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Original Article


The Resilience of Junior High School Students in the Online Learning

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Abstract. This research was driven by the COVID-19 pandemic condition which caused face-to-face learning switched into learning from home or online. This raises various learning problems. To be able to deal with learning problems that arise from online learning, students need resilience. This implies that resilience is an important thing for students to have. The purpose of this study is to describe the resilience of students and examine the differences between male and female students. The research design used a survey. The sample in this study was junior high school students (JHS) on the island of Java, amounting to 490 people. The sampling technique used Accidental Sampling. The data analysis used descriptive analysis and comparative analysis with a support from JASP software. The results showed that female students' resilience was higher than that of male students. The results of hypothesis testing indicates that there is a difference between male students' resilience and female students'.

Keywords: Resilience, Gender, Online Learning.

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Introduction

The World Health Organization (WHO) on March 11, 2020 stated that the spread of Corona Virus Disease (COVID-19) has become a worldwide pandemic (Cucinotta & Vanelli, 2020). COVID-19 is dangerous for humans because it causes pneumonia (Jin et al., 2020) even to the point of death (Barro et al., 2020). Some of the COVID-19 symptoms are usually fever, cough and short breath (Putri, 2020). COVID-19 data in Indonesia until August 22, 2021 confirmed 3,967,048 people, active cases 319,658 people, total recovery reached 3,522,048 people and 125,342 people died (covid task force, 2021). The Indonesian government is taking steps to handle and control the spread of COVID-19, such as providing socialization on maintaining a minimum distance of two meters, working from home, and restricting community activities (Buana, 2020; Fahriyani et al., 2021; TURSINA, 2020).

Based on the phenomenon above, it impacts all aspects of people's lives, especially the educational aspect, which is transformed from face-to-face learning into online learning by utilizing internet media and supporting applications such as Zoom Meeting, Google Meet, WhatsApp, Google Classroom and others as one of ways in reducing physical interaction to prevent the spread of the COVID-19 virus (Dikti, 2020; Kemendikbud, 2020; Simanihuruk et al., 2019). The implemented online learning has several impacts that are felt by teachers and students because teachers are required to carry out active, creative and innovative learning by utilizing information technology in order to be able providing stimulus for the students

(Mansyur, 2020; Nugraha et al., 2020). Students are also required to be more responsible, creative and independent (Ramanta & Widayanti, 2020).

The previously described conditions are ideal conditions that should be owned by both teachers and students, but in fact, there are weaknesses in online learning because teachers find difficult to convey material, utilize information technology and manage online learning, while students experience inappropriate situations and home conditions for online learning, lack of interaction between students and teachers, internet data problems, difficulties in understanding provided materials, and boredom (Hadisi & Muna, 2015; Jamil & Aprilisanda, 2020; Morgan, 2020; Rigianti, 2020; Santoso & Santosa, 2020; Sari, 2015; Yuangga & Sunarsi, 2020). It even increased anxiety in adolescent students during this current pandemic (Fitria & Ifdil, 2020).

Some of the students' circumstances described above must be addressed appropriately, but individual responses to something are certainly different (Amelia et al., 2014). Basically, every individual has to be able adapting to any situations or in other term, having resilience. Reivich & Shatté (2002) explain that resilience is the responsive ability possessed by individuals in dealing with stressful conditions so that they are able to rise from the situation and can adapt well. Resilient individuals will successfully overcome unpleasant conditions so they immediately rise from bad events (Holaday & McPhearson, 1997). Broadly, there are several resilient individual indicators, such as being able to face difficulties, being tough in dealing with stress and being able to rise up from traumatic past experiences (Masten & Coatsworth, 1998). This is reinforced by Reivich & Shatté (2002) that resilient individuals are not only able to survive in difficult times but also able to rise from adversity. Based on this explanation, it can be interpreted that individuals need resilience because resilience is a coping with stressors, difficulties in a situation that arises (Richardson, 2002; Wahyudi & Asyanti, 2020). Individuals who are resilient will be able to rise using their strengths and abilities, thus resilience will make students able to face various pressures in the school environment that will ultimately overcome the learning difficulties faced (Block & Kremen, 1996; Chemers et al., 2001; Corsini, 1999). Some of the explanations above confirm that students are required to have resilience as stated by Latif & Amirullah Latif & Amirullah (2020) that students must have academic resilience.

