

Academic resilience in mathematics among junior high school students

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Abstract: Academic resilience is an important aspect of education. With academic resilience, students are better equipped to face obstacles, pressure, and challenges in mathematics learning. This study aims to provide an overview of students' academic resilience levels in mathematics at Junior High School 1 Plosokaten Kediri and serve as a reference for school counselors in developing guidance and counseling programs. Using a survey method and descriptive statistical analysis, the data is presented in percentage tables for each aspect of academic resilience. The results show that communication and collaboration scored 71.60% (moderate), self-efficacy 61.31% (low), empathy 68.31% (moderate), problem-solving 58.84% (low), self-awareness 62.96% (low), and aspirations and goals 72.01% (moderate). This condition implies the need for more varied and innovative guidance and counseling strategies, rather than relying solely on lectures and motivational approaches. Group guidance services using various techniques such as simulation games, role-playing, modeling, reframing, Problem-Based Learning, and the Solution-Focused Brief Counseling approach can serve as effective alternatives to enhance each aspect of academic resilience. The implementation of these strategies is expected to develop students' communication skills, empathy, self-awareness, and strengthen self-efficacy, aspirations, and problem-solving abilities, enabling them to become more adaptive, confident, and resilient in facing the challenges of learning mathematics.

Keywords: Academic Resilience, Mathematics, Guidance and Counselling

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INTRODUCTION

Seventh-grade students, who are in the transition stage from elementary to junior high school and currently undergoing an adjustment process, are directly faced with various challenges and academic demands to improve their academic competence. In addition, the challenges of an increasingly advanced era require the education system to continually undergo renewal in order to enhance the quality of education in Indonesia. Therefore, good self-adjustment is needed to reduce students' academic problems (Setiawati et al., 2023).

Each level of education includes subjects that are mandatory to learn, one of which is Mathematics. Mathematics often receives a negative impression from students because it is not an easy subject to understand, although it is not impossible to grasp. As a result, during mathematics learning activities, students frequently encounter difficulties and obstacles that lead to a decrease in their motivation to learn. Therefore, it is necessary to have the ability to overcome challenges and difficulties in the learning process. This ability can help students

adapt and effectively resolve problems related to academic challenges. This ability is referred to as academic resilience (Iman & Firmansyah, 2019)

In general, academic resilience is defined as a student's ability to successfully face obstacles, pressure, and challenges in the school environment. Students who possess academic resilience are characterized by good academic performance despite being faced with challenging or difficult situations in the educational process (Radhamani & Kalaivani, 2021). Academic resilience is the increased likelihood of success in school and other life achievements despite facing environmental difficulties caused by personal traits, conditions, and early life experiences. Students who demonstrate academic resilience are those who, despite experiencing adverse situations such as low economic status which carries a high risk of school failure still manage to show good academic performance (Rudd et al., 2021).

Academic resilience is very important because it can increase the chances of academic success and support students' well-being. Academic resilience helps students prepare for and recover from difficulties that may hinder their academic achievement. Students need to have academic resilience in order to adjust their learning methods, continue learning when facing challenges or academic setbacks, and grow from the experience (Beale & Konstantinou, 2023).

The researcher conducted observations on seventh-grade students at Junior High School 1 Plosokaten Kediri and found that the students' level of academic resilience, particularly in mathematics, was relatively low. This was indicated by students' behavior, such as not completing their assignments properly, being easily discouraged, and being reluctant to seek help in overcoming difficulties in the subject. Based on interviews with the counselor, the issue of academic resilience in mathematics was due to seventh-grade students still being in the adjustment phase during the transition from elementary to junior high school, the increasing academic pressure, and the lack of social support.

Seventh-grade students at Junior High School 1 Plosokaten Kediri face issues of academic resilience in mathematics, which can be addressed through various efforts by counselors to enhance students' academic resilience. These efforts can be carried out through guidance and counseling services, both preventive and curative, to support students in strengthening their resilience (Satrianta et al., 2021). Therefore, the purpose of this study is to provide an overview of students' level of academic resilience in mathematics at Junior High School 1 Plosokaten Kediri as a reference for counselors in developing school guidance service programs, so that problems related to students' academic resilience can be reduced.

METHODS

This research uses a survey method, which is a quantitative approach aimed at describing the level of academic resilience among seventh-grade students at Junior High School 1 Plosokaten Kediri in the subject of mathematics. The research process was carried out in three stages: (1) distributing the academic resilience instrument to seventh-grade students, (2) collecting the results of the instrument obtained via Google Forms, and (3) conducting descriptive statistical analysis to determine the level of academic resilience in mathematics across each aspect.

