Covid-19 Pandemic: Academic Resilience and Academic Stress among College Students in Gresik

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Abstract: Students studying in college will undoubtedly face various academic problems. Resilience is needed for students to have the ability to adapt to challenging situations and overcome challenges and problems both in college and in their personal lives. In addition, students who have good academic resilience will find it easy to solve the problems they face related to learning activities and academic performance. This study aims to empirically examine the role of academic resilience on academic stress among college students. The participants in this study were 124 students (28.2% male and 71.8% female) from several universities in Gresik aged 17-29 years (SD = 1.73). The academic resilience in this study was measured using the academic resilience scale (ARS- Indonesia), while the academic stress was measured using the Student-life Stress Inventory (SSI). The data were analyzed using descriptive analysis, Pearson correlation, and a simple regression test. The results showed that academic resilience has a significant role in predicting academic stress among students. Furthermore, the level of academic resilience and academic stress of the participants are at the medium level. Several suggestions and recommendations based on the research findings are discussed.

1 INTRODUCTION

The end of 2019 in Wuhan, a new type of coronavirus (SARS-Cov-2) was identified, causing a disease called coronavirus disease 2019 (Covid-19). Coronaviruses are group of viruses that can cause disease in animals or humans. Several types of coronaviruses are known to cause respiratory tract infections in humans ranging from coughs and colds to more serious ones such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Wilder-Smith & Freedman, 2020).

In early 2020 this virus has spread to 65 countries globally, and World Health Organization (WHO) has designated this virus as a global pandemic (Yuliana, 2020). A pandemic refers to a disease that spreads to many people in several countries at the same time. The spread of the new variant of coronavirus itself is increasing significantly and continuously globally. The world is shocked by the growing number of covid-19 cases; based on WHO data in April 2021, the number of cases of coronavirus infection worldwide, with positive confirmed cases as many as 141,982,642 people, with a death rate of 3,032,055 (Kemkes, 2020).

Indonesia began to be infected with this virus in early March 2020 with the discovery of 2 positive cases in Depok, West Java. Since then, the number of people infected by the virus has continued to increase. Until June 2021, the number of Covid-19 cases in Indonesia recorded 1,950,276 people and increased by 12,990 from Thursday (17/6) data. It brings the cumulative total of cases caused by the SARS-CoV-2 virus to 1,963,266 people. The findings of 12,990 Covid-19 cases were based on the examination of 132,215 specimens from 73,805 people. The addition of 12,990 positive cases of Covid-19 was contributed from 31 out of 34 provinces in Indonesia (Merdeka, 2020).

The COVID-19 (Coronavirus Disease-19) pandemic has affected education systems worldwide, leading to the closure of schools, universities, and colleges. As of April 27, 2020, approximately 1.7 billion students were affected in response to the pandemic. According to UNICEF, 186 countries have implemented national closures, and eight countries have implemented local closures. This affects approximately 98.5% of the world's student population (UNESCO, 2020). Policies taken by many countries, including Indonesia, by closing all educational activities have forced the government and

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related institutions to offer alternative educational methods for students and students who are not at educational institutions (Purwanto et al., 2020).

People are suggested to avoid crowded places and carry out worship at home to minimize the spreading of the virus. In addition, all activities that are usually carried out outside the home are hampered and limited, including school activity. As a consequence of the physical distancing policy, the government issued a policy through the ministry of education and culture, namely the Learning from Home program or online learning. It is to avoid physical contact among the educators and the students, which causes the virus to spread more widely. This online learning policy is applied to every level of education, from kindergarten, elementary, junior high, high school to university levels.

Students are individuals who study in tertiary institutions, whether at universities, institutions, polytechnics, academies, or high schools. According to Goodwin (Fuad & Zarfiel, 2013), when entering college, students will face many new challenges and must face academic challenges that are different from the previous ones. Higher education is a stressful time for most students where they have to adapt to a new educational and social environment (Misra & Castilo, 2004). Students often face academic problems from semester to semester to the final level when they conduct their research. The forms of academic problems vary from simple to complex problems, such as problems with lecturers, peers, or interpersonal relationships. Many students feel burdened and have difficulty in academics, such as complex lecture material, too many assignments, low motivation, and other difficulties.

