

Yogyakarta Muslim Student Resilience Profile

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Abstract. Muslim students in Yogyakarta are the majority of students who are the successors of the next generation of Islam. For this reason, Muslim students need to have good self-resilience. The purpose of this study was to determine the level of resilience of Muslim students in Yogyakarta. Used quantitative approach and descriptive analysis design used quantitative approach and descriptive analysis design to answer research questions—data obtained from 369 students at the Islamic School in Yogyakarta. The data collection instrument used a 10-item Connor-Davidson Resilience Scale (CD-RISC). The results showed that as many as 178 Muslim students or 48% were in the high resilience category, 178 Muslim students, or 48%, were in the moderate resilience category, and 13 Muslim students, or 4%, were in the low resilience category. Discussion, limitations, and suggestions are also described in this paper.

Key words: Resilience and Muslim students.

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INTRODUCTION

Developments in the world of education give rise to various stress causes for students. This problem requires handling and alleviation, so Muslim students can improve their abilities in dealing with various dynamic problems. Personal, social, and cultural factors can cause problems that arise. The number of problems that arise in the lives of Muslim students is the cause of the emergence of other problems, including the problem of low individual research. Resilience is seen as the ability to deal with problems that arise, so this ability is essential for individuals to have (Afsharpour & Aghdasi, 2021; Anakwe & Dikko, 2018; Cao et al., 2020). Muslim students who have good resilience will gain the ability to rise and survive in the face of their stressors. With good self-resilience abilities, Muslim students can improve achievement, self-esteem, and motivational abilities in learning, because these aspects are closely related to individual resilience (Caqueo-Urizar et al., 2022; Harvey & Boynton, 2021).

At first, resilience appeared due to accidental research in researching the pathological phenomena experienced by children (Werner, 1997; Whitley, 2021). In the study found factors that cause individuals to be able to survive and rise from adversity they experienced. The research, which was originally intended to identify the impact of life problems on children and find the right solution to provide assistance to

these children, actually found that one-third of children who live with the risks of life can adapt to the problems they face.

Several studies have found the fact that resilience is a contributing factor to individual success in education and society. The results of this study can be used as a reference by guidance and counseling teachers in schools to develop various intervention approaches to overcome individual resilience problems. If this resilience is not developed, it is feared that it will hinder the completion of Muslim student studies in Yogyakarta.

METHODS

This research is a type of descriptive research with a quantitative approach. This study aims to determine the resilience profile of Muslim students in Yogyakarta. The research sample was taken using simple random sampling totaling 369 students from Muslim schools in Yogyakarta. The data collection technique in this study used a non-test technique with an instrument in the form of a 10-item Connor-Davidson Resilience Scale (CD-RISC). The resilience scale used in this study was adapted from the Connor-Davidson 10-item Resilience Scale (CD-RISC), which was then compiled and adapted to the student's condition. Data analysis was performed using the percentage formula.

RESULTS AND DISCUSSION

Research Result

Based on the results of the distribution of the resilience scale, the results obtained are as follows:

Table 1. Distribution of the resilience frequency of Muslim students in Yogyakarta

Interval	Category	Amount
10-20	Low	13
21-30	Medium	178
>31	Heigh	178

In table 1, it is known that as many as 178 Muslim students fall into the category of high resilience, 178 Muslim students fall into the category of moderate resilience, and as many as

13 students fall into the category of low resilience. The subsequent analysis is an analysis in the form of a presentation. The results of the analysis can be seen in the image below:



Figure 1. Percentage of the resilience of Muslim students in Yogyakarta

The percentage of the picture above shows that Muslim students with the same high and medium resilience categories are 48%. In contrast, those who have low resilience are 4 percent.

Discussion

The Connor-Davidson Resilience Scale (CD-RISC) measures five aspects of individual resilience: personal competence; tolerance to the effects of stress; positive acceptance; self-control, and spirituality (Cao et al., 2020; Gao et al., 2020; Sk & Halder, 2021). The aspects measured in this resilience scale show that to be resilient, individuals need good self-competence (Dahn et al., 2019; Grabbe et al., 2021). Several studies have also shown that studies on resilience are still being carried out because resilience is one of the factors supporting individual success (Fatoki, 2018; Pollock et al., 2020; Ungar, 2019). Individuals with high resilience can develop competencies supporting academic success (Ayala & Manzano, 2018; Hwang & Shin, 2018). In addition, research shows that individuals with low resilience impact their subjective psychological well-being, self-esteem, motivation, and well-being (Arslan, 2019; Butler-Barnes et al., 2018; Paredes et al., 2021; Víllora

et al., 2020).

Students with low resilience need help to increase their resilience (Sher, 2019; Ungar, 2019). Students with low resilience can contact guidance and counseling teachers to get professional counseling services (Ahmed & Firdous, 2020; Bryan et al., 2020). Several studies have shown that resilience problems are caused by risk factors that cause resilience (Sher, 2019; Stainton et al., 2019; Ungar, 2019; Ungar & Theron, 2020). In addition to risk factors, another factor to consider is the presence of protective factors that support student resilience (Schussler et al., 2018; Stainton et al., 2019). These protective resilience factors include intelligence, emotion regulation, optimism, and family and peer support (Ernst et al., 2019; Fonseka et al., 2019; Venta et al., 2019; Vos et al., 2021; Yule et al., 2019).

Other experts have described that resilience has four aspects in an individual's life, namely: (1) overcoming the difficulties experienced in childhood; (2) the ability to overcome difficulties in daily life; (3) bouncing back after experiencing a traumatic event or significant adversity; (4) achieve the best performance. Resilience can help to optimize all self-potential to achieve all goals in life (Reivich & Shatte, 2003). For students to

achieve the conditions proposed by Reivich and Shatte, what is needed is the willingness and openness to thinking for students. With this openness, students can increase their capacity.

CONCLUSION

This research is a study on the subject of Muslim students in Yogyakarta. The study results illustrate that some Muslim students in Yogyakarta have high resilience. The resilience of Yogyakarta Muslim students identified using The Connor-Davidson Resilience Scale (CD-RISC) measures five aspects of individual resilience: personal competence, tolerance to the effects of stress; positive reception; self-control, and spirituality. The results of this study can be used as information for low school counselors to assist Muslim students in increasing the resilience of Muslim students who have high resilience.

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