JURNAL SAINS PSIKOLOGI

Volume 13, Number 1, March 2024
pp. 64-73
http://dx.doi.org/10.17977/um023v13i12024p64-73

The Effect of Students' Resiliency and Self-Efficacy on Academic Stress During the Transition Period from Online to Offline Learning

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Article Information

Submitted date	02-10-2023
Revised date	05-03-2024
Accepted date	05-03-2024

Keywords:
academic resiliency;
academic self-efficacy;
academic stress;
college students.

Abstract

The transition of learning from online to offline has an impact that can be a problem for its implementation if students cannot adapt properly. The low ability of students in the adaptation process will cause negative reactions that arise not only from physical reactions but also psychologically due to academic demands and pressure to adapt quickly to environmental changes. This situation makes students vulnerable to experiencing academic stress. This research aims to see the relationship between academic resilience and academic self-efficacy of students in dealing with academic stress due to the transition of the learning system. Academic resilience is measured using the Academic Resilience Scale (ARS-30), academic self-efficacy is measured using The Academic Self-Efficacy Scale (TASES), and academic stress is measured using the academic stress inventory. The sample was 354 students of X University. The data were analyzed using multiple regression analysis techniques. The results showed that academic resilience and academic self-efficacy predicted academic stress ($R^2 = .137$; $p < .01$) during the transition from online to off-line learning.

Kata kunci:
resiliensi akademik;
efikasi diri akademik;
stres akademik;
mahasiswa.

Abstrak

Peralihan pembelajaran dari daring ke luring memberikan dampak yang dapat menjadi kendala dalam pelaksanaannya apabila peserta didik tidak dapat beradaptasi dengan baik. Rendahnya kemampuan peserta didik dalam proses adaptasi akan menimbulkan reaksi negatif yang muncul tidak hanya dari reaksi fisik tetapi juga psikologis akibat tuntutan akademis dan tekanan untuk cepat beradaptasi terhadap perubahan lingkungan. Keadaan ini membuat peserta didik rentan mengalami stres akademik. Penelitian ini bertujuan untuk melihat hubungan resiliensi akademik dengan efikasi diri akademik dalam menghadapi stres akademik akibat transisi sistem pembelajaran. Resiliensi akademik diukur dengan menggunakan Academic Resilience Scale (ARS-30), efikasi diri akademik diukur dengan The Academic Self-Efficacy Scale (TASES), dan stres akademik diukur dengan menggunakan Academic Stress Inventory. Sampel penelitian ini adalah mahasiswa Universitas X yang ber-

jumlah 354 orang. Data dalam penelitian ini dianalisis dengan menggunakan teknik analisis regresi berganda. Hasil penelitian menunjukkan bahwa ketahanan akademik dan efikasi diri akademik memprediksi stres akademik (R^2 = 0,137; p < 0,01) selama transisi dari pembelajaran daring ke luring.

INTRODUCTION

After being affected by the COVID-19 pandemic for a long time, where learning was carried out online for more than three years, we can adapt to the online learning system held during the COVID-19 pandemic situation. MonicaSari (2022) reported that on December 2, 2020, in Jakarta, the Ministry of Education and Culture (Indonesian: *Kementerian Pendidikan dan Kebudayaan*) permitted the implementation of face-to-face or offline learning activities in higher education institutions. Through various processes, each institution makes various efforts to return offline, especially for students who have never experienced offline lectures. Certainly, it will be a new adaptation process for them to be able to readjust to the learning system, physical conditions, psychological conditions, and social life.

As reported by MonicaSari (2022), the opinion of several students, especially from Universitas Airlangga, is that the transition from online to offline learning has both positive and negative sides. On the positive side, it is indeed more effective in delivering material and easier to understand. On the negative side, students are shocked because they are not ready for face-to-face lectures, have to be away from their parents, are used to using their free time during the pandemic to do other things such as part-time work and internships, having to re-adapt activities that can usually be done simultaneously during online lectures, and finally, having to re-organize time to be able to survive in the transition situation from online to offline.

Fitriansyah (2022) stated that implementing face-to-face lectures is still a polemic for students. This research showed that 20% of students opted for offline lectures, and 80% opted for non-offline or continued online lectures.