The researchers conducted initial interviews with some students. RA stated that he felt that offline lectures were more fun than online lectures because many lecturers only gave many assignments with a short deadline. Lately, he often has sleeping problems because he overthought about unfinished tasks, making him more sensitive. Moreover, the situation that does not allow him to do assignments with his friends makes RZ feel increasingly difficult to complete his assignments.

The explanation above shows that these students experience academic stress. Academic stress is a student's response to school pressure that causes discomfort, tension, and changes in behavior (Desmita, 2010). According to Kaplan and Sadock (Affum-osei et al., 2014), stress is one of the most influential factors in learning achievement. Academic stress experienced by students has an impact on their learning outcomes/achievements.

Academic stress on students needs to be considered because it influences the educational process. Physically, academic stress causes sleep disturbances, so that many students use sedative substances (Waqas, Khan, Sharif, Khalid, & Ali, 2015). Academic stress causes a decrease in student performance, both male and female students (Khan, Altaf & Kausar, 2013). The decline in performance was also followed by decreased academic achievement Sohail (2013). So that academic stress also has an impact on delays in the study process and dropping out (Schaefer, Matthess, Pfitzer, & Kohle, 2007).

With these pressures in the academic field, students need high resilience to survive in challenging conditions and continue to complete lecture assignments and thesis. This resilience is called academic resilience, which is defined by the ability of students to adapt and develop in almost all the difficulties they experience (Waxman, Gray & Padron, 2003). Academic resilience is the ability of students to deal with difficulties and stress experienced in academic contexts, such as pressure and stress in exams and difficulties in assignments (Mallick & Kaur, 2016). Academic resilience is the ability of students to maintain academic performance in life. Students with academic resilience are students who are academically successful even though they have a disadvantaged socioeconomic background.

Academic resilience in the context of higher education is defined as the ability to face challenges, difficulties, and pressures in an academic setting effectively (Martin & Marsh, 2006). Students must face several risk factors, such as low grades, pursuing a predetermined time limit, difficult assignments, strict attendance, and the obligation to attend some lecture classes (Martin & Marsh, 2006). In short, academic resilience refers to a phenomenon described by the ability to achieve good results despite dealing with difficulties in adapting and following academic developments. According to Wang and Gordon (1994), learners who have academic resilience are able to turn an environment that is considered difficult into a source of motivation while maintaining high hopes and aspirations, being goal-oriented, having problem- solving skills, and having social competence. Alva (1991) added that individuals who have academic resilience can succeed in achieving success in the educational process they undergo where they struggle in adverse situations and still have the possibility of not succeeding.

Morales (2008) stated that academic resilience is influenced by students' beliefs about themselves,

others, and the world around them so that resilience departs from the mental health experienced by students. According to Rickinson (1997), students' coping skills can increase their resilience, motivation, and persistence until they complete their studies.

Academic Stress

Stress in the school or educational environment refers to academic stress (Sinaga, M. A. J. 2015; Rahmadani, C. S. M. 2014; Hikmah, Y. 2014). Desmita (2010) stated, "Academic stress is stress caused by academic stressors." Academic stressors are stress experienced by students from the learning process or things related to learning activities such as pressure to go to class, study time, cheating, lots of assignments, getting test scores, determining majors or careers, exam anxiety, and manage stress.

Academic stress is a response that arises because there are too many demands and tasks that students must do. Stress conditions are caused by pressure to show achievement and excellence in increasing academic competition so that various pressures and demands increasingly burden them. Academic stress experienced by students results from subjective perceptions of the discrepancy between environmental demands and the substantial resources owned by students.

Feldman et al. (2008) academic stress in children arises when expectations for academic achievement increase, either from parents, teachers, or peers, while these expectations are not in accordance with their abilities. Wilks (2008) concluded that the causes of stress among students are: a) fear of not getting a place in college, b) school exams, c) study too much, and d) school schedule is too busy. All this stress is related to academic problems. Academic stress is defined as the pressures faced by students related to school, which are perceived negatively and impact their physical, psychological, and learning performance (Feldman et al., 2008; Wilks, 2008).

