

Academic Resilience in Final Year Students Viewed from Spiritual Intelligence Resiliensi Akademik pada Mahasiswa Tingkat Akhir ditinjau dari Kecerdasan Spiritual

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Abstract :

This study aims to determine spiritual intelligence's influence on final-year students' academic resilience. This research uses a quantitative correlational method, with a total of 100 respondents. The sampling technique employed is accidental sampling. Data collection was done using the Academic Resilience Scale (48 items, $\alpha = 0.916$) and the Spiritual Intelligence Scale (27 items, $\alpha = 0.927$). The data analysis used simple regression analysis, which resulted in a correlation coefficient of 0.244 with $p = <0.001$ ($p < 0.005$). This indicates that spiritual intelligence has a significant impact on academic resilience in final-year students. Spiritual intelligence accounts for 24.4% of the variance in academic resilience. This research can serve as a foundation for the development of programs aimed at improving spiritual intelligence and academic resilience, particularly for final-year students who are facing academic pressures. Furthermore, the implications of this study can also be utilized by academic counselors and educators to integrate value-based and spiritual approaches into student guidance and mentoring services.

Keywords:

**Academic Resilience,
Spiritual Intelligence,
Final Year Students**

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1. Introduction

At the final stages of their studies, every student faces greater pressure than before, as each student is required to complete their thesis. Yulianto (2008) describes the thesis as a scholarly work that students must write and is a graduation requirement. The purpose of writing this work is to measure how well students can naturally solve and identify problems, and to assess their ability to properly apply research methods.

In general, students can complete their studies in about eight semesters without any major issues. However, in reality, many students take more than eight semesters to finish their education. The failure to graduate on time is often linked to difficulties in completing the final project. For example, issues such as laziness, lack of motivation, fear of meeting supervisors, difficulty adjusting to supervisors, difficulties in coordinating schedules with lecturers, limited supervision time, challenges in selecting themes, titles, case studies, and research measurement tools, difficulty finding previous research references, receiving numerous revisions from supervisors, lecturers being unavailable for feedback, pressure from parents for quick graduation, financial problems, and age-related factors (Anggraini & Yanto, 2023).

Given the many obstacles faced by students, they may experience various negative emotions such as tension, anxiety, stress, fear, frustration, demotivation, and even depression. This aligns with the findings of Fitria (Anggraini & Yanto, 2023) that the prevalence of stress among Indonesian students ranges from 36.7% to 71.6%. Among 48 students aged 22, 47.5% showed a dominant stress level. Specifically, 14 students (13.8%) experienced mild stress, 30 students (29.7%) experienced moderate stress, and 4 students (4.0%) experienced severe stress. These results were obtained from a study on the stress levels of final-year students with an average age of 22. Internal factors causing stress among students include a lack of understanding and poor responses to problems. External factors include increased academic workload and achievement gaps.

According to a study by Salsabil (2023) conducted through a questionnaire survey of final-year students working on their theses at public and private universities in Malang, from a total of 37

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students, 24 (65%) had low academic resilience, and 13 (35%) had high academic resilience. It can be concluded that many students working on their theses in Malang have low academic resilience.

According to Aswati (in Cahyani & Akmal, 2017), the negative impacts of low resilience, if left unchecked, can hinder students from making decisions, and the negative emotions experienced while working on their thesis can become uncontrollable and disrupt their worldview. In addition, it can lead to feelings of hopelessness. When individuals fall into despair, they may take extreme actions such as suicide. Factors that influence academic resilience according to Everall, Altrows, and Paulson (2006) include individual factors, family factors, and external or community factors. Individual factors include cognitive abilities, communication skills, problem-solving abilities, self-concept (the need to understand oneself first when facing problems), self-esteem (the ability to accept one's strengths and weaknesses), and social competence (the ability to communicate and build positive relationships). Family factors play an important role in the development of individual resilience, and external factors involve social and economic communities that can influence resilience (Chasanah, 2019).

One factor that contributes to resilience is spiritual intelligence. Zohar and Marshall (2007) explain that spiritual intelligence is the ability to directly confront and solve problems by assessing the meaning of an event in life, considering that one's actions or life path are more meaningful than anything else. Previous research has explored the relationship between spiritual intelligence and resilience. Finka and Prasetya (2018) showed that there is a significant relationship between spiritual intelligence and resilience, proving that the higher the level of spiritual intelligence, the higher the level of resilience, and vice versa.

