

Resilience Of Tenth Grade Students Of Boarding School SMA IT Nur Hidayah Sukoharjo

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Abstract

Purpose: The purpose of this study is to find out the resilience of the tenth grade students boarding school SMA IT Nur Hidayah Sukoharjo.

Methodology: This research uses quantitative descriptive methods. Sampling using purposive random sampling method with samples of 50 schoolgirls. Data collection method using resiliency scale measurement tool is then described.

Results: Based on the results shows that the majority of students of grade X boarding school HIGH school IT Nur Hidayah have a low level of resilience (38%), while the other students are at a very low level (22%), medium (18%), high (14%) And very high (8%) So that it can be concluded that X class boarding school has low resiliency.

Applications/Originality/Value: resilience is needed in adolescence to turn negative experiences into positive ones especially needed for teen boarding schools.

Keywords: resiliency, teenagers, boarding school

INTRODUCTION

Youth is the next generation of people present in the midst of society with quality attitudes, traits and behaviors as the successor of the nation and the nation in the future. According to the Census population Survey (SUPAS), in 2015 it said that the population of Indonesia was in 2019 in the age group of 15-19 years as many as 11.2 million male and 10.96 million female Souls (Bapennas, 2019).

Hurlock (1980) states that youth as a period of change or transition. The transition of progression between childhood and adulthood involving biological, cognitive and socio-emotional changes (Santrock, 2007). At this time, individuals will experience physical or body changes, emotions, interests and roles in social groups, behavioral patterns, demanding freedom but doubt over the ability to be accountable.

According to Papalia and Olds (2008), Adolescence is a journey from childhood to adulthood characterized by transitional periods characterized by the presence of changes in biological, psychological, cognitive, and psychosocial. Adolescence begins at the age of 11 or 12 until the early twenties.

Gunarsa (1995) argues that teenagers especially high school students have their own challenges in life. The individual high school level will face various problems so that individuals must be able to try and adapt to the changes that occur. The development period that teenagers have traveled largely does not go well. It is expressed by (Any, DKK, 2017) which shows that 23 people (54.8%) Teenagers in the region of the former localization of Bandung city has a low resiliency rate. This relates to the situation and condition of teenagers, which is the change or transition period experienced by adolescents that are more easily influenced and inclined to try new things without limitation (coal, 2010).

Based on the results of the research of Rinaldi (2010) There is a significant difference in resilience between men and women in the community of Padang. This is evidenced by the data analysis result

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which gives F value of 11,988 with $P = 0.001$ ($P < 0.01$). Individuals with high levels of resilience (males) are able to adapt to a wide range of conditions to change circumstances and be flexible in solving problems, while individuals with low resilience (women) have Small, adaptive flexibility, unable to react to changes in circumstances, tends to be hard-hearted or chaotic when faced with change or pressure, and has difficulty readjusting after experiencing experience Traumatic. Men and women have different views in feeling the risks. Women are more promoting the affective aspect of taking risks, whereas men further prioritize cognitive considerations in looking at the risks and dangers of being part of the living.

The results of the research of Ayasafira & Fauzan (2016) Some of the students of SMA boarding school «X» showed a depressed feeling in the face of senior to trauma especially when class 10. The Trauma is motivated like, still not accustomed to life in the dorm especially with rules and life is very different from previous life. Students in the first year at the boarding school are required to be able to make adjustments either with the environment, friends, learning systems to the rules applied. Because the base of the boarding school itself educate the students live for independent one of them through intensity and interaction with the limited parents. For 24 hours, students ' activities are conducted independently without having to be controlled by the boarding school board. This situation demands the ability of good social adjustment in the face of a new social group (Maslihah, 2011).

Students are required to manage their own life well in accordance with the rules applicable in boarding school, ranging from the way of organizing the activities of worship, diet, resting time, finances, health, including in resolving the problem. The problems often experienced by boarding school students include psychological, physiological and social problems. Psychological problems experienced by students include; Frequent students sleeping in class as the lesson progresses, coming home from a predetermined time, often aloof, and unconfident. Physiological problems include fever, flu and allergic pain. While social issues include; Difficult to express opinions, rarely participate in extracurricular activities and organizations in addition, students should also familiarize themselves to arrange a pattern of learning activities due to the difference between when still in junior high school. The problems experienced by the students who live in the boarding school are not separated from the support obtained. The support is sourced from peers, family, boarding boarding to teachers.