Academic stressor causes academic stress (Barseli, 2017). The academic stressor is the cause of stress that starts from the learning process, such as pressure to get good grades, length of study, many assignments, low grades/achievements, and anxiety in facing exams (Barseli et al., 2017). The implementation of the learning from home policy made some students feel anxious and depressed. The number of tasks given by the teacher makes many students feel stressed in undergoing online learning (Chaterine, 2020). Furthermore, the tasks given by the teacher are also considered difficult and have a very short deadline which makes students confused in completing their assignments (Raharjo & Sari, 2020).

Academic stress is a response that arises because there are too many demands and tasks that students must do. Stress conditions are caused by pressure to show achievement and excellence in conditions of increasing academic competition so that various pressures and demands increasingly burden them. Academic stress experienced by students results from subjective perceptions of the discrepancy between environmental demands and the substantial resources owned by students.

Academic stress is related to a) academic pressure (sourced from teachers, subjects, teaching methods, learning strategies, tests, or class discussions); and b) social pressure comes from peers. Stress will affect the physical and psychological aspects that will disrupt the learning process (Welsh, 2009). Academic stress comes from external factors (school environment and parents); on the other hand, internal factors also affect learning stress; students prepare themselves in doing their tasks (Sigarlaki, 2014).

Gadzella and Masten (2005) measured academic stress in two aspects, stressors and reactions to academic stressors.

a. Academic Stressor

Academic stressors are events or situations that require adjustment outside the things that usually happen in everyday life. Academic stressors fall into five categories: (1) Frustrations when personal needs are hampered, and students fail to achieve their life goals. Frustration occurs due to delays, failures, daily difficulties, lack of human resources, alienation in society, disappointment in dating, and missed opportunities. (2) Conflicts arise when students are under pressure to choose two or more opposite things, such as a conflict between two choices, both pleasant and unpleasant, from a positive and negative perspective. (3) Pressure is an academic stressor that can come from within or outside the self. Pressure can be interpreted as a stimulus that makes students accelerate and improve their performance—for example, competition, excessive activity, school assignment deadlines, and interpersonal relationships. (4) Chances are behaviors that students raise because of several things, such as unpleasant experiences, changes at the same time, and life changes that interfere with individual lives. (5) Self-imposed, how students burden themselves. For example, the desire to compete, be loved by everyone, worry too much, solve problems, anxiety about exams, and procrastination.

b. Reaction to Academic Stressors

According to Gadzella and Masten (2005), there are four categories of reactions to stress: (1)

Physiological emphasizes the relationship between the mind and the physical students. Generally characterized by excessive sweating, shaking, stuttering, moving quickly, fatigue, indigestion, respiratory problems, backache, skin reactions, headache, arthritis, fever, weight loss, or weight gain. (2) The emotions observed in this stress reaction are emotions, such as fear, guilt, grief, feeling upset/angry. (3) Behavior is related to students' emotional reactions, such as crying, self- destruction, excessive smoking, quick anger towards others, hurting others, defense mechanisms, and aloofness. (4) Cognitive Appraisal leads to students' experiences of stress and students' cognitive assessments of stressful events, which then lead to strategies that are carried out to deal with stress. Such as thinking and analyzing effective strategies and analyzing the problems experienced.

According to Taylor (2003), academic stress factors are external factors and internal factors.

a. External Factors

(1) Time and money, resources owned by individuals that can affect the way a person deals with stressors, (2) Education, educational background affect the way individuals deal with stressful conditions, (3) Standards of living, the standards applied to each individual are different between one another, it affects a person in facing stressful situations, (4) social support, is the physical and psychological encouragement provided by other people by helping people find alternative ways of coping in dealing with stressors, (5) Stressors in life, including major life events and daily problems, are circumstances that can affect the way a person deals with stressful conditions.

b. Internal Factors

Personality, including (a) Affect, negative affect can affect conditions of stress and pain. (b) Hardiness personality, hardiness personality includes commitment to oneself, belief that he can control what happens in life, and change and conform with new activities. (c) Optimism can make a person more effective in dealing with stressful conditions and reduce risk and pain. (d) Psychological control, one's feelings can control stressful conditions and help deal with stress more effectively, (e) Self- esteem can be a moderator between stress and pain. (f) Coping strategies, strategies to deal with stress mean managing difficult situations, strengthening efforts to overcome life's problems, and finding ways to overcome or reduce stress levels. There are two types of coping, problem-oriented coping and emotion-focused coping Academic Resilience.

