



THE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC RESILIENCE IN STUDENTS OF SYIAH KUALA UNIVERSITY, INDONESIA: CROSS-SECTIONAL STUDY

Hubungan Mindfulness Dengan Resiliensi Akademik Pada Mahasiswa Universitas Syiah Kuala, Indonesia: Studi Cross-Sectional

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ABSTRACT

Background: Students can persist in pursuing education even though there are many demands which are a source of stress and even anxiety and depression. One of the factors of academic resilience comes from within the individual, namely mindfulness. Mindfulness is a state of being attentive and aware of the events at hand. **Purpose:** This study aims to determine the relationship between mindfulness and academic resilience in Syiah Kuala University students. **Method:** This study design used quantitative research with a sample of 330 students selected using the probability sampling method with disproportionate stratified random sampling technique. The Mindful Attention Awareness Scale (MAAS) and the Academic Resilience Scale (ARS-30) were used as research data collection instruments. **Results:** hypothesis testing using statistical analysis showed a significance value ($p=0.000$ ($p<0.05$)). This means that there was a positive relationship between mindfulness and academic resilience in Syiah Kuala University students. It means that the higher the student's mindfulness, the higher the academic resilience, and conversely. On the other hand, the lower the mindfulness, the lower the student's academic resilience ability. **Conclusion:** This study provides recommendations for future researchers to analyze other factors that influence academic resilience in the hope of producing more comprehensive data.

Keywords: mindfulness, academic resilience, students

ABSTRAK

Latar Belakang: Mahasiswa mampu bertahan menempuh pendidikan meskipun banyak tuntutan yang menjadi sumber stress hingga kecemasan dan depresi. Salah satu faktor ketahanan akademik berasal dari dalam diri individu, yaitu mindfulness. Mindfulness adalah keadaan penuh perhatian dan sadar terhadap kejadian yang sedang dihadapi. **Tujuan:** penelitian ialah untuk mengetahui hubungan mindfulness dengan resiliensi akademik pada mahasiswa Universitas Syiah Kuala. **Metode:** Desain penelitian ini menggunakan penelitian kuantitatif dengan sampel sebanyak 330 mahasiswa yang dipilih menggunakan metode probability sampling dengan teknik disproportionate stratified random sampling. Mindful Attention Awareness Scale (MAAS) dan the Academic Resilience Scale (ARS-30) digunakan sebagai instrumen pengumpulan data penelitian. **Hasil:** uji hipotesis menggunakan analisis statistik menunjukkan nilai signifikansi ($p=0,000$ ($p<0,05$)). Artinya terdapat hubungan positif antara mindfulness dan resiliensi akademik pada mahasiswa Universitas Syiah Kuala, yang artinya semakin tinggi mindfulness pada mahasiswa maka semakin tinggi resiliensi akademik, dan sebaliknya semakin rendah mindfulness, maka semakin rendah kemampuan resiliensi akademik mahasiswa. **Kesimpulan:** Penelitian ini menyajikan rekomendasi bagi peneliti selanjutnya agar dapat menganalisis faktor lain yang mempengaruhi resiliensi akademik dengan harapan dapat menghasilkan data yang lebih komprehensif.

Kata Kunci: mindfulness, resiliensi akademik, mahasiswa

INTRODUCTION

Students in higher education undoubtedly must deal with system changes, which include a lot of new requirements in lectures. These requirements are higher standards for critical thinking and autonomous learning than those found in high school. Academic expectations for students are being on time, achieving good marks and a respectable GPA, becoming more self-reliant while adjusting to changes in the educational system, and meeting expectations from their families to perform well (Misra & Castillo, 2004). Certain tertiary education systems require students to complete certain requirements from their previous levels of education. These include the Semester Credit System (SKS), which requires students to be responsible for determining the number of credits and courses taken, the final assignment or written work known as a thesis as a prerequisite for students to obtain a bachelor's degree, and the revocation of student status or called Drop Out for students who exceed study period or commit certain violations (Syiah Kuala University Academic Guidebook, 2020).

Kertamuda & Herdiansyah (2009) revealed that learning strategies, university norms and culture, and lecture schedules, which are both stimulating and stressful for new students, are just a few of the challenges that students encounter when they first move into a new setting Rohmah (2006) stated that various demands on students can be a potential source of stress due to the many new responsibilities for students, such as living independently, managing finances, and pressure to improve academic achievement.