The research aimed to measure the resilience of junior high school students (JHS) during the pandemic based on their gender. The measurement is considered important in order to know the ability of students when facing difficult situations (Hendriani, 2018; Kusumawardhani, 2014). If the students' resilience is low, it will affect their psychological well-being and their academic achievement (Chung et al., 2017). The gender-based measurement is also very interesting to carry out because it is one of the protective factors for resilience (Erwinda et al., 2018; Hendriani, 2018; Ifdil et al., 2018). Mahardika (2017) further explained that gender differences affect views and behavior in facing difficulties. Brougham et al., (2009) explain that women will focus on the emotional impact that arises from a difficulty, while men will use logic when looking for solutions in solving problems they face (Hamilton & Fagot, 1988). Based on the explanation above, it will certainly make it interesting to conduct research on the junior high school students' (JHS) resilience on the island of Java when facing online learning during the pandemic based on gender.

Method

Participants

Research respondents are junior high school (JHS) students on the island of Java with a total of 490 students consisting of 170 male students and 320 female students. The sampling technique used was accidental sampling.

Materials and Apparatus

The research was carried out using resilience inventory compiled by Oktasari & Wahyudin (2021). The aspects measured are emotion regulation, impulse control, optimism, casual analysis, empathy, self-efficacy and achievement (Reivich & Shatté, 2002). A total of 25 statement items and four alternative answers using Likert scale; very appropriate, appropriate, inappropriate and very it is not in accordance with.

Based on the analysis of the RASCH model, the person reliability score is 0.79. While the reliability score based on Cronbach's alpha value (KR-20) is 0.83, it indicates that the interaction between the person or respondent and the statement item is good. Besides, the sensitivity value of people's answer patterns is +1.02 logit (INFIT MNSQ) and the sensitivity value of people's answer patterns is +1.07 logit (OUTFIT MNSQ) indicates that they are still in the ideal range ($+0.5 > \text{MNSQ} < +1.5$) (Bond et al. , 2015; Sumintono & Widhiarso, 2014). Furthermore, the item reliability score is 0.91. This shows that the quality of the goods used is very good. Besides, the sensitivity value of people's response patterns +0.99 logit (INFIT MNSQ) and the sensitivity value of people's response patterns +1.06 logit (OUTFIT MNSQ) indicates that they are still in the ideal range ($+0.5 > \text{MNSQ} < +1.5$). This means that the item made is of very good quality for the measurement conditions.

Procedures

The research was carried out using a quantitative research type with a survey design. The stages in the research are: 1) preliminary study; 2) preparation of instruments; 3) carrying out research by giving instruments to respondents; 5) preparing reports on research that has been carried out. The research survey was conducted online in collaboration with several school counselors on the island of Java to help spread the instrument link to respondents.

Data Analysis

The data analysis used descriptive analysis and comparative analysis with a support from JASP software.

Based on the data processing that has been done before testing the hypothesis, the prerequisite assumption test is firstly carried out. The prerequisite assumption test that carried out is the normality test and homogeneity test. The following results are described in Tables 1 and 2.

Table 1 Normality Test Result

		W	p
Resilience	L	0.989	0.241
	P	0.992	0.089

Note. Significant results suggest a deviation from normality.

Based on the table 2, the value of sig. for both male and female > 0.05 , it can be concluded that the data is normally distributed, the value of sig. > 0.05 , it can be concluded that the data comes from a homogeneous population.

Table 2 Homogeneity Test Result

Resilience	F	df	p
	3.167	1	0.076

Result And Discussion

Result

The results of the test to find out the resilience profiles of male and female students will be described in table 3 below.

Table 3 Resilience Profiles

Kategori	F	%
Very high	18	4
Tall	252	51
Currently	204	42
Low	12	2
Very low	4	1
Total	490	100

Based on table 3 above, it can be concluding that in general the resilience of students is in the high category.

Furthermore, to see if there is a difference between the resilience of male and female students, it is explaining on table 4.

Table 4 Descriptive Analysis Results

Group	N	Mean	SD	SE
Resilience L	170	68.106	6.516	0.500
P	320	70.622	5.490	0.307

Based on the table 4, it can be seen that the mean value (68,106) for the resilience of male students is lower than the mean value (70,622) for the resilience of female students. This means that the level of resilience of female students is higher than the male students' level.