Academic resilience is the capacity to develop, mature, and increase competence in obstacles. Students need academic resilience in order to overcome the problems encountered, especially for students. More unpleasant conditions in the preparation of the thesis are deemed necessary for students to build academic resilience. Academic resilience can also determine students' thinking styles and success as students, including success in overcoming learning difficulties on campus. By having academic resilience, students can overcome difficulties, rise from pressure, frustration, stress, depression, and try to overcome them (Gilligan, 2007).

Finn and Rock (1997) stated that academic resilience is significant in the academic success of students. Students involved in campus activities and feel more connected to the campus environment appear to have more academic resilience. According to Smokowski (1999), academic involvement and social involvement are essential aspects in forming student academic resilience.

Students with high academic resilience can consider a challenging environment to be a source of motivation while maintaining high hopes and aspirations, having a clear goal orientation, having good problem-solving skills, and having competence in social relations with various parties. Finn and Rock (1997) describe students who have academic resilience prefer to work hard, rarely leave class, and experience problems in class. Wolin and Wolin (1993), the characteristics of academic resilience are insightful, independent, creative, have a sense of humor, and have initiative. Academic resilience is influenced by supporting factors that will be the key to the success of students passing through the academic stages at university.

Cassidy (2015) divides academic resilience into three aspects, a) perseverance, describes individuals who work hard, do not give up easily, focus on processes and goals, and have persistence in the face of adversity, b) adaptation and help- seeking, individuals who can reflect their strengths and weaknesses and can seek help, support and encouragement by other individuals as an effort to individual adaptive behavior, and c) negative affect and emotional response, which is a picture of anxiety, negative emotions, optimism-pessimism, and negative acceptance possessed by an individual throughout life.

Martin and Marsh (2009) studied academic resilience on a broader psychological dimension and found five factors that can predict academic resilience, self-efficacy, self-control, planning, low anxiety, and persistence. These five factors must be

considered in the test material design used to assess students' academic resilience. The belief that is embedded in them is a high power that will provide encouragement in their lives in the future.

Factors that are predicted to increase students' academic resilience are the role of parents. Parental involvement can significantly predict students' academic resilience, so that high parental involvement is associated with high academic resilience (Olaseni et al., 2020). Gender can also significantly predict academic resilience. Adolescent girls have better academic resilience than boys. Parents are advised to be more involved in children's education activities both at home and at school to improve academic resilience. It is also recommended that appropriate psychological intervention programs can contribute to the development of academic resilience. This study aims to see the negative relationship between academic resilience and academic stress. Besides that, it also looks at how much influence there is between academic resilience and academic stress.

2 METHOD

1. Participant

Participants in this study consisted of students who studies at some universities in Gresik Regency. There were representative participants from each level in university. Semester 2 (n = 8.1%), semester 4 (n = 43.5%), semester 6 (n = 27.4%), semester 8 (n = 20.2%), semester 10 (n = 0 ,8%). In total, there were 124 participants, consisted of 28.2% male and 71.8% female participants aged 17 to 29 years old (mean = 20.81, SD = 1.73) involved in this research.

Participants were obtained through non-probability sampling method with accidental sampling technique. The researchers used google forms to distribute questionnaires to participants. Participants were volunteers and did not receive anything for their participation in this study.

2. Instruments

This study employs a quantitative method, where the primary approach in collecting the data is a survey with a questionnaire (Neuman, 2007). The questionnaires in this study were given at the same time to the participants through Google Form. In order to collect information about students' academic stress, this study used Student-life Stress Inventory (SSI). In addition, to collect information related to the students' academic resilience, this study used The Academic Resilience Scale (ARS-30).

a. Student-life Stress Inventory

Stress Inventory (SSI) compiled by Gadzella (1991). Student-life Stress Inventory has been translated into Indonesian by Seswita (2013). Student-life Stress Inventory consists of 54 items based on two dimensions, namely stressors and reactions to stress. Stressors consist of 23 items, and reactions to stress consist of 31 items. This instrument has reliability with Cronbach's Alpha coefficient ranging from .70 - .92. In addition, the Indonesian version of the Student-life Stress Inventory has a reliability of .908 (Seswita, 2013). Thus, the Student-life Stress Inventory is a highly reliable scale to measure students' academic stress.