Based on several literature, new students have a higher vulnerability to stress than students at other levels. Research conducted by Abdulghani (2011) discovered that the highest prevalence of stress was experienced by first year students. The results

of Nur's research (2015) showed that 60% of new students at Padjadjaran University feel they have not been able to adapt to academic aspects well because they have not been able to adapt to the learning system in the world of lectures. The prevalence of students experiencing stress in Indonesia reaches 36.7-71.6% (Ambrawati *et al.*, 2019). In Aceh, especially Syiah Kuala University, the prevalence of students experiencing academic stress is 69.3% (Nadhila *et al.*, 2020).

As a result, after interviewing Syiah Kuala University students who had finished their first year of studies, researchers conducted an initial study. Finding out how academically resilient students are after a year of study was the primary goal of the first study. The results of the interviews received showed that students look for solutions by understanding their situation by determining what things are priorities in their daily activities. This is in line with the opinion of Cassidy (2016) who says that individuals describe their strengths and weaknesses, so they can seek encouragement and help from other individuals to be able to adapt to the circumstances they are facing. Based on this explanation, it is known that students have academic resilience. Hence, the authors conducted a study to determine the role of mindfulness in students' academic resilience abilities.

Students are expected to be able to survive and be able to overcome the problems they face. Thus, they can participate in all teaching and learning activities and comply with applicable regulations without any pressure. This situation is referred to as academic resilience, namely a person's ability to overcome academic difficulties to achieve academic success (Cassidy, 2016). Resilience skills for students are really needed so that students can overcome problems in the academic field. Hence, the students can still

carry out the teaching and learning process well. Academic resilience is a construction of resilience or an individual's ability to overcome academic problems that are considered a threat or crisis in increasing educational success which is being pursued by paying attention to cognitive responses, behavioral responses, and emotional responses (Putri & Nursanti, 2020).

Individuals who have high academic resilience abilities are characterized by an optimistic attitude in facing obstacles in academic activities and are also able to think positively even in difficult academic situations. On the other hand, individuals who have low resilience abilities are characterized by a pessimistic attitude when facing obstacles in academic activities and tend to have negative thoughts. Individuals who fail to face academic challenges will experience several unfavorable impacts, such as tension, fear, anxiety, and fatigue, all of which can lead to their disengagement (Xie, 2021). Resilience skills for students are really needed, thus students can overcome problems in the academic field. Besides that, the students can still carry out the teaching and learning process well. Academic resilience is a construction of resilience or an individual's ability to overcome academic problems that are considered a threat or crisis in increasing educational success which is being pursued by paying attention to cognitive responses, behavioral responses, and emotional responses (Putri & Nursanti, 2020). In line with this, Cassidy (2016) argued that learning power is an individual's capacity to improve academic achievement, even in unpleasant situations.

Papalia (2001) examined that mindfulness is one of the internal factors that can influence a person's academic resilience. Chavers (2013) found a significant correlation between mindfulness and resilience that mindfulness was a significant

predictor of resilience. Research conducted by Gardner & Grose (2015) discovered that mindfulness is a prevention strategy against the emergence of stress and problems in the educational arena so that mindfulness allows students to feel comfortable when facing pressure in the academic field and happier when participating in academic activities.

Mindfulness has enormous benefits, especially education in lectures. In the context of education, mindfulness helps students become more focused and regulated, feel less stressed and anxious about their academic performance, behave better, and have higher levels of optimism and executive functioning (Felder *et al.*, 2016). Students that possess a complete self-awareness will be able to engage in all activities with awareness, which will increase their attention on achieving the goals at hand, their comprehension of the learning objectives, and their ability to participate actively in the process of learning (Puspita & Suhadanto, 2021). People who engage in activities with complete awareness typically feel good about themselves and their goals, which helps them participate more fully in learning activities and respond positively (Arbi & Ambarini, 2018).

Based on the explanation above, academic resilience can help students face obstacles and pressure in the academic field. However, mindfulness skills can help increase academic resilience in students. Meanwhile, there has not been much research on mindfulness and academic resilience in students in Indonesia. According to previous research abroad, there were several research results that were not consistent between the relationship between mindfulness and academic resilience, yet some studies explained the relationship between the two variables was high and moderate, while other research showed that the relationship between the two variables was low (Benada

& Chowdhry, 2017). Therefore, researchers examined the relationship between mindfulness and academic resilience in Syiah Kuala University students.