Research Instrument

This study used an academic resilience instrument adapted from Suranata (2017). The instrument consists of 18 statement items covering 6 aspects of academic resilience: (1) communication and collaboration skills, (2) self-efficacy, (3) empathy, (4) self-awareness, (5) problem-solving ability, and (6) aspirations and goals. Measurement was conducted using a Likert scale with the following response options: Strongly Agree (SA), Agree (A), Disagree (D),

and Strongly Disagree (SD). The results of this study were interpreted based on five levels of achievement according Agung (2018) theory as follows:

Table 1. The Level of Achievement is Measured Using A 5-Point Scale

Qualification	The level of achievement
Very Poor	0-54%
Poor	55-64%
Fair/Moderate	65-74%
Good	75-89%
Very Good	90-100%

Table 2. Academic Resilience Scale Blueprint

No.	Aspect	Indicator	Item
1	Communication and collaboration	The ability to collaborate and communicate in problem-solving	1,2,3
2	Self-efficacy	Efforts to believe in one’s own ability to solve problems or overcome difficulties	4,5,6
3	Empathy	Empathy as an important factor that helps individuals face and overcome challenges more effectively	7,8,9
4	Self-awareness	The ability to recognize, understand, and manage one’s emotions, thoughts, and responses when facing challenges or life pressures	10,11,12
5	Problem-solving	The ability to identify, analyze, and find effective solutions to challenges or difficulties encountered	13,14,15
6	Aspirations and goals	The ability to provide direction, motivation, and meaning when facing life’s challenges	16,17,18

In this study, the instrument was distributed to 143 students consisting of seventh-grade students from classes VII A–E at Junior High School 1 Plosokaten Kediri. After the data collected through Google Forms was gathered, it was analyzed using descriptive statistical methods, with the data presented in tables showing the percentage calculations for each aspect of academic resilience using the following formula:

$$P = \frac{F}{N} \times 100\% \tag{1}$$

RESULTS AND DISCUSSION

The analyzed data is used to describe the level of academic resilience in mathematics among seventh-grade students at Junior High School 1 Plosokaten Kediri. The data obtained can be used by school counselors to develop guidance and counseling service programs addressing students’ academic resilience issues in mathematics. The following table presents the results of the data analysis for each factor of academic resilience, described in percentages:

Table 3. Analysis Results of the Academic Resilience Scale

No.	Aspect	Result (%)	Qualification
1	Communication and collaboration	71.60	Fair

No.	Aspect	Result (%)	Qualification
2	Self-efficacy	61.31	Poor
3	Empathy	68.31	Fair
4	Self-awareness	58.84	Poor
5	Problem-solving	62.96	Poor
6	Aspirations and goals	72.01	Fair

Based on the analysis results of each aspect of academic resilience in mathematics at the junior high school, the data obtained are as follows: (1) communication and collaboration skills scored 71.60% with a moderate qualification, (2) self-efficacy scored 61.31% with a poor qualification, (3) empathy scored 68.31% with a moderate qualification, (4) problem-solving skills scored 58.84% with a poor qualification, (5) self-awareness scored 62.96% with a poor qualification, and (6) aspirations and goals scored 72.01% with a moderate qualification.

This condition may be attributed to several factors. First, seventh-grade students are still in the transition period from elementary to junior high school, requiring time to adapt to more complex academic demands. Second, mathematics is often perceived as a difficult subject, which lowers students' confidence in their own abilities (self-efficacy) to complete tasks. Third, limited self-awareness makes students less capable of recognizing their strengths and weaknesses in learning, resulting in less effective learning strategies. In addition, low problem-solving skills indicate that students still struggle to develop critical and creative thinking patterns in dealing with diverse mathematics problems. This suggests that students' academic resilience in mathematics has not yet developed optimally, thereby requiring intervention through guidance and counseling services as well as innovative learning strategies to strengthen these aspects.

Academic resilience is a crucial aspect of the education sector. Resilience is an important process in the education system because it helps individuals adapt to demands, challenges, and new changes (Alagić et al., 2022). However, seventh-grade students at Junior High School 1 Plosokaten Kediri are experiencing issues with academic resilience in mathematics. The counselor revealed that one of the causes of low academic resilience is that seventh-grade students are still in the process of adapting to the transition from elementary to junior high school. The counselor has made several efforts to improve this resilience. However, the approach to addressing students' academic resilience has so far been limited to guidance and counseling services using lectures, motivation, and reprimands. Therefore, more comprehensive guidance and counseling strategies are needed to address issues related to academic resilience in mathematics for these seventh-grade students.