Table 1: Example of the Indonesian version of the Student-life Stress Inventory Blueprint.

Dimension	Stressor
Item	Seringkali saya merasakan khawatir yang berlebihan
	Tubuh saya seringkali merasa gemetar ketika menghadapi masalah

Participants filled out the instrument by choosing one of the alternative answer options considered the most appropriate for the participant from each statement presented. The alternative answer choices are (1) Very Not Appropriate, (2) Not Appropriate, (3) Appropriate (4) Very Appropriate.

b. The Academic Resilience Scale (ARS-30)

This study also adopted the Academic Resilience Scale (ARS-30) developed by Cassidy (2016). The Academic Resilience Scale has been translated into Indonesian by Kumalasari, Luthfiyanni, and Grasiaswaty (2020). ARS- Indonesia has three dimensions, namely persistence (10 items), adaptation and help-seeking (8 items), and negative affect and emotional response (6 items). ARS-Indonesia has a reliability of .891 (Kumalasari, Luthfiyanni, & Grasiaswaty, 2020). ARS-Indonesia (24 items) proved valid and reliable in measuring academic resilience in the Indonesian student population.

Table 2: Example of ARS-Indonesia Blueprint.

Dimension	Adaptation and help-seeking
Item	Saya akan menggunakan kesuksesan saya sebelumnya untuk membantu memotivasi diri saya .
	Saya akan mulai memantau dan mengevaluasi pencapaian dan upaya saya

Participants filled out the instrument by choosing one of the alternative answer options considered the most appropriate for the participant from each statement presented. The alternative answer choices are (1) Very Not Appropriate, (2) Not Appropriate, (3) Appropriate (4) Very Appropriate.

3. Procedure and Statistical Analysis

There were three procedures in this study, namely preparation, data collection, and data analysis. The first stage was preparation. The researcher looked for problems, learned the theory, and adapted the instruments used in this study. The second stage was data collection. The researchers obtained the data by distributing online questionnaires via google form and asked the participants to fill out the questionnaire individually. At the beginning of the questionnaire, participants were informed regarding the research objectives and their willingness to become participants. It takes around 10-15 minutes to complete the questionnaires. No personal information is collected, and participants are guaranteed anonymity in their responses. The third stage was data analysis. The data were analyzed using IBM SPSS 24.0. The collected data were tested for descriptive statistics, internal consistency, normality, linearity, correlation analysis, and regression analysis.

3 RESULT

The participants in this study consisted of 124 students from several universities in Gresik. The descriptive statistic of the participants can be seen in the table below.

Table 3: Participant demographics.

Category	Frequency (n=124)	Percentage (100%)
Gender		
Male	35	28,2%
Female	89	71,8%
Age		
Teenager	117	94,3%
Adult	7	5,7%
Semester		
2	10	8,1%
4	53	43,5%
6	34	27,4%
8	26	20,2%
10	1	0,8%

Based on table 3, it can be concluded that there were more female participants than male participants. Most of the participants in this study were teenage students and were in semester 2.

In addition, the data in this study were classified into some categories. The purpose is to place research subjects in groups whose positions are tiered according to a continuum based on the measured attributes (Azwar, 2009). Calculation of the academic resilience and academic stress variable categorization scores based on the categorization of Azwar (2015).

Table 4: Description of Research Data.

Variable	Empiric Data			
	Score			SD
	Min	Max	*Mean*	
Academic resilience	59	89	71.379	5.256
Academic stress	99	207	139.41	17.79

Table 5: Score category.

Variable	Category	Score	Total	Percentage
Academic resilience	Low	$X < 66{,}123$	24	19,35%
	Medium	$66{,}123 \leq X < 76{,}635$	81	65,33%
	High	$76{,}635 \leq X$	19	15,32%

The table above shows the score categories of the research subjects. According to the table, it is found that most of the participant's academic resilience were in the medium score category, with the total 81 participants with the percentage of 65.33%. The same result was also found in terms of academic stress. Most of the participant's academic stress are in the medium level with 94 participants and the percentage of 75.70%.

