

Resilience in Online Learning: A Case Study for Language LearnersFatin Nadifa Tarigan¹, Fikriyah Iftinan Fauzi²¹English Education Study Program , Universitas Pembinaan Masyarakat Indonesia , Medan, Indonesia²Psychology Study Program, Universitas Medan Area, Medan Indonesia¹Corresponding author's E-mail : nadifafatin11@gmail.com²The author's email : fikriyahiftinanfauzi@gmail.com**Abstract**

The Covid-19 pandemic has changed the world, especially the education sector requiring educators and students to carry out online/virtual home learning activities. The students with various assignments given by lecturers are required to be able to survive in difficult conditions started from must be able to survive in all pressures, tasks, and various problems experienced during online/virtual learning, must be able to demonstrate good academic resilience during the COVID-19 pandemic till must be able to survive in various conditions and in a state of covid-19. This study used a descriptive qualitative research method with research subjects were the students in the English Education Study Program in Universitas Pembinaan Masyarakat Indonesia batch 2020/2021. The results showed that the academic resilience of students was in the high category with a percentage of 63% and in the medium category by 37%. It indicates that during the Covid-19 pandemic, students were able to survive in these conditions and were able to get out of the academic problems they experienced and were able to get out of the academic pressures that existed during the virtual or online teaching and learning process.

Keywords: Resilience, Online Learning , Language, Learners**INTRODUCTION**

The Covid-19 pandemic era has changed the continuity of worldwide learning in the future through the help of technology. The existence of online learning immediately makes us aware of the extraordinary potential of the internet that has not been fully utilized in various fields, including education. Without the limits of space and time, educational activities can be done anytime and anywhere. For this reason, in the era in which there is no certainty of when this pandemic will end, online learning is an absolute necessity that must be met by all Indonesian people.

The ineffectiveness of learning during the covid-19 pandemic era starting from March 2020 with limitations felt by lecturers and students. Various impacts faced by students, both positive and negative impacts. The positive impact is the efficient time, tasks can be done anywhere and anytime, the students can help parents work, the students who live in boarding houses become more efficient, there is also more togetherness with family, and so on. Besides having a positive impact, online learning also has a negative impact, such as students living in remote and remote areas, they experience problems in getting a network. In addition to the above impacts, the impacts that occur with online learning include obstacles in adapting to online learning (Santoso and Santosa, 2020), and the occurrence of boredom that

is too long due to being at home. In this situation, students are required to be able to adapt to new conditions (new normal), both in terms of learning and in terms of adapting to the environment with new normal conditions which can be called academic resilience, namely the individual's ability to survive, rise, and adapt. They have difficult and stressful conditions in the academic field.

Bonanno, et al (in Feldman, 2013) explained that resilience is the ability to survive, overcome, and actually develop after facing deep difficulties. Cutuli and Masten (in Lopez, 2009), explain that in human development, resilience research is focused on three situations, namely being in a state of significant adversity (stress resistance), rising from adversity after experiencing trauma or a very disturbing experience (bounce back). , managed to return to a normal state (normalization). In some cases, resilience leads to healthy behavior patterns after experiencing adversity or threats. Students are expected to have resilience in the face of academic challenges called academic resilience (Gizir, 2004).

Academic resilience is defined as the ability of students to survive in difficult conditions, bounce back from adversity, overcome adversity, and adapt positively to academic pressures and demands. Martin and Marsh (in Hartuti & Mangunsong, 2009), explain that academically resilient students are students who are able to effectively deal with four situations, namely setbacks, challenges, adversity, and pressure. in an academic context.

Aspects of Resilience (Reivich and Chatte ,2002) are categorized as follows.

1. *Emotion Regulation.* Emotion regulation is an individual's ability to remain calm when under pressure. Resilient individuals use a well-developed skill set to help control their emotions, attention, and behavior.
2. *Impulse Control.* Impulse control is an individual's ability to control the mind to determine behavior and emotions when faced with stressful situations.
3. *Optimism.* Optimism is defined as an individual's belief that things can change for the better.
4. *Causal Analysis.* Causal analysis is a term used to describe an individual's ability to correctly identify the causes of a problem.