METHOD

The approach used in this research was a quantitative approach with a correlation type. The population of this study were all active (S1) students at Syiah Kuala University Class of 2021 who were pursuing education in semester 4 with the sampling technique using the probability sampling method. The technique chosen was the disproportionate stratified random sampling technique with a sample size of 330 subjects with an error of 5% of the 6,049 total students at Syiah Kuala University.

There were 2 variables examined in this study. The independent variable was mindfulness, mindfulness is an increased awareness that focuses on present-moment awareness and acceptance without judgment (nonjudgmental or acceptance way). The results of the Mindful Attention Awareness Scale (MAAS) reliability test were 0.873. The instrument used to measure mindfulness ability in this study was the Mindful Attention and Awareness Scale (MAAS) from Brown & Ryan (2003) which consists of 15 items with a Likert scale type consisting of 6 answer options, namely, "almost always", "very often", "often", "rarely", "very rarely", and "almost never". The way to get the total score is to add up all the scores of the statement items on the scale and calculate the average of the total scores. Furthermore, the categorization of the academic resilience measuring instrument was using Azwar's (2012) categorization, namely the three-category level formula consisting of low, moderate, and high.

Low categorization if $X < 40$

Moderate categorization if $40 < X < 65$

High categorization if ≥ 65

The dependent variable in this study was academic resilience. Academic resilience is the ability of individuals to increase success in the field of education despite experiencing difficulties (Cassidy, 2016). The measuring instrument used to measure academic resilience is the Academic Resilience Scale (ARS-30). The reliability test results of The Academic Resilience Scale (ARS-30) questionnaire were 0.868. ARS-30 consists of 30 statement items with a Likert scale type consisting of 4 alternative answers, namely statements that are very suitable (SS), suitable (S), not suitable (TS), and very unsuitable (STS). Each favorable item is rated on a scale from 1-5 with larger numbers indicating higher academic resilience, while unfavorable items are rated with an inverse score of 5-1. The way to obtain the total score is to add up all statement item scores on each subscale and calculate the average value of the total score. Furthermore, the categorization of the academic resilience measuring instrument using Azwar's (2012) categorization, namely the three-category level formula consisting of low, moderate, and high.

Low categorization if $X < 60$

Moderate categorization if $60 \leq X < 90$

High categorization if ≥ 90

On August 7, 2023, an ethical approval letter was issued by the Health Research Ethics Committee (KEPK) of the Faculty of Medicine, Syiah Kuala University stating that this research has been declared ethically feasible and can be continued for research with letter number 127/EA/FK/2023.

RESULT

In this section, the results of the statistical tests used reported in accordance with what has been informed in the method section. The normality test in this study used the One Sample Kolmogorov-Smirnov Test

technique. The following normality test results are presented in Table 1

Table 1. Normality Test Results

		ARS30	MAAS
N		330	330
Normal Parameters ^{a,b}	Mean	94.5879	57.7273
	Std. Deviation	9.30959	11.87491
Most Extreme Differences	Absolute	.049	.051
	Positive	.049	.051
	Negative	-.035	-.042
Test Statistic		.049	.051
Asymp. Sig. (2-tailed)		.055 ^c	.035 ^c

The normality test results on the academic resilience variable had a significance value of (p)=0.055, on the mindfulness variable had a significance value of (p)=0.035. A data is said to be normal if the significance value is greater than 0.05 (p>0.05). Based on the results of the normality test of this study, the research data on the academic resilience variable has a normal or normally distributed data distribution. While the mindfulness variable data is not normally distributed. Therefore, researchers conducted a second analysis on the mindfulness variable using the Exploratory Data Analysis technique (EDA).

The results of the normality test with the Exploratory Data Analysis (EDA)

technique on the mindfulness variable were carried out by looking at the skewness and kurtosis values. The analysis results show a skewness value of -1.313 and a kurtosis value of -0.485 on the mindfulness variable. Based on this, it can be interpreted that the data distribution in this study has a normal distribution value.

The results of the linearity test in this study using the ANOVA test for linearity technique show that the academic resilience and mindfulness variables had a significance value of (p) = 0.000. So, in this case there is a linear relationship between mindfulness and academic resilience variables. The results of the linearity test are presented in Table 2 below.

Table 2. Linearity Test Results

			F	Sig.
ARS30 * MAAS	Between Groups	(Combined)	2.450	.000
		Linearity	64.692	.000
		Deviation from Linearity	1.338	.068
Within Groups				
Total				

The result of the determination test in this study was (R Square) = 0.157, which means that only 15.7% of mindfulness affects the overall academic resilience of students.