Based on research on academic resilience by Aryadelina and Laksmiwati (2019), students who experience negative life events believe that everything happens due to God's intervention, and they trust that everything will have its wisdom. As a result, these students can persevere and bounce back from problems, demonstrating good resilience. This is in line with Matthew Tull's statement (in Meiranti & Sutoyo, 2021), which suggests that spirituality is one of the characteristics of resilient individuals. The ability to extract meaning from an event is called spiritual intelligence.

Research conducted by Graham et al. indicates that individuals with high spirituality tend to have better capabilities in overcoming challenges (Krok, 2008). This aligns with Maddi's view that spirituality is causally linked to resilience, helping individuals cope with stressful conditions in their lives and providing protection from depression and stress (Pustakasari, 2014).

A preliminary study by Meiranti and Sutoyo (2021) used a scale to measure academic resilience and spiritual intelligence with 72 respondents. The results showed 0% with very low academic resilience, 22% low, 54% moderate, 24% high, and 0% with very high resilience. Meanwhile, the spiritual intelligence scale revealed that 65% of respondents had very high spiritual intelligence and 35% had high spiritual intelligence. This study showed that spiritual intelligence tended to be high, while academic resilience varied from low to high. This gap caught the researcher's attention because some theories suggest that students with high spiritual intelligence should also have high academic resilience. This phenomenon prompted further investigation into the relationship between spiritual intelligence and academic resilience, particularly in the context of final-year students, as the subjects of this study differ from those in previous research.

Previous research by Silalahi et al. (2024) involving three variables—spiritual intelligence, academic intelligence, and social support—demonstrated a significant positive relationship among the three. The difference from the present study is that the author focused on only spiritual intelligence and academic resilience, specifically in final-year students, while Silalahi's study focused on students in Surabaya.

Henriques & Hatmoko (2023) conducted research focusing on academic resilience in students based on peer support and spiritual development programs at SMA Frateran Malang. The results showed an (r^2) of 94%, indicating that academic resilience was influenced by peer support and spiritual development. The key difference in the current study is that it measured academic resilience, peer support, and spiritual development, while the author's focus is specifically on spiritual intelligence.

Research on spirituality and resilience has been extensive. However, there is still limited research specifically examining the relationship between spiritual intelligence and academic resilience among final-year university students. Even though final-year students are preparing for their final projects, the various pressures and demands they face during their academic journey often present unique challenges. This makes their experience different from students in earlier semesters.

Developing spiritual intelligence is crucial for final-year students to improve their academic resilience. Amidst various academic and non-academic challenges, students often experience pressures that can affect their mental and emotional health. Spiritual intelligence helps individuals understand their values and life purposes, which in turn gives meaning and motivation when facing difficulties. It enhances students' ability to manage emotions and build strong social relationships. Thus, students who develop spiritual intelligence are better prepared to face future uncertainties and career challenges, ultimately leading to greater success. Based on the background of the problem described above, this study aims to determine the influence of spiritual intelligence on academic resilience in final-year students.

2. Methods

The method used in this study is descriptive quantitative. The quantitative method in this research involves testing the formulated hypothesis. The hypothesis in this study is that spiritual intelligence influences the academic resilience of final-year students. Sugiyono (2016) explained that the descriptive research method is a method that investigates the conditions of human groups, objects, situations, thoughts, or events occurring at present. The descriptive method is used to produce a systematic and factually accurate depiction or description of an existing phenomenon. Respondents in this study amounted to 100 final-year students who are working on their thesis in Malang.

The variables used in this study are spiritual intelligence and academic resilience. The data collection method used is the spiritual intelligence scale is developed based on the theoretical aspects of Zohar and Marshall (2000), compiled by Faizun (2021). This scale includes both favorable and unfavorable statements. Favorable refers to supporting statements, while unfavorable refers to unsupportive statements (Nafi', 2021). The scale consists of 27 items, with 17 favorable and 10 unfavorable items. One example of a favorable item is: "I can work independently." An example of an unfavorable item is: "When I face problems, I find it very difficult to get motivated again." The reliability test performed by Faizun (2021) showed a Cronbach's Alpha of 0.927.