Furthermore, the prerequisite test has been filled out, so, to test the hypothesis, an independent sample t test was used with the help of JASP software. The results of the analysis whether there are significant differences between male and female resilience are described in Table 5 below.

Table 5 Independent Sampels T-Test Results

	T	df	p	Cohen's d
Resilience	-4.519	488	< .001	-0.429

Note. Student's t-test.

Based on the table above, the significance value is < 0.01 , it means that the significance value is < 0.05 . It shows that there is a significant difference between the resilience of male students and female students

Discussion

Based on the findings in the study, it can be concluded that the resilience of female students (Mean = 70.62) is higher than male students (Mean = 68.10). The results of the hypothesis indicate that there is a significant difference between the resilience of male students and female students. The results of this study are in line with the research conducted by Somchit & Sriyaporn (2004) which explains that women's resilience is higher than men. Mahardika (2017) also explained that the mean score of women's resilience was higher than men. Rizkiana (2020) also stated that the resilience of women is higher than men. In another study conducted by Isaacs (2014) obtained the results that women have higher resilience than men.

The results of the research that have been carried out are inversely compared to the results of research which explains that male resilience is higher than female resilience (Delano, 2021; Rinaldi, 2011). Sarwar et al., (2010) explained that men are more resilient than women. Furthermore, Latif & Amirullah, (2020) stated that gender did not affect the resilience of students. So, it can be said that the gender factor does not affect the condition of individual resilience.

Various differences between the results of previous studies can occur because resilience is influenced by various factors including emotion regulation, impulse control, optimism, casual analysis, empathy, self-efficacy and the ability to try new things (Reivich & Shatté, 2002). Based on the results of the study which revealed that women's resilience was higher than men's because it was influenced by several things: 1). More female students have better self-confidence; 2). Female students are more capable of managing learning and school assignments; 3). Female students are more relaxed in dealing with learning at school; 4) Female students are more committed to solving problems at school. Besides, Brownlee et al., (2013) stated that women are more resilient because: 1). Get support from the environment; 2). Calm in dealing with problems and easy to get along with; 3). Have good social skills; 4). High self-confidence; 5). More religious.

The results of other studies also explain that resilience is influenced by education, age, culture, social, traumatic, life experiences (Andriani & Listiyandini, 2017; Bonanno et al., 2007). Furthermore, there are also previous studies that reveal that resilience is influenced by biological, socio-demographic and socio-emotional factors (Maesaroh et al., 2019; Rinaldi, 2011; Wahyudi & Asyanti, 2020).

The explanation above can be interpreted that resilience is formed from various factors that influence it, whether it has an effect or not depending on how the individual conditions and individual situations are. However, it is an the students still have to have a good resilience. Especially according to the current situation that faced by students; various online learning problems, students are required to be resilient. Resilience will make a person able to feel safe, good and able to survive in critical situations faced (Pragholapati, 2020).

It is a necessity for students to be resilient during online learning. It must be observed by guidance and counseling teachers at schools as a form of attention so that the aspects of student development are not disturbed by the difficult conditions that the students experience. The results of the research that have been carried out can be used as a description of the resilience conditions of students which is hopefully useful for guidance and counseling teachers to develop programs and services that are suitable for developing student resilience.

The results of the research have limitations such as the demographic element of the study only uses gender and other elements are needed for a deeper study.

Conclusion

Based on the results of the study which showed that the resilience score of female students was higher than male students and the results of the discussion, it could be concluded that female students had higher resilience than male students. Female students resilience is higher due to several related things, women are better able to withstand pressure, have better social skills and receive support from the environment. Interventions that can be done so that resilience can develop include conducting individual and group counseling. But, the thing that needs to be considered for future researchers is to be able to research resilience with a larger population, a population that varies based on education level and assess resilience based on culture or parenting patterns. The results of this study can be used by school counselors to determine the condition of student resilience during online learning, can be used to develop student resilience and create guidance and counseling programs to develop student resilience. The drawback of this research is that the respondents are limited so they cannot represent the resilience of students in Indonesia and the respondents are only at the junior high school level.

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