5. *Empathy*. Empathy describes how well an individual reads emotional and psychological cues from other individuals.
6. *Self-efficacy*. Self-efficacy is an individual's belief in being able to solve the problems experienced and an individual's belief in his ability to be able to achieve success.
7. *Reaching Out (Achievement)*. Reaching out describes an individual's ability to achieve success. Achievement is obtained from the individual's ability to compromise with fear and determine the limits of their abilities.

Holaday & Phearson(in Purnomo, 2014) explain three factors that can affect resilience, namely:

1. *Psychological Resources* including internal locus of control, empathy and curiosity, tends to seek wisdom from every experience, and is always flexible in dealing with situations.
2. *Social Support* including cultural influences, community support, individuals, families. The culture and community in which an individual lives can also affect resilience.
3. *Cognitive Skills* including intelligence, coping style, ability to avoid self-blame, personal control, and spirituality.

Based on early observation, some language learners cannot follow the online class well. In an early interview, some of them stated their condition that they still can follow the class although in online learning but the others felt anxious about studying online at home. From the explanation above, it can be concluded that academic resilience is very significant to be conducted in Indonesia, especially related to online learning and the pandemic era.

The Study that conducted by Sari and Suhariadi (2019) found that strong academic resilience will make students have student commitment to face various changes in academic life. Furthermore, academic resilience helps students in overcoming difficulties in online learning in the future and increase satisfaction in online learning. Research involving 185 students in Spain found that academic resilience was positively correlated with student satisfaction (Meneghel et al., 2019). That is, the higher level of individual resilience is associated with increased student satisfaction in the context of academics. The same thing

was also found in Korean students, where the level of satisfaction students towards learning is positively correlated with academic resilience (Hwang & Shin, 2018; Kim & Lee, 2020; Noh, 2017). The objective of this study is to investigate the academic resilience of Indonesian students who faced various challenges and difficulties in online learning especially when learning language. Different from previous studies, this study also investigated the factors that influenced the students' resilience.

METHODOLOGY

The type of study was a qualitative approach using descriptive methods. According to Lehmann (in Yusuf, 2014) qualitative descriptive research is one type of research that aims to describe systematically, factually, and accurately about certain facts and characteristics, or try to describe phenomena in detail. The researchers want to get a picture of the state of student academic resilience during the COVID-19 pandemic. The population in this study were 62 students of the English Education Study Program in Universitas Pembinaan Masyarakat Indonesia batch 2020/2021 from first semester until the seventh semester who were actively conducting online lectures at home during the COVID-19 pandemic. The data were collected by using a questionnaire with 27 items and an interview sheet. Number of items made by researchers has a fairly deep item stick preparation of the final measuring instrument. There are some items dropped after the process of psychometric selection so that researchers recommend making two, three, or four times the number of final items (Azwar, 2012). The point of view from the subject side is too considered in the preparation of items. Items that are made must be able to make the subject motivated to answer. Which item too much can create a subject gets bored so cause the subject does not work seriously. On the other hand, a few items can not reveal the desired construct disclosed.

The table below shows indicators along with the number of items from the scale adjustment. Test results used to see the best measuring tool items through factor analysis.