Table 6: Cronbach's alpha (internal consistency).

Variable	Number of items	Cronbach's alpha
Academic resilience	24	.772
Academic stress	54	.911

The internal consistency of the questionnaires of academic resilience and the academic stress were found before analyzing the data. The result indicated that Cronbach's alpha value for both instruments were adequately reliable. Both instruments had a Cronbach's alpha value above .7.

Before testing the hypothesis, the researcher tested the assumptions, namely the normality test and linearity test. The normality test employed the Kolmogorov-Smirnov Goodness of Fit Test technique. The result indicated that the data from both variables were normal. The results of the linearity test indicated that the data is linear ($p<0.05$).

Table 7: Normality Test.

Variable	K-S-Z	p	Interpretation
Stress academic	0,077	0,067	Normal
Resilience academic	0,066	0,200	Normal

Table 8: Linearity Test.

Variable	p *linearitys*	Interpretation
Stress academic * Resilience academic	0,001	Linear

Table 9: Regression Test.

R	R Square	F	B	p
.291	.085	11.246	-.291	.001

Based on the table above, the regression analysis result shows that there is an effect of academic resilience on student academic stress. The probability value of the regression test was 0.001 ($p <0.05$), so that the hypothesis in this study was accepted. In addition, the correlation value of the relationship was 0.291, and the percentage of the influence of academic resilience on student academic stress was 0.085. The finding implied that academic resilience has an effect of 8.5% on student academic stress. On the other hand, 91.5% of student academic resilience is influenced by other variables besides student academic resilience.

The results of the regression analysis also showed that academic resilience has a negative effect on academic stress. This finding implied that the higher the student's academic resilience level, the lower the student's academic stress level; in contrast, the lower the student's academic resilience level, the higher the student's academic stress level.

4 DISCUSSION

The COVID-19 phenomenon addresses its new challenges for the education area, which requires teachers and students to be ready to teach and learn online-based so that lectures are full of competence, precise, accurate, and fast. On the other hand, the competence, system, and technical support available do not fully support it. As teachers and lecturers used to apply the old paradigm such as teacher-centered in conducting the teaching-learning in the classroom, online learning is only considered the technical tool during the pandemic. It has not led to the change of ways of thinking and acting, as a student center-based learning paradigm, that is, to make students become more creative, innovative and form the students into lifelong learners.

The COVID-19 outbreak has become a worldwide pandemic, and it causes anxiety, fear, and stress globally (Pragholapati, 2020). Everyday life is full of stress. In this situation, the Covid-19 outbreak is one of the highest factors that contribute to causing stress. Stress cannot be studied only from one model, but stress needs to involve biopsychosociospiritual factors. There are four main aspects of a pandemic that can trigger a stress response in individuals, namely the threat of infection, social restrictions, lack of basic needs, and the need for new behavioral adjustments (Pertiwi & Syakarofath, 2020). The impact felt by each individual is different, depending on the resilience they have (Pragholapati, 2020). Resilience can help individuals stay safe, well, and productive during crises such as the current conditions, namely the COVID-19 pandemic (Pragholapati, 2020).

The revolution of the learning system from offline to online also affects academic stress among students. Mazo (2015) explained that a school is a place where many people gather to get a basic thing. Thus, during online school, they lost their occasion to gather at the same place, so that this situation also causes stress to the individual. Furthermore, the causes of stress can arise from the external environment as well as the internal environment, and these stressors can affect both physical and psychological individuals. Stressors are things that cause stress. In this modern era, there are many stressors, including disasters, disease, and noise. In addition, mass media and

electronic devices also cause stress for both children and families. The effects of this stress can directly impact blood pressure; it also causes heart disease, depression, and migraines. The existence of academic resilience among students, which is strongly influenced by teachers' support, is expected to minimize the academic stress experienced by students. In addition, conditions at home also affect academic resilience in learning. Sun and Stewart (2007) said that resilience is affected by the characteristics of the individual itself and supports from the environment such as adult support in school, adult support at home, and peer support.