From the various responses reported by MonicaSari (2022) regarding the transition from online to offline learning systems, it can be concluded that some students felt surprised because they had to be present on campus for offline lectures even though they felt comfortable with online lectures. Although each learning system has a positive impact, different learning systems certainly have different difficulties and pressures. According to Fitriansyah (2022), this is because, in previous online lectures, students were used to communicating in one way and did not actively discuss or ask questions. Busyness and other distractions also make it difficult for students to receive learning material directly. As a result, students who attend class become passive, their concentration decreases, and they also lack response to the material presented. Differences in the implementation of online and offline learning systems during this transition period can cause problems if students can no longer adapt (Hardiansyah et al., 2021).

The transition from online learning to offline learning is one of the things that can affect students' mental health. Offline learning through media such as WhatsApp, Google Meet, and Zoom makes students feel bored and tired, and in the end, the material provided by the teacher is not well received. After the COVID-19 pandemic began to subside and the government issued a new policy regarding online teaching and learning processes, students had to readjust to this policy, which was also a challenge for them (Carolina et al., 2022). These changes have caused various problems in their implementation, as students find it difficult to readjust. Students also began to show varying symptoms of

anxiety and depression (Addini et al., 2022). This is due to the sharp differences in the implementation of online learning systems that transition to offline learning experienced by students. A person's physical and psychological reactions to academic demands and the pressure of adapting to the environment are commonly referred to as academic stress (Septiana, 2021).

One of the causes of academic stress is adapting to the learning process and adjusting to the environment (Tasalim & Cahyani, 2021). Each individual has a different ability to adapt to a new environment, such as the system and the learning process. Some people adapt easily, and some find it difficult. Someone who has difficulties will have learning disabilities and even changes in their interaction with the environment so that they can experience academic stress (Tasalim & Cahyani, 2021). This is shown in the results of previous studies that explain the analysis of learning transformation from online to offline learning systems, showing that through observation during learning, it was found that students were less active in class, and some students were also less enthusiastic about learning; some even fell asleep in the classroom, so that many students were also found to experience material left behind in class (Hardiansyah et al., 2021). In a research by Andeslan and Uyun (2023), the results obtained during the transition from online to offline learning showed that 32.51% experienced symptoms of mild anxiety, moderate anxiety, severe anxiety, and very severe anxiety, and as many as 29.56% experienced symptoms of mild depression, moderate depression, severe depression, and very severe depression. Then, 27.90% of the participants experienced symptoms of mild stress, moderate stress, and very severe stress.

The tension experienced by students related to the learning process they are going through is referred to as academic stress. This stressful condition promotes behavioral changes in students, such as decreased interest and effectiveness, decreased energy, the tendency to express cynical views about others, feelings of anger, disappointment, frustration, confusion, despair, and a weakened sense of responsibility (Atziza, 2015). According to Gadzella (1994), academic stress is also a response to academic stressors with several physical, emotional, behavioral, and cognitive responses. Undoubtedly, the adjustment of the transition period from online to offline learning will create new problems in the area of new adjustments for students, such as interactions and communication that were previously conducted remotely are now conducted face-to-face. According to the results of the research of the Joint Research Center (JRC) at the end of 2020 on online learning systems, the transition from offline to online learning caused by COVID-19 has harmed students. This is because they are still struggling to adapt to the new learning environment (Andeslan & Uyun, 2023).

According to Nist-Olejnik and Holschuh (2016), a person experiencing academic stress will show several responses. These responses include: (1) thoughts, such as lack of self-confidence, difficulty concentrating, anxiety, and fear of failure; (2) behavior, such as difficulty or frequent sleep, eating a lot or little, and withdrawal; (3) physical responses, such as dry lips, sweaty palms, headaches, and increased heart rate; and (5) feelings, such as irritability, depression, sadness and doubt (Tasalim & Cahyani, 2021). This is in line with the results of interviews conducted with several students of X University regarding the kind of reaction experienced when faced with the transition from the online to offline learning system, which showed that students experienced fear of conducting lectures offline. Some students said they do not think they can participate in lectures properly. Most of them are worried that they cannot answer the lecturer's questions directly, there are a lot of negative thoughts about grades, the difficulties in learning the materials, and also the fear of making adjustments to offline learning. This is in line with Lubis et al. (2021), who described that students who experience academic stress will have difficulty concentrating, remembering material, understanding material, and thinking negatively about themselves and their environment.

