

## **I'm Not Givin' Up: Predictors Of Academic Resilience Among College Students** **Saya Tidak Menyerah: Prediktor Academic resilience Pada Mahasiswa**

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### **Abstract :**

*This research is motivated by the phenomenon of academic pressure that students experiences. This study aims to determine the effect of self-control and compassion on academic resilience. Academic resilience is defined as the resilience of students when facing academic stress situations. The research method uses quantitative research with multiple linear regression analysis techniques. The participants of this study were 420 students. The results of the study indicate that there is an influence of self-control and compassion together on academic resilience in students with a significance value of 0.000 ( $p < 0.05$ ). The regression equation of self-control and compassion variables on academic resilience is  $Y = 66.932 + 0.537X1 + 0.209X2$ . Therefore, it can be concluded that there is an influence of self-control and compassion research on academic resilience in students. The implications of the study show the importance of being open in understanding difficult situations with adaptive abilities that foster academic resilience.*

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### **1. Introduction**

Students in higher education encounter diverse academic demands, ranging from daily assignments to final project preparation, which can cause psychological pressure. Students are learners who undergo the study process in college. During their studies, they are required to—in the process of undergoing studies, college students are required to face the academic challenges that arise. Learners at every academic level tend to experience various difficulties, pressures, and poor academic performance in the academic process (Arslan & Yildirim, 2021; Pramudhita et al., 2023). The obstacles experienced by advanced students are more difficulties and competitiveness, more complicated curriculum, more assignments, and higher performance standards, which are the causes of these growing demands in both academic and non-academic spheres (Dwiastuti et al., 2021).

Previous research conducted by Adhawiyah et al., (2021) related to the academic resilience of students studying at the faculty of social science and political science, Mulawarman University, Samarinda city, found that 51% of students have academic resilience in the moderate category, 36% of students have academic resilience in the low category, and 13% have academic resilience in the high category. Previous research also conducted by Puteri and Syafrina (2022) on students studying at one of the X universities in the city of Samarinda found that 71% of students had academic resilience in the moderate category and 29% had academic resilience in the high category. This can show a picture that students tend to still be less than optimal in utilizing internal and external resources in response to development challenges and contexts in the academic environment but still have limits to their ability to face academic challenges which often cause students to be overwhelmed in dealing with task loads during the lecture process (Ononye et al., 2022). This shows that students who have academic resilience will think positively and be responsible for academic tasks even in difficult circumstances (Fitri & Kushendar, 2019). Academic resilience in students can also develop through an interactive process during the process of undergoing education in college. Academic resilience is an individual's positive adaptability in dealing with difficult situations (Cassidy, 2016).

The three components of academic resilience include perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. Cassidy (2016) also explains perseverance is the perseverance of students in dealing with academic difficulties experienced, reflecting and adaptive help-seeking is the ability of students to reflect on their abilities to seek help adaptively, while negative affect and emotional response are handling efforts that students can make to avoid protracted negative emotional responses to difficulties experienced. This shows that students who have academic resilience will think positively and be responsible for academic tasks even in difficult circumstances. Students are required to be able to adapt to completing academic demands in the form of completing coursework, if students are unable to survive and adapt, it will have an impact on their academic performance which hindering the student's academic study process. This will also affect the ability of student self-control to face various challenges and academic demands. Self-control is one of the components of the formation of academic resilience and is negatively related to cheating. Self-control is an action that sacrifices short-term gains to pursue long-term gains and may not rely exclusively on the strenuous suppression of an immediate impulse or an undesirable reaction with facilitating a prompt resolution of the conflict (Gillebaart et al., 2016; de Ridder et al., 2018).

There are two dimensions of self-control which include inhibition, namely the ability to restrain oneself in order to achieve long-term benefits and the initiation dimension is an individual's effort to carry out goal-direct behavior to stay focused on achieving long-term goals (De Ridder et al., 2018). Self control can help students regulate emotions and behavior to manage stress and overcome demotivation in lectures so as to minimize procrastination. Students who can resist distractions with behavior to focus on long-term academic goals will develop a mindset of seeing challenges as opportunities to learn rather than insurmountable obstacles. This shows that individuals who have good self-control will be able to overcome the challenges faced and capture the extent to which individuals can actively avoid situations that are likely to be tempted to avoid difficult situations (Pilarska & Baumeister, 2018; Werner & Ford, 2023).