The results of the determination test can be seen in Table 3 below.

Table 3. Determination Test Results

	R	R Squared	Eta	Eta Squared
ARS30 * MAAS	.396	.157	.582	.339

Based on the results of the assumption test from exposure Table 3. shows that the data is normally distributed and linear so that hypothesis testing was carried out using a

parametric correlation test with the Pearson Product-Moment Correlation analysis technique.

Tabel 4. Assumption Test Results

		ARS30	MAAS
ARS30	Pearson Correlation	1	.396
	Sig (2-tailed)		.000
	N	330	330
MAAS	Pearson Correlation	.396	1
	Sig (2-tailed)	.000	
	N	330	330

The results of the analysis of mindfulness and academic resilience variables based on hypothesis testing show a correlation coefficient of $(r)=0.396$, with a significance value $(p)=0.000$. So based on these results, it is known that there is a positive relationship between mindfulness and academic resilience in students. It shows that the higher the mindfulness, the higher the

academic resilience of students. Therefore, the results of the analysis show that the proposed research hypothesis is accepted.

Other results were found based on categorization analysis on mindfulness and academic resilience variables. The following Table 5 is a description of research subjects based on categorization.

Table 5. Categorization of research subjects (N=330)

Variable	Classification	Amount	Percentage
Academic resilience	Low	0	0 %
	Moderate	118	36 %
	High	212	64 %
Mindfulness	Low	22	7 %
	Moderate	221	67 %
	High	87	26 %

Based on Table 5 above, it can be discovered that 212 students (64%) were categorized as high-level category, meaning that in general, the research sample had a high level of academic resilience. Meanwhile, 118 (36%) samples were in the medium category, and no samples were in the low category (0%). Meanwhile, the categorization of mindfulness showed that 87 (26%) were

included in the high category. In addition, there were 221 (67%) who were in the medium category, and there were 22 (7%) samples who were in the low category, meaning that in general, the research sample had a low tendency to possess a state of mindfulness.

DISCUSSION

This research was undertaken to determine correlation between mindfulness and academic resilience in Universitas Syiah Kuala students. There was positive correlation between mindfulness and academic resilience in students which is supported by literature, including research, which stated that mindfulness had a significantly positive correlation with academic resilience (Sari & Munawaroh, 2022), (Zahra & Riaz, 2018), and (Liu *et al.*, 2020). In line with this, Salsabila & Widyasari (2021) revealed that mindfulness contributes to a better ability to face challenges, achieve college success, or increase academic resilience. Mindfulness directly influenced and increased academic resilience (MacArthur *et al.*, 2017; Olson & Emery, 2015).

The results of this research show that mindfulness among Universitas Syiah Kuala students was in the moderate category at 64%. Sari & Munawaroh (2022) stated that moderate level mindfulness showed that individuals remained less mindful or less aware of adaptive coping with what is being experienced in the present. Students who have moderate levels of mindfulness skills require efforts to increase mindfulness, since mindfulness has a positive impact on academic success and individual psychological well-being (Suhadianto & Arifiana, 2020). Mindfulness can be increased by doing relaxation exercises or breathing meditation before learning activities begin thus the learning activities can be undertaken with full focus and awareness (Yunita & Lesmana, 2019). In addition, students were advised to pay close attention to elements such as location, intensity, duration of sensation, and intonation, volume, and tone quality of a voice (Baer *et al.*, 2004). This ability needs to be developed in daily routines such as

brushing teeth or washing dishes by involving oneself completely in the activity and focusing on doing one thing at a time (Baer *et al.*, 2004).

Likewise, the level of academic resilience among Universitas Syiah Kuala students was in the high category (67%). This means that students were able to face academic challenges and overcome problems in the academic field thus students remained able to undertake the learning process well. Individuals who have high academic resilience were those with a high perception of self-satisfaction, achievement motivation, self-concept about academics, and self-involvement (Wasonga *et al.*, 2003). Students who have high academic resilience will be protected from negative influences when facing difficulties and can improve their academic performance (Dwiastuti *et al.*, 2021). A high level of academic resilience in students formed an attitude that does not give up easily when facing obstacles and demands in the academic field (Setiawati *et al.*, 2023), and think positively when experiencing challenges that led them to complete their education (Hasanah, 2022).

