respondent 13: "For me, I manage my time well and make a to-do list." (Excerpt from interview results on March 18, 2023 which was conducted online). From the results of interviews related to the efforts made by students in increasing academic resilience through self-regulation, it shows that one of the efforts they are making is by setting targets in carrying out assignments. Making targets can be done by making a list of tasks that must be done first by paying attention to the time. This is intended so that tasks can be completed in a timely manner.

2. Not stalling for time or delaying assignments is also an effort by IAIN Syekh Nurjadi Cirebon students to increase academic resilience through their self-regulation abilities. By not delaying the task shows that he is able to control himself. Not stalling for time and delaying tasks is intended so that existing tasks are completed quickly and are not forgotten. Because usually stalling for time and delaying tasks will result in tasks being forgotten and ending up not doing them or even doing them carelessly. This is as expressed by respondent 11: "In my opinion, the way to deal with academic pressure is to manage time well, avoid stalling for time and postponing things. That way the tasks will be completed more quickly. Meanwhile according to respondent 4: "Don't make the task a burden for you, finish it right then and there if you don't eat it will be forgotten and neglected until the time limit." (Excerpt from interview results on March 18, 2023 which was conducted online)

   From the results of interviews related to the efforts made by students in increasing academic resilience through self-regulation, it shows that other efforts made by students are not stalling for time and postponing assignments. This shows that he is able to control himself. Not stalling for time and delaying tasks is intended so that these tasks can be completed on time. Because stalling for time and delaying tasks will only make them forget about the task so that the task becomes neglected.

3. Setting priorities is one of the efforts made by IAIN Syekh Nurjati Cirebon students to increase academic resilience. It is intended that tasks can be completed in accordance with the time, without any delays in collection. Because according to them, we must know which ones should be prioritized and which ones should be ruled out. For example, we must prioritize doing assignments compared to playing with friends. From the results of interviews related to the efforts made by students in increasing academic resilience through self-regulation, it shows that another effort is made by setting priorities. When someone knows which things are more important and important to take precedence, then they can certainly complete the task before doing other activities that are less useful. Setting priorities aims to complete tasks in a timely manner.

   From the results above, it can be concluded that in increasing the academic resilience of IAIN Syekh Nurjati Cirebon students, namely by strengthening their self-

regulation abilities, for example setting targets in carrying out assignments, not stalling for time and postponing assignments, and setting priorities. Because the higher a person's self-regulation ability, the higher the level of academic resilience.

Discussion

Academic Resilience

Resilience is a phase where a person is at his lowest point but is able to get back up and try to get out and try to solve his problem in that situation.(Ralph Stinebrickner, 2014)(KAITLIN WARING, n.d.)(Ball State University, 2023). Academic resilience is a student's ability to survive in difficult conditions, bounce back from adversity, overcome adversity, and adapt positively to academic pressures and demands.(Linda Graham, 2018). Academic resilience is a person's toughness in dealing with various academic tasks in an educational environment(Ralph Stinebrickner, 2014)(Rick Hanson, 2018)

Martin and Marsh, explained that students who are academically resilient are students who are able to effectively deal with four situations, namely setbacks, challenges, adversity, and pressure in an academic context.(Ralph Stinebrickner, 2014). Students who have good academic resilience will not easily give up in the face of academic difficulties. On the contrary, he will always be optimistic, think positively and be able to get out of trouble. A student who has high academic resilience prefers challenges after challenges, because that is the best opportunity to prove himself as an active learner in college.(Helena Seli, 2019)(Daniel C. Molden, 2007)(Martin Lamb, 2011). Resilient individuals are not only able to face the difficulties they face but also can adapt positively to negative events(Ng+, 2013)

The results showed that the level of academic resilience of IAIN Syekh Nurjati Cirebon students was quite high. They are able to adapt to pressure, fear, and panic in the face of adversity and failure. They are also able to overcome difficulties in learning, for example by trying new things, feeling challenged and motivated, not even being ashamed to ask other people, and making the learning atmosphere fun by listening to music. The strengths they have will also be used to increase their potential, while the weaknesses they have will not hinder them. Getting encouragement from parents and friends as well as success in the past can grow their motivation to study.