The support received by the students who live in the boarding school turned out to help the students to adapt more quickly. Further Sunaryo (2014) reveals that support is needed both when the individual is suffering from stress as well as under normal conditions, because the presence of social support in normal conditions can drive or can be a defence of possibilities The occurrence of stress on individuals. It is also necessary for students to enter the middle school environment for the first time. Peer support is expected to help build student confidence and confidence when socializing and communicating with the environment and their newly-known friends. Peer support can include both psychic and social aspects, relating to the review of the Gunarsa (2006) expressing support in particular from peers will build a person's trust and awareness that he is concerned, loved, appreciated , valuable, and is part of a mutually supportive and needy society.

According to Reivich and Shatte (2002), defining resiliency is the capacity to respond healthily and productively when faced with misery or trauma, which is very important to control the pressures of everyday life. Resiliency is a mind-set that can improve a person to seek out a new experience and view life as an increasing process. Resiliency is defined as the process of identifying or developing resources and the power to flexibly manage stress to get positive results, self-confidence, emotional mastery, and self-esteem thereby growing health and Optimal self-welfare (Wei Wen Wu et al.

2015; Samer Hinduja et al 2017).

Resiliency has been defined as an individual's ability to function competently in the face of difficulties or stress. A formidable teenager will likely enter adulthood with a good chance of overcoming well even if he has experienced a difficult state in life (Murphey, Barry, & Vaughn, 2013). Yu & Zhang (2007) argues that resiliency is a personal characteristic that can improve the ability to positively adapt while in a state of stress and distress. Resiliency is identified as a situation where an individual who faces a wide range of pressures is able to do something as good as a person who does not face pressure.

These aspects of resiliency according to Reivich & Shatte (2002) include seven aspects, namely: a) Emotional regulation is the ability to stay calm in stressful conditions. b) Impulse control is the ability to control the desire, encouragement, preferences, and pressures that arise from within one's self. c) Optimism is a resilient individual who has an optimistic individual who has hope in the future and believes it can control the direction of his life. D) The ability to analyze the problem is to refer to the individual's ability to accurately identify the cause of the individual problem. E) Empathy illustrates that individuals are able to read the psychological and emotional signs of others. f) Self-efficacy is a belief in self-ability to confront and solve problems effectively. g) Achievement is an ability that includes increasing the positive aspects in life so that it will be easier to overcome the problem of life, and play a role in improving interpersonal skills and emotional control.

In addition Everall et al (2006) suggests there are three factors that influence the resilience, namely: a) individual factors include individual cognitive abilities, self-concepts, self-esteem, and social competencies that individuals possess. Individual cognitive ability affects the growth of resiliency because it is very closely related to understanding and conveying something. b) Family factors are universal and multifunctional because the family is an important point to strengthen the resiliency. The support is sourced from parents, which is how parents are to treat and serve children. c) The community factor that affects the resilience of individuals is gaining attention from the environment.

According to Nurdin (2012) He stated that boarding school is a dorm school system, where students and teachers and school managers live in dormitories who are in a school environment within a certain period of time. At boarding schools, the female resiliency can be interrupted especially for students who are actually in the «identity» phase, so that the student will feel confused with the drastically changing circumstances. Change of environment of residence and separate away from her family. Individuals with resilience are not only able to return to the state of post norms experiencing events that make him depressed or traumatized but some of them are able to be a better person (Desmita, 2009).

The question of this research is how the resilience of tenth grade students of boarding school SMA IT Nur Hidayah Sukoharjo?

METHOD

This research uses a descriptive quantitative approach. The population of the research to be used is the X-grade students of IT Nur Hidayah Sukoharjo A number of ± 157 schoolgirls. The population according to Azwar (2012) is a set of subjects that belong to the generalization region. According to Arikunto (2013) states that the subject of research is less than a hundred then it is better to use all subjects that belong to the population. However if the subject count is greater then it can be taken between 10-15% or 20-25% or more. Based on the explanation above, the researcher decided to take samples of 50 students, with the criteria of grade X students boarding

school with age ± 12 years- ± 18 years. The sampling technique used in this research is purposive random sampling, which is a method of withdrawal of probability samples done by certain criteria. The collection of data on this research uses the resiliency scale.

The resiliency scale compiled by Alvonita Valentina Mega Rini refers to the resiliency aspects of Reivich & Shatte (2002) which includes the regulation of emotions (emotion regulation), impulse control (impulse control), optimism (optimism), ability Analysis of problems (casual analysis), empathy (emphaty), self-efficacy, and achievement (reaching out). On the resiliensi scale used Alvonita Valentina Mega Rini namely 68 aitem that divided widened 34 aitem unfavourable and 34 aitem favourable and there is already a validity value. Then the utility modifies the scale by adjusting the subject and research site researchers into a 43 aitem divided into 20 unfavourable and 23 aitem favourable.