The academic resilience scale is based on Cassidy's theory (in Salsabil, 2023) with aspects such as perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response, which were compiled by Salsabil (2023). An example of a favorable item is: "Despite the difficulty in managing time, I will complete my thesis maximally." An example of an unfavorable item is: "I would give up if the revisions and corrections given by my thesis advisor are too many." The reliability test showed a Cronbach's Alpha of 0.916. The data analysis technique is simple linear regression analysis with a descriptive analysis method. The data were processed using the SPSS 25.0 statistical program. The researcher did not make any modifications to either of the research scales.

3. Results

The subjects of this study are final-year students who are working on their thesis. From the total population of 41,250 students, the research subjects totaled 100 respondents. Based on the data collected, the profile of the research subjects is as follows:

Table 1. Result Description of Spiritual Intelligence

Category	Guideline	Spiritual Intelligence	Percentage
High	$X \geq M + 1 \text{ SD}$	16	16%
Medium	$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$	60	60%
Low	$X < M - 1 \text{ SD}$	24	24%
Total		100	100%

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Table 2. Result Description of Academic Resilience

Category	Guideline	Academic Resilience	Percentage
High	$X \geq M + 1 \text{ SD}$	17	17%
Medium	$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$	72	72%
Low	$X < M - 1 \text{ SD}$	11	11%
Total		100	100%

Based on the data in the table above, it can be seen that on the spiritual intelligence scale, 16 subjects scored high, 60 subjects scored medium, and 24 subjects scored low. As for the academic resilience scale, 17 subjects scored high, 72 subjects scored medium, and 11 subjects scored low.

Table 3. Regression Analysis Results

Variable	B	β	SE	t	p (sig.)
Constant	75.361		10.759	7.004	<0.001
Spiritual Intelligence	0.773	0.494	0.137	5.631	<0.001
R ²		0.244			
F		31.713			<0.001

The table above shows that the independent variable has a significant positive relationship with the dependent variable, with $\beta = 0.494$, $t(df) = 5.631$, $p < 0.001$. The independent variable can explain 24.4% of the changes in the dependent variable ($R^2 = 0.244$), with $F(df: 1;118) = 31.713$, $p < 0.05$. Therefore, the research hypothesis stating that the independent variable has a positive relationship with the dependent variable is accepted.

4. Discussion

This research aims to determine whether there is an influence of spiritual intelligence on academic resilience in final-year students. The results of hypothesis testing in this study show a significance value of <0.001 with a regression coefficient of 0.494 and an R Square value of 0.244. Therefore, it can be concluded that spiritual intelligence has a positive effect on academic resilience with a total influence of 24.2%. The meaning of this positive influence is that as spiritual intelligence increases, academic resilience also increases. This is in line with the research conducted by Etika Meiranti and Sutoyo (2020), which explored a similar issue and showed that the significance level of the relationship between spiritual intelligence and academic resilience was very positive, indicated by a value of 63.7%. The limited contribution of spiritual intelligence may be due to a lack of control over other variables such as self-efficacy or self-regulation.

Sakti (2019) explain that spiritual intelligence is the foundation needed to effectively trigger intellectual and emotional intelligence. With good spiritual intelligence, an individual is more likely to respond to and resolve problems effectively or have good resilience because of the effectiveness of their intellectual and emotional intelligence. Therefore, every individual needs to possess good spiritual intelligence.

According to Sudi & Yama (2017), one component of spiritual intelligence is high perseverance. Patience is also considered the highest element of spiritual intelligence. Perseverance is the ability of someone to overcome stress and pressure, tackle challenges and obstacles, resolve difficulties, and never give up. This factor aligns with the concept of academic resilience proposed by Munawaroh and Mashudi (2019), which is the ability of individuals to recover from stress and pressure caused by their studies. Therefore, when individuals with high spiritual intelligence face difficulties in completing their studies, they do not give up and continue to strive to overcome those difficulties, meaning they have high academic resilience.

This is evident from the categorization results of both variables. In the spiritual intelligence variable, 16 people (16%) and in the academic resilience variable, 17 people (17%) had low levels. Next, 68 people (68%) in spiritual intelligence and 72 people (72%) in academic resilience fell into the moderate category. In the high category, 24 people (24%) had high spiritual intelligence, while 11 people (11%) had high academic resilience. This shows that the difference between the three categories is not too far apart.