According to Alvin (2007), several factors influence academic stress, including internal and external factors. These internal factors include mindset, beliefs, and personality, while external factors include study load, number of activities but limited time, pressure to perform, and educational encouragement. One of the internal factors is mindset, which explains that someone who cannot control the conditions or situations that occur will tend to experience greater stress compared to someone who can face even difficult conditions (Alvin, 2007). According to Martin, a person's ability to overcome acute and even chronic difficulties that are considered to be a major threat to educational success is referred to as academic resilience (Cassidy, 2016; Wulandari & Kumalasari, 2022). Academic resilience is also a form of student success in achieving learning outcomes despite difficulties (Septiana, 2021). Rahayu and Djabbar (2019) found that environmental perceptions and resilience can predict academic success because resilience as a protective factor reduces the likelihood of high risk in situations that occur. Therefore, when individuals have good academic resilience, they can adapt positively to difficulties and obstacles, as well as the academic obstacles they face (Jowkar et al., 2014). Looking at the results of previous studies, they explain that there is a negative relationship between academic stress and academic resilience (Rahayu & Djabbar, 2019). Kirana et al. (2022) show that college students who have a high level of resilience will have a low level of stress. Supported by Zhang et al. (2020), they said that in a state of stress, resilience plays an important role as a protective factor in maintaining one's mental health. Risnawati et al. (2019) mentioned that an individual's ability to be courageous and resilient in facing challenges and developing resilience is consistent with the development of an individual's psychological well-being. Therefore, this shows that academic resilience can help students overcome academic problems that arise and reduce the possibility of students experiencing academic stress.

In addition to resilience, another thing that can affect stress is self-efficacy. Bandura (1994) defined self-efficacy as a person's belief in their ability to perform at a certain level in order to influence circumstances that may affect their life. Self-efficacy influences a person's feelings, thoughts, motivation, and behavior. Then, through four main processes, namely cognitive, motivational, emotional, and selection, this belief causes a variety of outcomes. People with high levels of self-efficacy tend to be more successful when faced with challenges (Alidosti et al., 2016). Siregar and Putri (2020) states that the beliefs that exist in individuals are expected to be able to help students deal with various situations that occur to them. Sarafino (2006) suggests that individual self-efficacy can make individuals able to cope with various situations. Individuals who have high self-efficacy believe that they can do something to change the events around them. On the other hand, individuals with low self-efficacy will assume that they are unable to do anything about what is happening around them. In difficult situations, individuals with low self-efficacy tend to give up easily. Meanwhile, individuals with high self-efficacy will try harder to overcome existing challenges. In line with Sarafino (2006), individuals with high self-efficacy will feel lower pressure when dealing with sources of stress or stressors.

In academic situations, the concept of self-efficacy is called academic self-efficacy. Academic self-efficacy is an individual's belief in their ability to complete academic tasks (Puteri & Syafrina, 2022). Academic self-efficacy is also an individual's belief in their abilities as a student to complete assignments and achieve certain academic goals. Academic self-efficacy plays an important role in a person's performance because good self-efficacy can help someone to perform at their best, especially in the academic field (Puteri & Syafrina, 2022).

According to Siregar and Putri (2020), previous research found a relationship between self-efficacy and academic stress. Previous research showed significant results regarding the role of resilience

in the academic stress of high school students (Rahayu & Djabbar, 2019). It explains that resilience gives students a sense of enthusiasm and a desire to continue learning because when students respond positively to negative emotions that arise from undesirable situations, they are protected from academic stress.

This research aims to investigate students' self-efficacy, resilience, and academic stress during the transition from online to offline learning systems. The difference between this research and those carried out previously is due to changes in conditions. Previously, research was only carried out during online or offline learning. Therefore, in line with the current conditions where there is a transition from online to offline learning systems, research into the current and previous conditions of the learning system needs to be investigated further.

METHODS

This research used a quantitative method with a correlational design that connects two or more research variables. In this research, the population was students of X University in the West Jakarta area because it had the most students compared to other branches and became the center of the X University campus. Interviews conducted by researchers at the X University Campus in West Jakarta revealed a phenomenon regarding academic resilience, academic self-efficacy, and academic stress during the transition period from online to offline learning systems. Based on data from the Learning Administration Bureau (Indonesian: *Biro Administrasi Pembelajaran*), the number of students at X University in West Jakarta for all majors is 12,996 people. Referring to the sample table of Issac and Michael (in Sugiyono, 2013) in the 5% error rate category for a population of 12,996, a sample of 340 samples is required. The method used in this research was accidental sampling involving 354 respondents.