Based on the results of expert judgements and calculation of Aiken's formula, it is determined the validity value limit for the resiliency scale of 0.6. The greater value of Aitem equals to 0.6 (≥ 0.6) is deemed appropriate for use in research. Then for an aitem that is worth less than 0.6 (< 0.6) is declared deciduous or unworthy to be used in research. Results of resiliency validity after the expert judgement has shown that the validity coefficient of Aiken ranges from 0.67 to 1. So Aitem does not have a fall. And it has a Cronbach's Alpha value of 0.891.

The data analysis techniques in this study use by using Microsoft Excel 2013 and SPSS (Statistical Product and Service Solution) version 22.0

Data analysis is done using 5 categories according to Azwar (2012) and then described.

Hipotetik					Empirik				
Max	Min	Mean	Range	SD	Nilai Maks	Nilai Min	Mean	Range	SD
172	43	107,5	129	21,5	156	107	131,5	49	8,17

Calculation	Average	Frequency	Percentage	Category
$\mu + 1,5\sigma < X$	$X \geq 143,75$	4	8%	Very High
$\mu + 0,5\sigma < X \leq \mu + 1,5\sigma$	$135,58 < X \leq 143,75$	7	14%	High
$\mu - 0,5\sigma < X \leq \mu + 0,5\sigma$	$127,42 < X \leq 135,58$	9	18%	Middle
$\mu - 1,5\sigma < X \leq \mu - 0,5\sigma$	$119,25 < X \leq 127,42$	19	38%	Low
$X \leq \mu - 1,5\sigma$	$X \leq 119,25$	11	22%	Very Low

Based on the analysis above, there are 8% or 4 students who belong to the very high category, there are 14% or 7 students who belong to the high category, there are 18% or 9 students who belong to the medium category, there are 38% or 19 students that include In low categories and there are 22% or 11 students who belong to very low categories. It means that based on the results of the research obtained can be concluded that most of the students 38% or 19 tenth grade students of boarding school have low resilience.

The faceted resiliency score is:

No	Aspect	Score	Frequency
1	Emotion regulation	525	12%
2	control against Impulse	446	10%

3	Optimism	573	13%
4	Analysis Ability problem	1045	24%
5	Empathy	402	9%
6	Self-efficacy	741	17%
7	Achievements	665	15%
Total		4397	100%

Based on the analysis above there is an empathy aspect (9%) And the control aspect of the impulse (10%), the aspect of the emotional Regulation (12%), the aspect of optimism (13%), the achievement aspect (15%), the aspect of self-efficacy (17%) And the ability aspect of analyzing the problem (24%). This means that based on the results of the research obtained it can be concluded that from the 7 resilience aspects that get the lowest score of 9% is the empathy aspect.

RESULTS AND DISCUSSION

Description of schoolgirl

School with boarding school system is a critical environment for individuals can thrive. Students are expected to be able to adapt positively to various critical and pressing conditions. So they can continue to excel academically, complete studies on time, and have good social relations. Therefore, the ability of resilience is indispensable for students boarding school.

Based on the analysis of the above data is obtained that the majority of students in grade X boarding school IT Nur Hidayah have a low level of resilience (38%), while the other students are at a very low level (22%), medium (18%), high (14%) And very high (8%).

From the above studies, shows that students with low resilience (38%) Are individuals who lack the ability to feel, assess, and express emotions accurately and adaptive, lacking the ability to recognize and understand emotions, lack the ability to access feelings when Conduct cognitive activity and make adjustments, as well as lack the ability to regulate the emotions of oneself and others. Individuals belonging to the low resilience category will be easy to get down and desperate when problems are being overwritten. This condition will affect the individual, whether the individual has the confidence to find a solution to the problem faced, can be responsible for the task or not. Similarly, if the individual is not smart in controlling his emotions, then the ones that arise are negative traits that can affect the many things.