The research results show that the levels of spiritual intelligence and academic resilience in final-year students range from low to high. However, the majority of students fall into the moderate category. This illustrates that most final-year students can handle and bounce back from academic pressures well but still need improvement. The diversity in academic resilience levels is not separated from the diversity of personal characteristics and backgrounds.

The respondent characteristics based on the research conducted on 100 final-year students showed that respondents were aged between 21 and 31 years, with the age group of 21-25 years consisting of 69 students, 26-29 years having 24 students, and 30-31 years having 7 students. The most frequently represented age group in this study was 21-25 years, which corresponds to students in their final year of university.

When viewed from the semester level, 33 students were in their 7th semester, 31 students were in their 9th semester, 20 students were in their 11th semester, and 16 students were in their 13th semester. It can be seen that the majority of students completing their final year are in their 7th semester or at the initial stage of their thesis work. Students at the beginning of their thesis work tend to experience higher stress levels compared to those in the 11th semester and beyond because they are working towards meeting graduation targets. This aligns with research by Triyana & Karyanta (2015). In this study, students reported a decrease in stress levels after the 10th semester. This means that students who have been working on their theses for over 4 years tend to have high resilience.

The respondents in this study consisted of fifty female and fifty male students. This was not intentional but occurred naturally. The advantage of having an equal number of respondents is that it helps to conduct a balanced study, with neither gender being overrepresented or underrepresented. This balanced proportion of males and females can assist in applying the findings to the entire student population.

Based on the results of this study, reveal that spiritual intelligence accounts for 24.4% of the variance in academic resilience, while the remaining 75.6% may be influenced by other factors not covered in this study. Spiritual intelligence only contributes 24.4% to the academic resilience of final-year students working on their thesis. This condition is because resilience is influenced by many factors. According to Reivich & Shatté (2002) and Nashori & Saputro (2021), resilience is affected by emotional intelligence, social support, coping strategies, personality, and past experiences. Therefore, spiritual intelligence is just one of many components that shape resilience. Furthermore, final-year students face not only academic pressure, but also social, financial, and existential pressures (Herdian & Wijaya, 2022). In such situations, emotional intelligence and active coping abilities often play a more dominant role in determining individual resilience than spiritual intelligence alone.

This study indicates that spiritual intelligence has a positive and correlational relationship with academic resilience. This strengthens and further equips research that has been conducted previously, in terms of different subjects, respondent numbers, subject focus, and research locations. With these results, it becomes more evident that the theories of experts regarding this topic can be accounted for and applied in future research.

This research is, of course, not without limitations. For instance, the results of this study show that spiritual intelligence only influences 24.4%, while the remaining 75.6% may be influenced by factors not covered in this study. Therefore, further research is needed to explore other factors that affect academic resilience. This limitation should be noted by future researchers when deciding to focus on a similar topic.

5. Conclusions

This research concludes that spiritual intelligence influences academic resilience in final-year students working on their thesis. The influence of spiritual intelligence on academic resilience is 24%, while the remaining 76% is influenced by other factors. Based on the analysis results, the hypothesis stating that there is a significant influence between spiritual intelligence and academic resilience in final-year students in this study can be accepted. For final-year students working to complete their studies are advised to better manage their thoughts and be more grateful so that they do not easily encounter stress in daily life. When the mind is calm and confident in what is being undertaken, one can focus on completing what needs to be finished. The institution or university can organize spiritual training programs such as religious mentoring, self-reflection, and strengthening students' life values. Future researchers are encouraged to use this study as a reference for further research on spiritual intelligence and academic resilience. Additionally, for researchers interested in studying similar topics, it is recommended to explore different subjects, observe broader phenomena, as well as identify other factors affecting academic resilience, and use a mixed-method approach to gain a deeper understanding of personal and social environmental aspects.

6. CRediT Authorship Contribution Statement

Ritna Sandri: Conceptualization, data curation, statistical analysis, introduction, writing-review & literature review, software, data analysis, discussion, limitations, novelty, and conclusion. **Yosua Alberto Siagian:** Reference check, editing, supervision, review, and final commentary.

7. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

During the preparation of this work, the authors used Grammarly to check errors in the English language. After utilizing this tool, the authors thoroughly reviewed and edited the content as necessary and took full responsibility for the final content of the published article.

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10. Ethical Approval

All participating students provided written informed consent after receiving oral and written information about the study, including the information that participation in the study was voluntary. All data were processed anonymously and cannot be traced to any students.

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