Mindfulness influenced the perseverance aspect by 8%, the reflecting and adaptive help seeking aspect by 5.9%, and the negative affect and emotional response aspect by 19.7%. These results showed that students' mindfulness had a greater influence on aspects of negative affect and emotional response compared to other aspects of academic resilience. These results were different from the results of research conducted by Mahama *et al.*, (2023), where the research results showed that the reflecting and adaptive help seeking aspect had a greater value compared to other aspects (9.5%), while the perseverance aspect was 3.7% and the negative affect and emotional response aspect was 3.9%.

The results of this research showed that mindfulness played an important role in increasing students' academic resilience. This was supported by Papalia (2001) who revealed that mindfulness was an internal factor that influenced an individual academic resilience level.

Based on the academic context, mindfulness helped students adapt to the learning environment (Ramlar *et al.*, 2016), reduced anxiety (Yamada & Victor, 2012), increased concentration (Mapel, 2012), generated habits, and better study planning abilities (Broderick & Jennings, 2012), reduced stress and improves psychological well-being (Galante *et al.*, 2018). Additionally, mindfulness helps reduce anxiety since individuals can maintain a problem-solving approach to find viable solutions (Verplanken & Fisher, 2014). Ager *et al.*, (2015) stated that students who had high mindfulness undertook activities with full awareness, thus they were able to reduce negative influences, provide positive responses in overcoming stress, provide positive emotions, and overcome academic obstacles faced in learning activities. Therefore, it can be concluded that mindfulness in students is able to increase students' academic resilience.

Academic resilience was highly required by students as Caruana *et al.*, (2011) stated that resilience was an important factor in helping students manage academic demands, cope, and maintain positive progress despite the pressures of study, work, and life. Individuals who have high resilience were proven by individuals who have high perceptions of achievement motivation, self-satisfaction, self-involvement, and academic self-concept (Wasonga *et al.*, 2003).

This research has been undertaken optimally to obtain the best results. However, there were limitations and shortcomings. Limitations including technique of data

collection; it generalized the number of samples in each Faculty without calculating the population size thus the data obtained between Faculties was statistically unrepresentative due to differences in the total number of students in each Faculty. In addition, this research was limited in obtaining information regarding participant demographic data. In the data, researchers only asked for data on age, major and address even though there were other aspects of demographics that influenced students' academic resilience, such as parents' income. Some of these limitations can be taken into consideration for further research that has similarities in terms of topics or research methods.

CONCLUSION AND SUGGESTION

The research results showed that there was a positive correlation between mindfulness and academic resilience in Universitas Syiah Kuala students. This correlation can be interpreted as: the higher the individual's mindfulness level, the higher the academic resilience of Universitas Syiah Kuala students, and vice versa; the lower the individual's mindfulness, the lower the academic resilience of them. Mindfulness played an important influence on Universitas Syiah Kuala students which led to academic resilience in pursuing education. Even though there was correlation between the two variables, correlation between the research variables was classified as weak. The results of this research show that mindfulness among Universitas Syiah Kuala students was in the moderate stage, indicating that they were aware of their condition as students who had academic guidelines and obligations that must be undertaken well and give full attention to the various activities. Likewise, the level of academic resilience among them was in the high category, indicating that these students were able to face academic challenges and overcame problems related to

academics, thus they remain successful in undertaking the learning process well.

It is suggested for Universitas Syiah Kuala students to maintain their mindfulness by increasing awareness in organizing academic demands, focusing on setting goals to be achieved, and involving themselves more in the learning process. In addition, academic resilience skills need to be maintained by increasing persistence in pursuing education, attempting to figure out effective strategies for dealing with academic difficulties with or without help from other people, and always managing uncomfortable feelings and negative emotions in everyday life, specifically when pursuing education. It is expected that the next research can analyze other factors that influence academic resilience aspects other than mindfulness, such as social support and optimism, especially for Universitas Syiah Kuala students in aiming to produce more comprehensive data. Therefore, future research can reach a wider research field. As for future researchers who research the same topic as this research, it would be better if the research sample characteristics were more specific to what is needed in the research, thus more representative data can be obtained. In addition, variables can be analyzed using qualitative methods through interviews and observations to deepen the research results, especially variables related to the dynamics or description of mindfulness and academic resilience.

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AUTHOR CONTRIBUTION

Author Siti Sarah conducted research and compiled research journals. Author Kartika Sari guided the research process and created research journals. Author Iskandar and Zaujatul Amna checked all research journal content and provided feedback on the research process.

CONFLICT OF INTEREST

The authors do not have any conflict of interest.

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