The difficult situations felt by students in completing task demands also involve self-compassion which affects the growth of resilience. This is supported by previous research conducted by Rahayu and Ediati (2022) which revealed that self-compassion also affects resilience when facing difficult situations. Self-compassion is the ability of individuals who do not worry about their own shortcomings and are able to understand and the imperfections they have (Neff et al., 2019). Individuals with good self-compassion will have a more accurate self-evaluation ability and accept their failure to complete certain challenges well (Tang., 2019; Chan et al., 2022). Self-compassion may enable people to reframe painful experiences as harmless, significant, or growth promoting by helping them adjust to and overcome life's challenges (Wong & Yeung, 2017; Ferreira et al., 2021). Self-compassion is divided into two aspects which include positive aspects consisting of high self-kindness, common humanity, and mindfulness called compassionate self-responding and negative aspects of self-compassion consisting of low self-judgement, isolation, and overidentification called reduced uncompassionate self-responding. Previous research conducted by Oktaviani and Cahyawulan (2022) revealed that self-compassion affects academic resilience, this shows that self-compassion can help students be able to complete academic responsibilities effectively.

This is an important basis in shaping academic resilience in students, where individuals who have good self-control and self-compassion tend to be able to manage academic pressure more adaptively. Students who can regulate momentary impulses, think long-term, and be compassionate towards themselves show a stronger capacity in facing academic challenges. Previous studies have predominantly examined external factors such as social support, the learning environment, and parental influence in relation to academic resilience (Harahap et al., 2020; Kumalasari & Akmal, 2021). However, individual psychological factors particularly self-control and self-compassion have received comparatively limited attention, especially in the Indonesian context. Existing research tends to explore these variables separately, without testing their combined influence on academic resilience (Rahayu & Ediati, 2021; Oktaviani & Cahyawulan, 2022). Moreover, most prior studies were conducted during the pandemic or in large urban universities on Java, where students have relatively better academic support systems. Based on this explanation, researchers are interested in researching and aiming to determine the effect of self-control and self-compassion on academic resilience in

college students. The novelty of this study will also explore the implications of the findings of this study in the context of academic resilience by involving local participants of active students in the city of Samarinda which is still rarely researched. It is hoped that these findings can provide conceptual and practical contributions to overcome the academic challenges experienced by students in undergoing the lecture process by applying effective self-control and fostering self-compassion.

## **2. Methods**

This research is a quantitative study that uses surveys to collect data. Survey research can describe attitudes, opinions, beliefs, perceptions, behaviors, or population characteristics to interpret the meaning of data by linking statistical test results back to previous research studies (Creswell & Hirose, 2019). The participants of this study amounted to 420 active students studying in the city of Samarinda. The sampling technique for participants in this study used accidental sampling. The research sampling technique used by researchers in this study is an accidental sampling technique, which is the determination of samples that are incidentally encountered by researchers and are considered to be a source of data (Creswell, 2009). This study used the Kreci and Morgan (1970) table with a reliability level of 95% of the 8,951 active student population of the city of Samarinda to obtain a total sample participant of 367 students.

The data analysis test technique in this study used multiple linear regression analysis. The academic resilience measuring instrument used in this study is an adaptation of the Academic Resilience Scale (ARS) scale developed by Cassidy (2016) and then translated into Indonesian by Kumalasari et al. (2020) and this measuring instrument consists of 24 statement items in the form of favorable statements (1 = "strongly disagree" to 6 = "strongly agree") with a reliability value of 0.891, The self-control measuring instrument used in this study is an adaptation of the self-control scale developed by De Ridder and then translated into Indonesian by Arifin and Milla (2020) and this measuring instrument consists of 10 items in the form of favorable statements (1 = "strongly disagree" to 7 = "agree") with a reliability value of 0.890. The measuring instrument that will be used to measure self-compassion is the Self-Compassion Scale (SCS) developed by Neff and adapted in Indonesian by Sugianto et al., (2020).