Academic resilience is the ability to develop success (academic) even though faced with difficulties in education (Aisyah & Laksmiwati, 2022). From the various definitions of academic resilience above, it can be concluded that academic resilience is a person's ability to adapt, overcome, and survive in unpleasant conditions in the academic field. Resilient individuals will not easily give up when faced with difficulties, instead they will feel challenged and even motivated to face them. He will fight negative emotions such as fear and panic when he encounters a difficult situation.

Self Regulation

Self-regulation in learning is an internal motivation, which results in the emergence of a person's desire to determine goals in life, plan the strategy to be carried out as well as evaluate and modify the behavior that self-regulation will engage in is

important possessed by a person in assisting its development because of self-regulation can also control environmental conditions and emotional impulses if possible interfere with one's development(Helena Seli, 2019)(Saeed & Zyngier, 2012)The self-regulated learning strategy is a learning strategy in which the actions and processes carried out are directed at the skills to process information and abilities including organizing, making goals, and cognitive processing of the learner(Britt et al., 2017) (Cavanagh et al., 2018)

Aspects of self-regulation in learning include three aspects as follows(Saeed & Zyngier, 2012)(Paul R. Pintrich∗ and Akane Zusho, 2007): a) Cognitive. Cognitive role in self-regulation in learning is useful for adjusting when faced with problems. The form of this adjustment can be in the form of decision making and selection of cognitive ways such as remembering, processing information, learning, reasoning, problem solving and thinking; b) Motivation. Motivation is an important part of achieving and learning in an academic setting. Students will do the same technique by regulating cognitive when regulating motivation. Regulation of motivation such as students trying to increase or arouse the will to try to carry out activities or activities with the chosen goal. Examples of motivation in regulation in learning include thoughts, efforts, student behavior that will affect the willingness and persistence in dealing with academic assignments; c) Behavior is a student's attempt to control the behavior that appears to them. Students who are able to monitor their own behavior and try to control and regulate it so that these activities are included in self-regulation in learning(Amelis, M., & Dattilio, 2013)(Leonidas Hatzithomas, Maria C. Voutsa, Christina Boutsouki, 2021)

The results showed that the self-regulation level of IAIN Syekh Nurjati Cirebon students was quite high. They can set goals in carrying out tasks and are able to complete them according to the goals set. They are also able to control their emotions in doing the task. In addition, they are able to set the initial time in doing the task and are able to meet the set time targets. That is, the research results obtained by this researcher are in line with the existing theory. From some of the definitions of self-regulation above, it can be concluded that self-regulation is a person's ability to regulate or control himself in order to be able to achieve the desired goals.

Efforts to Increase Academic Resilience through Self-Regulation Ability

Based on the results of research conducted by researchers, students feel that the academic pressure they are experiencing can be overcome and reduced after they strengthen their self-regulation abilities. According to researchers, this is because there is a connection or relationship between resilience and self-regulation. The link between aspects of self-regulation (receiving) and resilience, that by receiving (receiving) makes a person able to build his own resilience in the midst of the difficulties and tribulations of life he experiences. In addition, aspects of self-regulation, namely planning (formulating) can also be used as a coping strategy that is positively related to resilience. Furthermore, the relationship between resilience (hardiness) and self-regulation(Hanna, 2006) (Self-concept, 1982).

From the results of research conducted by researchers also showed that the higher a person's level of self-regulation, the higher the level of resilience. High self-regulation

will affect one's level of resilience. Self-regulation is also very relevant for understanding the level of individual resilience, as a form of creating the desired life(Paul R. Pintrich∗ and Akane Zusho, 2007)(Saeed & Zyngier, 2012)Based on the results of the research and discussion described above, it shows that the findings found by researchers agree with existing findings which prove that self-regulation and resilience are related, the higher a person's level of self-regulation, the higher the level of resilience.

CONCLUSION

From the results of the research above, it can be concluded that the higher a person's level of self-regulation, the higher the level of resilience one has.Academic resilience is a person's ability to adapt, overcome, and survive in unpleasant conditions in the academic field. While self-regulation is a person's ability to regulate or control himself in order to be able to achieve the desired goals. Academically resilient students are students who are able to deal effectively with four situations, namely setbacks, challenges, adversities, and pressure in an academic context. He will not easily give up in the face of academic difficulties. On the contrary, he will always be optimistic, think positively and be able to get out of trouble.

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