The aspect of communication and collaboration among seventh-grade students at Junior High School 1 Plosokaten Kediri, based on data analysis, scored 71.60%, which falls into the moderate qualification. These students are fairly capable of communicating and collaborating with others in understanding math problems. However, based on observations and interviews, there are students who feel shy and avoid others, feel insecure because they are not good at math and are therefore too embarrassed to ask questions, and are reluctant to engage in discussions with others. Communication and collaboration are essential in enhancing academic resilience in mathematics, as these two elements can help students strengthen their understanding by discussing, supporting one another, and learning together when facing difficulties in the subject (Asih et al., 2019). Such supportive actions enable students to face academic challenges with resilience and overcome their negative feelings toward those challenges by tackling academic difficulties together. This situation creates an interactive learning environment that allows students to communicate more effectively with their peers

and teachers (Zia & Saleem, 2024). Based on the aspect of communication and collaboration, a previous study conducted by Romiaty and Sidauruk (2020) & Fausta et al., (2024), Group counseling services using simulation games can enhance cooperation among students. The application of this technique trains students to collaborate in an enjoyable way. Further findings show that group counseling services are also effective in improving interpersonal communication between individuals. During the implementation of the service, an emotional connection is established between the teacher and students, as well as direct communication among them, providing students with the opportunity to express their problems and share their feelings (Kholiq et al., 2020).

The self-efficacy aspect scored 61.31%, which falls into the poor qualification category. According to Bandura, as cited in Waddington (2023), self-efficacy is an individual's belief in their ability to control and carry out the actions required to accomplish a given task. Based on observations and interviews, students at the school showed low confidence in solving math problems and tended to give up easily. They believed that they could not complete math tasks because they viewed math as a difficult subject. Many students would give up before even trying. Their confidence in working on math problems was low. They were generally reluctant to think critically and lacked independence in learning math, often seeking shortcuts to complete tasks, relying on others' answers, and showing little effort to solve math problems on their own. Self-efficacy is an individual's belief in their ability to carry out the actions necessary to achieve specific performance goals. Essentially, self-efficacy is a person's confidence in succeeding in a given scenario or completing a task (Shengyao et al., 2024). When students have high self-efficacy, they tend to respond to problems with resilience and determination, whereas students with low self-efficacy often lack confidence and are more likely to give up easily. Self-efficacy is crucial in the field of education because it affects attitudes toward learning, academic achievement, and the overall educational experience. Those with high academic self-efficacy are more likely to set ambitious goals and put in serious effort to achieve them, as they believe in their ability to succeed in academic tasks (Abdolrezapour et al., 2023). A high level of self-efficacy is associated with improved stress management and problem-solving skills, as individuals with strong self-efficacy feel capable and are not overwhelmed by academic demands (Hayat et al., 2020). Developing self-efficacy is very important for teachers and school counselors, as self-efficacy not only enhances academic achievement but also fosters personal growth and professional development. Based on research conducted by Hulukati et al., (2022) group counseling using the modeling technique is effective in improving students' self-efficacy. This type of counseling can serve as an alternative solution to address low student self-efficacy.

The empathy aspect, based on data analysis, scored 68.31%, which falls into the "fair" qualification. Based on observations and interviews, students experienced anxiety in mathematics, held negative thoughts believing they were incapable in the subject, and felt alone in facing it due to a lack of social support. They often found it difficult to express their struggles because they feared being judged, not being heard, and eventually chose to remain silent and confused

Empathy plays an important role in building supportive relationships between teachers, students, and families. When individuals feel and understand the emotions of others, they are more likely to provide the emotional support needed to face difficulties. In times of struggle and failure, positive responses such as empathy help foster students' mathematical resilience. This kind of social support helps develop academic resilience, as individuals feel supported when facing academic obstacles. Providing regular emotional support enhances academic

resilience and students' self-efficacy, which in turn encourages them to actively engage in learning activities (Guo et al., 2025). Empathy from someone who understands others can help overcome problems, enabling them to complete tasks rather than being overwhelmed by pressure (Murtiningrum & Pedhu, 2021). A person with high academic resilience has experienced overcoming various obstacles and failures and understands how to rise and face them effectively. When they see someone facing similar difficulties, those experiences help them better understand others' feelings. In school guidance and counseling services, group counseling using role-playing techniques can be used to foster students' empathy. In line with previous research by Nurhasanah et al., (2019) explained that group counseling services using role-playing techniques are effective in increasing students' empathy because the technique helps train students to think from other people's perspectives.

The aspect of self-awareness in the research results obtained a percentage of 62.96%, which falls under the "low" qualification. According to Beale & Konstantinou (2023), one of the factors that plays a role in successfully coping with academic pressure and building academic confidence is self-awareness, as it is related to students' ability to recognize their potential, limitations, and emotions when facing learning challenges. Based on observations and interviews, many students at the school still lack self-awareness because they are not fully aware of their problems and difficulties, often repeating the same mistakes. They have not yet recognized their strengths and weaknesses in learning mathematics. Students tend to give up easily, experience a decline in learning motivation, which leads to lower math scores. They are generally unaware of their struggles and show little initiative in asking questions or seeking help to resolve them, instead preferring to take the easy way out. Thus, self-awareness helps in understanding one's values, goals, needs, tendencies, strengths, and weaknesses in their behavior, enabling them to identify which behaviors need to be improved and changed (Abdel Hadi & Gharaibeh, 2023).