This study describes the effect of academic resilience on student academic stress. The hypothesis test showed a negative relationship between students' academic resilience and academic stress. In other words, the hypothesis 1 is accepted. Moreover, this study also found the effect of academic resilience on student academic stress. Thus, the hypothesis 2 was also accepted.

Based on the results, there was a negative relationship between academic resilience and student academic stress. This finding is supported by research from Septiani and Fitria (2016), Wirananda (2017); Syfa (2019); Wuthrich (2020); Sungko (2020); Septiana (2021). The results also showed the effect of academic resilience on student academic stress. Students' academic resilience that affected students' academic stress was 8.5% consisting of a) perseverance, b) adaptation and help-seeking, and c) negative affect and emotional response. The result implied that the higher the student's academic resilience level, the lower the student's academic stress level; in contrast, the lower the student's academic resilience level, the higher the student's academic stress level.

The COVID-19 pandemic has provoked a university to adopt an adaptive culture. The three dimensions and indicators are change creation, student focus, and organizational learning. The creation of change can be identified from (1) how the university manages the change flexibly and efficiently and (2) the university's ability to respond to other changes in the environment. The focus on students is recognized from (1) student's ideas that contribute to the change, (2) all university academics who have a deep understanding of students' wants and needs. Organizational learning is viewed from (1) the university's innovation and risk-taking and (2) the university's continuity in learning to respond to changes in the external environment.

Resilience during the COVID-19 outbreak refers to positive adaptation to adversity and various perspectives on how to define resilience appropriately in all areas of life, such as challenges that threaten function, development, and survival (Pragholapati, 2020). Grabber et al. (2015) explain that resilience is forming a protective mechanism that involves psychosocial processes and is facilitated by positive adaptation. The existence of an experience of events and stress depends on age, gender, culture, and socioeconomic factors. Resilience is strongly influenced by family processes among children and adolescents and is associated with practical problem-solving. In addition, the formation of resilience is crucial at this stage. It will affect adulthood, personal changes, and development in life.

The number of participants showed that there were more female participants (71.8%) than male participants (28.2%). According to Wuthrich (2020), female gender and anxiety proneness were consistently associated with increased distress and freedom from negative cognitions with reduced distress. Academic stress arises when expectations and demands increase, both from parents, teachers, or peers, and these expectations are out of their control so that they become stressful (Bariyyah & Latifah, 2015). Stress is based on thinking ability and readiness to face challenges and solve a problem (Shahmohammadi, 2011). There was some evidence that an individual's characteristics (perfectionism, avoidance, coping, self-efficacy, resilience), lifestyle (sleep, homework), school, family, and peer connectedness were associated with distress.

Male students are calmer when faced with challenges and difficulties in learning. Meanwhile, female students feel stressed when they get many tasks such as heart pounding, shortness of breath, increased muscle tension, fatigue, headaches (Bariyyah & Latifah, 2015), sweat during exams, and anxiety (Agolla & Ongori, 2009). In addition, female students tend to be stressed when approaching exam day. They tend to be more emotional and sensitive, and this happens because they feel worried and panicked when they are about to face an exam. When they have excessive anxiety, individuals will show cynicism, rigidity of stance, sarcasm, irritability (irritability) (Bariyyah & Latifah, 2015), fear of not being able to do the work, so exam results are not optimal. It is also in line with the opinion of Liu and Lu (2011) in their research which found that when students experience academic stress, student achievement will decrease, it is difficult to adjust to school, and cannot focus on assignments or lessons.

Based on the results, it is also found that academic resilience in terms of gender has differences between women and men. The level of academic resilience of

women is higher than the level of academic resilience of men. This finding aligns with Mwangi and Ireri (2017) that female students are rated higher as having academic resilience than male students. It is because the socio- emotional development of females is higher than males. Furthermore, female students are considered to have more caring relationships with each other, either with peers or with more mature people, and women are considered to have more positive social support than male students (Sun & Stewart, 2007).

Some factors possibly influence the academic resilience level of students. Previous research has shown that three factors can affect student academic resilience, namely, 1) individual factors in the form of cognitive abilities, self-esteem, and social competence possessed by students, 2) family factors include caring, affection, attention, parenting, adequate social economy and harmonious relationships between family members, and 3) community factors include the environment in which individuals live and associations/organizations that they follow (Aisyah & Listiandini, 2015).