The measuring instrument used to measure academic self-efficacy is The Academic Self-Efficacy Scale (TASES) from Sagone and Caroli (2014), which has been adapted to Indonesian by Darmayanti et al. (2021). Academic resilience is measured using the Academic Resilience Scale (ARS-30) from Cassidy (2016), which has been adapted to Indonesian by Wulandari and Kumalasari (2022), referred to as ARS-Indonesia. The academic stress inventory by Lin and Chen (2009) was used to measure academic stress. The instruments then went through a content validity check to determine whether they had good validity, supported by expert judgment conducted by two experts in the field of educational psychology. Based on the results of content validity, all instruments have good validity, meaning that no items need to be changed.

Item analysis was also performed to check the discrimination of each item in the measuring instruments. Based on the item analysis procedure on TASES, there is one item with a corrected item-total correlation below .20, namely item 22 in the self-engagement dimension. Therefore, the item must be eliminated. Of the total 25 items, 24 items remained after one item was eliminated. In the ARS-Indonesia, all items obtained a corrected item-total correlation below .20. Therefore, no items were eliminated. In the academic stress inventory, one item in the teacher stress dimension must be eliminated so that the remaining items are 33 items. In this research, the reliability of all instruments was also checked using internal consistency based on Cronbach's alpha. The research results show that the reliability of the instruments ranges from .70 to above, which means that all measuring instruments have good and acceptable reliability.

RESULTS

In this research, three variables were used: academic resilience, academic self-efficacy, and academic stress. Based on the calculation of the hypothetical norm, the categorization results between variables are as follows.

Table 1.
Categorization of Variable Hypothetical Data

Variables	Category	Number of Respondents	Percentage
Academic Resiliency	Low	0	0%
	Medium	116	32.8%
	High	238	67.2%
	Total	354	100%
Academic Self-Efficacy	Low	0	0%
	Medium	203	57.3%
	High	151	42.7%
Academic Stress	Low	35	9.9%
	Medium	251	70.9%
	High	68	19.2%
	Total	354	100%

The academic resilience variable was mostly in the high category, with 238 respondents (67.2%); in the medium category, there were 116 respondents (32.8%). The academic self-efficacy variable was mostly in the medium category, with 203 respondents (57.3%); in the high category, there were 151 respondents (42.7%). The academic stress variable was mostly in the medium category, with 251 respondents (70.9%), while in the high category, there were 68 respondents (19.2%), and in the low category, there were 35 respondents (9.9%).

Table 2.
Multiple Linear Regression

Predictor	Estimate	SE	t	p
Intercept	215.726	13.172	16.38	< .001
Academic Resilience	-.612	.106	-5.76	< .001
Self-Efficacy	-.368	.168	-2.20	.029
R^2	0.139			
F (df1,df2)	28.4** (2,351)			

The results of multiple linear regression show that 13.9 percent of the variance in academic stress can be explained by resilience and self-efficacy, while the remainder is due to other variables not examined in this research. Academic resilience and self-efficacy are negatively and significantly related to academic stress. These results show that the lower the academic stress students feel, the higher their resilience and self-efficacy, and vice versa.

DISCUSSION

The hypothesis testing results show a significant positive relationship between academic self-efficacy and academic resilience. Protective factors are those that are connected to or impact academic resilience. Amid stressful circumstances, resilience and adjustment of a person are explained by protective elements (Carolina et al., 2022). As a result, protective elements are necessary for people to develop high levels of resilience. According to Jowkar et al. (2014), protective factors can be catego-

rized into two groups, which are (1) internal protective factors and (2) external protective factors. Internal protective factors are traits and attributes people possess in abilities, attitudes, beliefs, and values supporting healthy growth. Self-efficacy is one of the internal factors that can influence resilience (Jowkar et al., 2014). According to Bandura (in Puteri & Syafrina, 2022), self-efficacy is confidence in one's ability to achieve goals and overcome challenges. Academic self-efficacy is the term used to describe the idea of self-efficacy in academic contexts. The individual's belief in their ability to execute academic tasks successfully is called academic self-efficacy (Puteri & Syafrina, 2022). Academic self-efficacy helps people feel more ready for all kinds of academic obstacles and also helps them strive to avoid threats that could prevent them from attaining their academic objectives.