Students with good academic resilience tend to have an awareness of their academic weaknesses, which motivates them to improve those weaknesses and view failure and challenges as opportunities for learning and self-development. They are usually not hesitant to ask others for help because they recognize the need for support in solving problems. Self-awareness helps build inner capacity, self-confidence, and self-acceptance, as well as a sense of responsibility for one's actions and choices. Therefore, self-awareness strengthens one's abilities and reduces personal weaknesses (Neumann & Tillott, 2022). From the above explanation, there is a need for efforts that can be used as alternative solutions to the problem of low self-awareness. Habsy et al., (2024) explains that group counseling strategies using the reframing technique can improve students' academic self-awareness. This technique focuses on identifying and changing negative thoughts and irrational beliefs. It is capable of changing students' perspectives on problems. The technique enables students to view situations from a more positive angle and be more open to finding solutions.

The problem-solving ability aspect, based on the data analysis results, obtained a score of 58.84%, which falls into the "low" qualification category. Problem-solving constitutes the core of academic resilience, as it serves as a fundamental skill that enables students to effectively confront and overcome various challenges in the learning process. When faced with academic difficulties, particularly in subjects perceived as complex such as mathematics, students are required not only to comprehend the material but also to devise appropriate strategies for resolving problems (Radhamani & Kalaivani, 2021). Based on observations and interviews, students tend to look for quick solutions when solving math problems. When they do not understand a math lesson, they prefer to remain silent, which leads to a decline in their

problem-solving skills because they choose to avoid things that seem difficult and are unwilling to try. This occurs because their experience in solving math problems is limited, resulting in a decreased level of problem-solving ability when facing math difficulties. Factors related to experience and responding to challenges are closely tied to the nature of academic resilience. Students who possess a high level of academic resilience demonstrate behavior characterized by the ability to solve problems using various forms of common sense, strong problem-solving skills, and a greater initiative to seek help when needed (Rudd et al., 2021). As students' levels of academic resilience increase, their insight into their problem-solving skills improves (Coşkun et al., 2014). Problem-solving ability is closely related to an individual's level of critical thinking. To enhance students' problem-solving skills, school counselors can implement group counseling using Problem-Based Learning (PBL). In PBL, students are trained to understand a problem and work collaboratively to solve it, thereby stimulating them to think critically (Roziqi, 2022).

The aspect of aspirations and goals, based on the analysis results, obtained a percentage of 72.01%, which falls into the "fair" qualification. Based on observations and interviews, seventh-grade students at the school still lack clear aspirations and goals. Their dreams and objectives are still unclear, which results in low motivation to face academic challenges and a lack of strong reasons to succeed in mathematics. Individuals with good resilience tend to have clear aspirations and goals regarding their future orientation. Hopes and dreams serve as a source of motivation in facing academic challenges in order to achieve their goals (Bala & Verma, 2019). A solution to enhance students' aspirations and goals can be implemented through group counseling services using the Solution-Focused Brief Counseling (SFBC) approach. The SFBC approach is effective in fostering students' career aspirations because it helps students understand their goals, overcome obstacles they face, and develop concrete plans and actions to achieve those goals. Thus, counseling services using this approach provide positive reinforcement in nurturing students' aspirations as they prepare for their future (Setyorini et al., 2024).

This condition implies the need for more varied and innovative guidance and counseling strategies, rather than relying solely on lectures and motivational approaches. Group guidance services using various techniques such as simulation games, role-playing, modeling, reframing, Problem-Based Learning, and the Solution-Focused Brief Counseling approach can serve as effective alternatives to enhance each aspect of academic resilience. The implementation of these strategies is expected to develop students' communication skills, empathy, self-awareness, and strengthen self-efficacy, aspirations, and problem-solving abilities, enabling them to become more adaptive, confident, and resilient in facing the challenges of learning mathematics.

CONCLUSION

Academic resilience plays a crucial role in supporting students' academic success and well-being. This study shows that aspects of communication, empathy, and aspirations are at a moderate level, while self-efficacy, problem-solving, and self-awareness remain relatively low among seventh-grade junior high school students in Kediri. These findings highlight the need for more comprehensive guidance and counseling services to strengthen students' confidence, problem-solving abilities, and self-awareness. The results of this study can serve as a reference for developing school counseling programs as an alternative effort to enhance academic resilience. However, the study is limited to one junior high school context and only focuses on mathematics, so caution is needed in generalizing the findings. Future research should broaden

the scope across different schools and educational levels and also test intervention models aimed at improving academic resilience.

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