Other research results 22% of students are at a very low level of resilience. Students with very low resilience are more visible to withdraw from societal or social problems such as, rather solitant and less excited, often anxious and depressed, and naughty and aggressive. Students think that people around not love him, less able to adapt to the surrounding environment, the problems that occur in his life is considered a burden so that it feels depressed, do not want to establish a relationship with the surrounding friends, Confident and dare not express opinions. The schoolgirls do not realize that she is important and feels dissatisfied about what she has done. They argue that he is unable to do anything and is easily discouraged. Students do not believe that themselves are valuable, students are unable to express feelings of anxiety and stress on others, withdraw from the surrounding environment, unable to regulate their feelings, not supported by their community, and feel ignored in Its community life. Students with very low levels of resiliency may not be able to adapt and adapt to the changes, demands and disappointment that arise in life. This is similar to the

explanation of the Grotberg (in Suwarjo, 2008) stating that a person with a low level of resilience will not be able to assess, cope, and improve himself or change himself from the severity or Misery in life. The problem that is seen as a burden will make itself easier to feel threatened and quickly feel frustrated. It can be said that people whose resilience is low will impede the development process/ better character building quality.

The grade X Student boarding school SMA IT Nur Hidayah Sukoharjo is at the medium category of 18%. Resiliency means the student is capable and has skills that relate to the accuracy of the judgment on the emotions of themselves and others, and able to cultivate feelings to motivate, and achieve the purpose of life but not as good as the students High or very high resiliency. Students who are still experiencing the resilience of the transition or in assessing the emotions of themselves and others in certain situations can be accurate even if they are not fully well compared with high resilience or Very high. They have relatively moderate resilience that is capable of getting out of trouble and not drowning with feelings as a victim of the environment or circumstances and being able to make decisions while in difficult situations. The individual is able to maintain positive, health and energy feelings, although not as good as individuals with high or very high resilience. It can be said that a resilient individual is a rigid individual, an individual who has a positive energy that will give birth to a characteristic person.

Students with high resilience (14%) Are students who are happy, confident, popular, and more successful in school. They are better able to master his emotional turmoil, establish a sweet relationship with others, be able to manage stress, and have good mental health. Salovey, Mayer, & Caruso (2011) adds that emotionally intelligent schoolgirls have the ability to understand the emotions of themselves and others, and use emotions as information to guide thoughts and actions. A high level of resilience is an individual with good intelligence, adaptable, social temperament, and a compelling personality that ultimately contributes consistently to self-esteem, competence, and feelings that individuals are fortunate. The individual is a resilient individual. For those who are Resilient, resiliency makes life stronger. This means that resilience will make one succeed in dealing with unpleasant conditions, social development, academic vocational competencies and even great pressures inherent in today's world.

Students with very high resiliency (8%) is a student who lives a very happy life, very able to understand himself so that when there is a problem come students can face and solve the solution calmly, have direction, goals and predictions for a positive future for him Own, think critically, have the spirit and optimism to Excel, the ability to take the initiative, the confidence so high that it has no fear of wrong, and can be a good time. Students with very high resilience are very easy to adapt, very easy in establishing social relations with others, can change negative thoughts to positive and very easy to adapt in conditions That is depressed or objectionable and easy to control his own desires and emotionally.

Aspect description

There are some aspects of resilience that are identified low levels of resilience in the class X students boarding school IT Nur Hidayah is said to be not maximized. The aspects of which are identified low resilience levels i.e. the empathy aspect (9%) and aspects of control over impulses (10%), while others are aspects of emotional Regulation (12%), Aspects of optimism (13%), Aspects of achievement (15%), self-efficacy aspects (17%) And the ability aspect of analyzing the problem (24%). When looking at some aspects that have low levels of resilience, it is proposed to provide training or guidance to improve the low aspects so as to increase the resilience of the students.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study can be concluded resilience of grade X students boarding School HIGH school IT Nur Hidayah Sukoharjo is low. This is evident from the results showing that the majority of the X-grade students boarding school SMA IT Nur Hidayah have a low level of resilience (38%), while the other students are at very low levels (22%), medium (18%), high (14%) And very high (8%). There are some aspects of resilience that are identified low levels of resilience in the class X students boarding school IT Nur Hidayah is said to be not maximized. The aspects of which are identified low resilience levels i.e. the empathy aspect (9%) and aspects of control over impulses (10%), while others are aspects of emotional Regulation (12%), Aspects of optimism (13%), Aspects of achievement (15%), self-efficacy aspects (17%) And the ability aspect of analyzing the problem (24%).

Researchers advise the high school IT Nur Hidayah Sukoharjo should pay attention to aspects that are identified with low resilience levels of empathy, control of impulses, emotional regulation, optimism, and ability Analyzing the problem so that the institution can provide training or guidance in groups on the students. Researchers recommend to study more about other variables that can make a big contribution to the resilience of tenth grade students of boarding school. In addition compare between the subject of both men and women or compare between the subject boarding school and Fullday school.

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