The categorization of participants showed that the level of academic stress experienced by students is mainly at the moderate level (75.80%). It means that most students deal with problems in campus life in a normal way as this is considered part of the responsibilities they have to live with. Students do not feel burdened even though the existing circumstances make it difficult, and they feel depressed. Students who know their strengths and realize that they can only depend on themselves can complete work and problems that cause stress (Wagnild, 2011). This situation allows students to control the stress that happens to them, not to cause excessive reactions. It is in line with Hurrelman's research (Smet, 1994) which explains that individuals with good physiological and psychological conditions, such as high self-esteem, resilience, independence, will not cause physiological and psychological reactions in seeing and dealing with stress. The resilience mentioned by Hurrelman can be related to the resilience abilities of the students.

Age also affects the issue of academic stress. From the results of the demographic analysis of participants based on age, it was found that almost all participants were between 17-29 years and participants experienced moderate academic stress. At the higher age level, the level of academic stress tends to be lower. According to Struart and Laraia (2005) in Purwati (2012), age is related to one's experience in dealing with various kinds of stressors; the older a person is, the better one's stress management is.

Stressor or semester factors also affect the academic stress experienced by the students. The demographic analysis of participants based on semester or level of stressor indicated that the burden of education affects a person's level of academic stress. It is in line with a study conducted by Agolla and Ongori (2009) that an academic burden that is too heavy, such as unsatisfactory academic performance, preparation for tests, lack of interest in subjects/courses, and punishment from teachers, are factors causing academic stress.

Academic resilience is the ability of students to maintain performance in their academics life. Students with academic resilience constitute academically successful students even though they have a less fortunate socioeconomic background. Jacelon (1997) reveals that a person who has resilience is an individual who is independent, not bound, has intelligence above average, positive attitude, optimistic, has strong self-awareness, has varied desires, and engages in social activities. The results showed that the category of academic resilience level of the research subjects was in the moderate category (65.33%), compared to students with a low academic resilience category (19.35%). These results do not show much difference, but they already illustrate that the students have sufficient ability to survive, bounce back, and adapt positively to academic demands, including academic stress. Roellyana and Listiyandini (2016) argued that students with good academic resilience are more optimistic students who believe that everything can change for the better so that the stress experienced based on the academic pressure experienced can be minimized.

Academic resilience is an individual's ability to respond to the difficulties he faces, as an adaptive behavior that is successful and can show personal qualities and continues to grow beyond expectations during difficult times (Gilligan, 2007). Two conditions can increase resilience in individuals. Firstly, the experience of difficulties and obstacles experienced by individuals has affected the individual. Second, individuals can adapt to difficulties, life responsibilities, obstacles, and setbacks, which causes them to become more resilient. Rojas, 2015). Thus, academic resilience is crucial for students to have to deal with academic stress. These students are under pressure to cope with academic stress so that with good resilience, they can better resolve stressful situations than students with low resilience.

These results support that students have a good attitude of resilience to manage stress with all their abilities. Taylor (2012) said resilience, as a source of internal coping owned by individuals. Therefore, this resilience ability has become a form of coping done by students to deal with academic stress. The skills developed by these students to survive are the ability to control impulses, be optimistic, analyze the causes of problems, develop empathy, and reach out.

The study is significant in discussing in-depth how the academic resilience possessed by students. The result of the study can be used as a reference for students in dealing with academic stress. However, the limitation of this study is that it only focuses on one city, so that researchers do not find out how the level of academic resilience of students is related to academic stress in other cities. The researchers suggest further researchers who conduct their study on academic resilience to explore some other factors that might affect resilience, such as individual cognitive abilities, self-esteem, social competence of individuals, family factors, and community factors.

5 CONCLUSION

The hypothesis in this study is accepted. Academic resilience has a negative relationship with academic stress. In addition, academic resilience has an effect of 8.5% on academic stress. The academic resilience and academic stress of the participants were in the medium category. Based on the explanation, academic resilience is essential for all students. Academic resilience is helpful to encourage the students to survive in difficult conditions. The hope is that with students increasing resilience, they will be able to resolve stressful situations satisfactorily.

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