The SCS consists of 26 items with five response options (1="almost never" to 5="almost always"), with a good reliability coefficient ( $\alpha=0.872$ ). This study used multiple regression with two predictors. Ruan (2024) explains that multiple regression analysis relationship between one dependent variable and two or more independent variables. In this study, regression analysis is used to determine the multiple correlation between the independent variables, namely self-control and self-compassion on the dependent variable, namely academic resilience. Data analysis was carried out with the help of SPSS Statistics version 23.

## **3. Results**

This study found the influence of self-control and self-compassion on the academic resilience of students studying in the city of Samarinda, East Kalimantan and the implications in the realm of educational psychology can be revealed from the process of descriptive test results, assumption tests and hypothesis testing results which will then be analyzed in depth in this study.

**Table 1. Demographic Data of Research Subjects**

<b>Deskripsi</b>	<b>Gender</b>		<b>University</b>		<b>Total</b>
	<b>Female</b>	<b>Male</b>	<b>UMKT</b>	<b>UNMUL</b>	
<b>Total</b>	246	174	165	255	420
<b>Percentage</b>	58.6%	41.4%	60.7%	39.3%	100%

Based on gender, this study was dominated by female participants as many as 246 people or 58.6. while male participants were 174 people or 41.4%. Data regarding university origin showed that 255 students came from Mulawarman University and 165 students came from East Kalimantan Muhammadiyah University. The total number of participants in this study was 420 students. These results show most participants were from Mulawarman University in Samarinda.

**Table 2. Descriptive Statistical Result**

Variable	Empirical Score				Hypothetical Score			
	Min	Maks	Mean	SD	Min	Maks	Mean	SD
Academic Resilience	75	140	112.53	11.579	54	114	84	20
Self control	21	64	42.18	8.909	25	55	40	10
Self-compassion	51	125	91.94	13.795	53	104	78	17

In table 2, the data shows the distribution of maximum and minimum scores on the academic resilience variable, the empirical score shows a minimum score of 75, a maximum score of 140, an empirical mean of 112.53 and an empirical standard deviation of academic resilience of 11.579. Meanwhile, the hypothetical score of academic resilience shows a maximum and minimum score showing a minimum score of 54, a maximum score of 114, a hypothetical mean of 84 and a hypothetical standard deviation of academic resilience of 20. The empirical score of the self-control variable shows a minimum score of 21, a maximum score of 64, an empirical mean of 42.18 and an empirical standard deviation of self-control of 8.909. The hypothetical score of self-control shows a minimum score of 25, a maximum score of 55, a hypothetical mean of 40 and a hypothetical standard deviation of self-control of 10. The empirical score of the self-compassion variable shows a minimum score of 51, a maximum score of 125, an empirical mean of 91.94 and an empirical standard deviation of self-compassion of 13.795. The hypothetical score of self-compassion shows a minimum score of 53, a maximum score of 104, a hypothetical mean of 78 and a hypothetical standard deviation of self-compassion of 17. After conducting descriptive statistical tests, researchers conducted assumption tests in the form of normality and multicollinearity tests, the results of which can be seen in table 3.

**Table 3. Normality Result Test**

Variable	Tolerance	VIF	Description
Self control	0.695	1.439	No Multicollinearity
Self-compassion	0.695	1.439	No Multicollinearity

Table 3 shows the results of the normality test for the variables of academic resilience, self control, and self-compassion. The results indicate that all variables have a distribution with  $p > 0.05$ , meaning the data distribution is normal.

**Table 4. Multicollinearity Assumption Test Results**

Variable	P	Description
Academic resilience, self control, dan self-compassion	0.200	Normal

Based on table 4, the multicollinearity test results for the independent variable, self control, with the dependent variable academic resilience, showed a VIF value of  $1.439 < 10$  and a tolerance value of  $0.695 < 1$ , indicating no multicollinearity in the regression between self control and academic resilience. Similarly, the multicollinearity test results for the independent variable, self-compassion, with the dependent variable academic resilience, showed a VIF value of  $1.439 < 10$  and a tolerance value of  $0.695 < 1$ , confirming no multicollinearity in the regression between self-compassion and academic resilience.