Table Academic Resilience Scale Blueprint

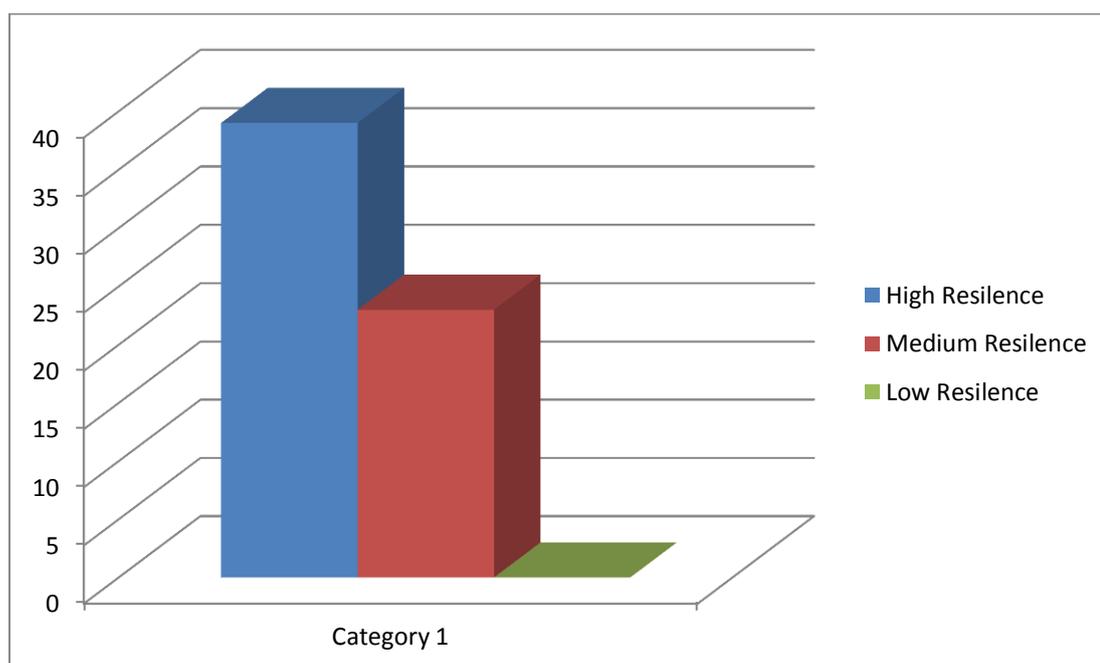
No	Dimensions	Indicator	Item
1	Adjustment	Adapt to academic pressure	1, 10, 19
		Change yourself according to circumstances	2, 11, 20
		Controlling feelings of frustration academic problems	3, 12, 21
2	Toughness	Self strengthening	4, 13, 22
		Surviving academic problems	5, 14, 23

3	Intelligence Facing Difficulty	Thinking forward Identify difficulties	6, 15, 24 7, 16, 25
4	Problem Solving	Able to find a way out Troubleshooting	8, 17, 26 9, 18, 27
The Number of items			27

Scaling format used is a likert type. This likert format is measurement methods that can be used to measure attitudes, opinions and perception of a person or group of people about social phenomena (Sugiyono, 2012). Likert scale using four alternatives grading of conditions very favorable (very supportive). For example by using the Very Appropriate model (ST), Suitable (S), Not Suitable (S), No Appropriate (TS) Very Inappropriate (STS). As for the way The score is, if you answer Very Appropriate (ST) score 4, Appropriate (S) score 3, Not Appropriate (TS) the score is 2 and Very Not Appropriate (STS) the score is 1. The data collected then were analyzed by factor analysis namely exploratory factor analysis (EFA) with the help of the SPSS 21 software program for windows.

RESULTS

Based on the data collection carried out by the researcher a description of the students' academic resilience can be found. The categories used on this academic resilience scale use three categories, namely high (T), medium (S), and low (R). As for the results, the academic resilience of students is in the high category of 63%, for the medium category it is 37 % while the low category is 0%. The description can be illustrated as follows.



Factor analysis with exploratory factors shows a significance value of 0.000 ($p < 0.05$) this means that the data were sufficient with the sample and can be continued to further. The next stage of analysis was factor rotation. Rotation technique used was varimax rotation, namely the method used to obtain a set of variables that were strongly correlated in one factor and does not have relationship with other factors. From these results formed four factors with 27 items.