Moreover, this research also shows a significant negative correlation between academic resilience and stress, indicating that students who are more academically resilient feel less academic stress. According to Tasalim and Cahyani (2021), the adaptability to the learning process and environment contributes to academic stress. Carolina et al. (2022) mentioned that students had to readjust to this newly implemented policy of the learning system, which was also a challenge for them. As we all know, after the COVID-19 pandemic began to subside and the government issued a new policy regarding teaching and learning processes to be conducted offline or face-to-face. Students are having difficulty adjusting to these changes, which has caused several problems with their implementation. In addition, students began to show various signs of anxiety and depression (Addini et al., 2022). This results from the significant differences in how online and offline learning systems are implemented. Academic stress is a term used to describe a person's physical and psychological reactions to the demands of their studies and the strain of adapting to their environment (Septiana, 2021).

Furthermore, based on the categorization of the academic stress variable, as many as 70.9% of the sample was in the moderate category. This means that students are experiencing academic stress, but not at a high level. Academic stress itself is influenced by some elements, both internal and external, and one of the internal elements is mindset, which explains why someone who has little control over the circumstances or situations that arise is likely to feel more stress than someone who can handle even challenging circumstances (Alvin, 2007). One personal characteristic that can mitigate the negative effects and promote the positive effects of stress is resilience (Syaiful & Dearly, 2015). As defined by Martin, academic resilience is an individual's ability to overcome short-term or even long-term challenges that are perceived to threaten academic performance (Cassidy, 2016; Wulandari & Kumalasari, 2022). In this research, it is known from the categorization of academic resilience variable that 67.2% of the sample was in the high category. Resiliency helps individuals cope with stress during the transition of the learning system. According to Septiani and Fitria (2016), someone with high resilience can adapt to changes that occur so that the stress will decrease, and vice versa. Individuals with high resilience will be able to get out of problems quickly and not feel burdened by feelings of being victims of the environment or circumstances. They will be able to make decisions when under challenging situations. Individuals with high resilience can maintain positive feelings, optimism, an understanding of self-control, and self-confidence related to problem-solving efforts (Septiani & Fitria, 2016).

This research also reveals a significant negative correlation between academic stress and academic self-efficacy, which means that academic stress decreases as academic self-efficacy increases and vice versa. In addition to resilience, self-efficacy also has an impact on stress. People with high self-eff-icacy typically fare better when faced with challenges (Alidosti et al., 2016). According to Siregar and Putri (2020), students would be able to deal with various circumstances that happen because of their beliefs about themselves. Sarafino (2006) states that high personal efficacy can help people deal

with various challenges and those with high levels of self-efficacy will feel less pressure when interacting with sources of stress. This research's categorization results for the academic self-efficacy variable showed that the majority, or 57.3% of the sample, had moderate self-efficacy, indicating sufficient self-efficacy to deal with the stress they experience during transitioning to this learning system. Ulfa and Aprianti (2021) explain that self-efficacy determines how a person feels, thinks, motivates, and behaves to influence the individual's burnout level. It was further explained that the existence of self-efficacy makes individuals perceive difficult tasks as challenges that must be mastered, not as threats that must be avoided. They set goals, have a strong commitment, and also increase and sustain their efforts in the face of failure. They can recover quickly after experiencing failure or setbacks because they attribute their failure to insufficient effort or inadequate knowledge and skills.

Overall, this research shows that high resilience and a moderate level of self-efficacy can help students experiencing moderate stress. Resilience is evaluated as a moderator that can minimize the effects of stress on a person so that the person can still function well even in stressful conditions (Puspitaningrum and Pudjiati, 2021). According to Ulfa and Aprianti (2021), sufficient self-efficacy helps individuals to manage the stress they face.

CONCLUSION

This research reveals that academic self-efficacy has a positive correlation with academic resilience. Furthermore, academic self-efficacy and resilience have a negative correlation with academic stress, which means that the higher the academic self-efficacy and resilience, the lower the academic stress experienced. Based on the results of the research, it is known that having resilience and self-efficacy can help students reduce stress, so it is advised for students to increase their resiliency and reflect so they can be aware of the problems and solutions needed to be able to do adaptive help-seeking. They can also practice positive thinking to overcome their negative emotion. Moreover, increasing self-efficacy could also reduce stress by increasing mastery by developing the skills needed to overcome the problem, being open to getting feedback, learning the other person's achievement as a model, and increasing physiological and affective states.

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