**Table 5. Hypothesis Testing Results**

Variable	F Hitung	R <sup>2</sup>	R	P
Academic resilience (Y)	54.764	0.208	0.456	0.000
Self control (X1)				
Self-compassion (X2)				

The results in table 5 show the influence of academic resilience variables on self-control and self-compassion. The correlation coefficient R of 0.456 indicates an influence, while the R square value of 0.208 indicates that about 20.8% of self-control and self-compassion variables affect <https://doi.org/10.31293/mv.v8i2.8872>



academic resilience. The F test yielded a value of 54,764 with a significance of 0.000 ( $p<0.05$ ) indicating that this regression model is statistically significant.

**Table 6. Determination Testing Result**

<b>Variable</b>	<b>Beta</b>	<b>r</b>	<b>Rsquare</b>
Self control (X1)	0.537	0.421	0.208
Self-compassion (X2)	0.209	-0.087	

Based on the results of the determination test analysis that the researchers have described above, the results show that the regression coefficient of X1 (self-control) on Y (academic resilience) by controlling variable X2 is 0.537. this means that self-control affects academic resilience by controlling self-compassion by 0.537. These results indicate that the coefficient of determination of the effective contribution of self-control to academic resilience is 22.6%, while the remaining 77.4% is influenced by other variables not examined in this study.

#### **4. Discussion**

The results of this study are in line with research that proves the influence of self-control and self-compassion on student academic resilience (Martin et al., 2019). Supported by research by Elnaem et al. (2024) revealed that students' self-control ability can encourage the emergence of student academic resilience in completing academic demands during college. Meanwhile, self-compassion is a form of compassion for oneself which is a natural defense mechanism to overcome challenging situations experienced today more effectively while increasing the capacity to face future challenges (Stutts et al., 2018; Lathren et al., 2019). The results of this study are also in line with previous research conducted by Zheng and Xu (2022) found that academic resilience is influenced by several factors, one of which is self-control, students who have good self-control will experience self-improvement in resolving perceived academic demands (Wei., 2023). Self-control is a behavioral mechanism that involves managing emotions and thoughts to adopt new behaviors or stop inappropriate behaviors (Palagini et al., 2018; Labrague, 2021). Good self-control will minimize stress which can reduce exposure to stressful situations and improve coping skills in students (Schnell & Krampe, 2020; Lindner et al., 2022). Students who lack self-control tend to take longer to complete academic demands and if they start working on them without energy (Nielsen et al., 2020). Zhao et al. (2021) also revealed that a lack of self-control often causes students to be more easily distracted and tempted by unimportant tasks, which causes them to delay task completion. Self-control is very important for students to have in an effort to increase academic resilience (Li et al., 2020; Schmidt et al., 2020; Ramos et al., 2023).

Student behavior that avoids academic demands can have unexpected negative consequences, namely eliminating opportunities to increase resilience which will lead to emotional discomfort in students (Celniker et al., 2022). Miyagawa et al., (2020) found that self-compassion in learners is associated with the belief that failure can produce important learning opportunities, so this is able to conceptualize academic demands as something that has beneficial consequences. Facing challenges from a more favorable perspective will increase the sense of self-mastery in managing difficulties, and thus make individuals feel better prepared to manage future problems (Kirschner et al., 2019; Miyagawa et al., 2020). It is thus explained that self-control and self-compassion have a significant contribution to students' academic resilience.

Self-control is reflected in habits or responses that have been embedded in individuals, such as the ability to reject unhealthy habits, which is basically not an easy thing to do and this is a person's positive psychological ability to adapt to pressure and make individuals have an optimistic outlook on life because they accept responsibility for (Gerber et al., 2021; Azizkhani et al., 2024). Individuals with good self-control tend to be calmer in the face of pressure, able to encourage collaboration, and resist unnecessary urges, so as to minimize the impact of negative environments on unexpected outcomes (Siddiqui et al., 2021). This ability can indirectly encourage the development of self-compassion in students. This means that students who have good self-control tend to be able to

develop self-compassion optimally, which is reflected in their ability to formulate long-term plans and carry out effective actions in achieving personal goals, thus supporting the improvement of academic resilience. Academic resilience itself shows a person's capacity to adapt and manage themselves effectively when facing difficulties. Previous research shows that several aspects of resilience, such as positive emotions, meaning-making, cognitive flexibility, and adaptive coping strategies, play an important role in protecting individuals from the negative effects of mental health disorders (Southwick et al., 2005; Laird et al., 2019).