The first factor is a combination of the toughness factor, problem solving, and intelligence to face problems. However the sound of the item is more directed at academic toughness because of that the researcher named the factor 1 academic toughness. Individuals who have toughness high in achieving success in study will not be hampered by challenges faced. He will be able to survive in the face of challenges, then change the challenge to a potential. In addition, individuals who have high fighting power can easily rise from adversity. I will keep on going through the challenges for the sake of challenges that arise. Opposite of an individual who has low fighting power, he will tend to under-utilize potential he feels helpless and this makes difficult circumstances escalate.

The second factor is a combination of adjustment and problem solving, which can be seen from the content and statement of each item, namely the motivation to improve the value and need to find a solution or a way out. Therefore, the researcher chose the name to solve the problem. Motivation can improve problem solving through experiences that have been experienced before, so that in the increase motivation will produce accuracy in problem solving.

The third factor is two parts namely intelligence to face difficulties and self-adjustment, which can be seen from the content and sound statement of each item that leads to intelligence face difficulties because of that Researchers named factor 3 is intelligence in the face of adversity. Intelligence in the face of adversity especially in the academic field helps students to strengthen their abilities and persistence in dealing with constant learning challenges and sticking to principles and dreams. Success which states that adversity quotient or intelligence facing adversity is an individual's ability to think, manage, direct and survive the challenges and difficulties in achieving success.

The fourth factor is adjusting yourself and toughness. It can be seen from the content and sound statement of each item that discusses student self-control. Self-adjustment is a

process that includes mental processes and behavior, where someone is trying to overcome choice within oneself, urgency, contention, and experienced frustration.

High self-awareness becomes a determinant of adjustment. This ability is determined by how big and to what extent the individual is trying to keep adapting under stress, control feelings less fun and change yourself accordingly with the situation. (Azwar, 2012).

DISCUSSION

An individual's ability to determine success, one of which is the level of academic resilience possessed by that individual (Fitri and Kushendar, 2019). The findings obtained show that the academic resilience of students is in the high category of 63 % and in the medium category of 37 %. Various academic difficulties experienced by students in undergoing the online teaching and learning process during the covid-19 period. Students who have good academic resilience are able to face the academic difficulties they face and tend not to give up. Students with high/good academic resilience are able to survive under pressure and are able to find solutions to academic problems that arise in the midst of the COVID-19 pandemic. Based on the data, the students of the English Education Study Program dominantly have three factors of resilience namely adversity quotient, motivation, intelligence to face difficulties, and self-control. Hence it can be stated that the increasingly worrying Covid-19 situation has forced students to be able to study online/virtually at home but it still did not eliminate the principles and essence of good learning even though it was done online. A student got the opportunity to learn from difficult, challenging situations and spur all his potential. However, students with low resilience feel anxious, afraid and avoid difficulties.

The students who were able to demonstrate positive management of various stressful conditions and then successfully complete their studies on time are students who are known to have resilience in the learning process, or what is known as academic resilience. Academic resilience occurs when students use their internal and external strengths to overcome various negative experiences, suppress and inhibit them during the learning process. So that they are able to adapt and carry out any academic demands well (Boatman in Hendriani, 2017). The existence of academic resilience will turn problems into a challenge, failure into success, and powerlessness into strength. There are students who have this problem, some are resistant to academic problems but also some are not strong enough to solve them (Wahidah, 2018).

Though the comparison of students with high resilience and low resilience is not significantly different, it can be stated that the dominant students were still able to survive in the condition of Covid pandemic.

CONCLUSION

The research results illustrate that the academic resilience of students in English Education Study Program is dominantly by some factors namely adversity quotient, motivation, intelligence to face difficulties, and self-control. Their resilience can be categorized as in the high level. It indicates that even though the Covid-19 situation occurred, the students were still able to study under any conditions and they are able to survive in learning. As a suggestion for further research, it is better to conduct research about the factors that affect the students' resilience in online learning so that it will find the solution to increase the students' resilience especially in language learning context.

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