Riaz et al., (2023) found that students who have good self-compassion will show effective skills and reduce negative reactivity to painful life situations. Meanwhile, students who have low levels of concentration will perform academic task avoidance and procrastination behavior when faced with academic pressure situations (Lee & Lee, 2020). This will only lead to academic burnout which results in academic stress. In the research of Zhang et al., (2016); Lee and Lee (2022) found that self-control has a buffering effect on resilience to academic stress pressure and self-compassion responses in college students. The results of this study are in line with research conducted by Büyüköksüz and Tekin (2023) who examined the effect of self-compassion on resilience in Istanbul Okan University students which showed that there was an influence between self-compassion and academic resilience. Luo et al., (2018) revealed that students who are in a stressful atmosphere, namely laboratory practicum, show that there is an effect of self-compassion which also involves emotion regulation abilities and physiological stress reactions depending on students' personal experiences with feelings of fear of failure. Resilient individuals will bounce back from bad situations, a balanced perspective and the absence of harsh self-criticism from people who are compassionate to themselves (self-compassion) can encourage the ability to bounce back from life's challenges (Warren et al., 2016; Riaz et al., 2023). Students who handle academic failure with warmth, acceptance, and self-compassion are more likely to forgive themselves and use the experience to promote self-improvement (e.g., changing study habits).

The results of this study can suggest that educational establishments must design curricula that can improve students' academic resilience, self-control, and self-compassion all at once. Institutions can strengthen their facilities and offer correct information services that promote personal development, like workshops on stress management, emotional regulation, and self-reflection to increase self-control. Self-compassion can be developed through programs that promote empathy, self-acceptance, and constructive coping, including peer mentorship or counseling services. Students should be encouraged to take part in study seminars, research workshops, and extracurricular activities that foster perseverance and flexibility in learning in order to develop academic resilience.

## 5. Conclusions

This research concludes that self-control and self-compassion influence college students' academic resilience. Together, self-control and self-compassion contribute 20.8% to academic resilience, while the remaining 79.2% is influenced by other factors not examined in this study. Based on the results of the analysis, the hypothesis stating that there is a significant relationship between college students' academic resilience, self-control, and self-compassion can be accepted. Students with strong self-control tend to remain resilient when facing academic pressure, whereas those with high self-compassion are better able to accept challenges and maintain self-motivation, which helps reduce academic procrastination. Students are encouraged to enhance their self-control through effective time management and goal-setting strategies, as well as to develop self-compassion through constructive self-reflection and self-acceptance when encountering academic difficulties. Higher education institutions are recommended to design programs such as research workshops, academic seminars, and mentorship initiatives that promote academic resilience and foster a growth mindset. Additionally, students are encouraged to participate in extracurricular activities, such as sports or competitions aligned with their interests, to strengthen both academic and personal resilience. Future research is advised to explore other factors that may influence academic resilience to gain a deeper understanding of how personal and contextual factors shape students' resilience.

## **6. CRediT Authorship Contribution Statement**

**Lela Vitaloka:** Conceptualization and research design, Writing - original draft, and Writing - review & editing. **Farida Agus Setiawati:** Supervision, Validation, and Writing - review & editing.

## **7. Declaration of Competing Interest**

The authors declare this research has no competing financial interests, financial conflicts, or known personal relationships that could be perceived as influencing the work reported in this study.

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

The authors used supporting technologies in the process of writing this journal such a grammarly website and SPSS for data analysis. The author will also be fully responsible for the accuracy and originality of this manuscript.

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## **10. Ethical Approval**

The authors declare that research involving human participants adheres to the ethical principles of the Indonesian Psychologists Association (HIMPSI) Code of Ethics, as well as Law No. 23 Year 2022 on Psychology Education and Services and has obtained approval from each of the universities mentioned.

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