

THE INFLUENCE OF SELF-ESTEEM, SELF-CONTROL ON STUDENTS' ACADEMIC RESILIENCE

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Abstract. Self-esteem, self-control, and resilience are psychological factors that play a significant role in students' lives. This research aims to study the influence of self and self-control on the resilience of academic students in Yogyakarta City. Research methods This is a method of studying quantitative ex-post facto involving 300 students. The research collected data from the Rosenberg Self-Esteem Scale, Brief Self-Control Scale, and Academic Resilience Scale. Rosenberg Self-Esteem Scale, Brief Self-Control Scale, Academic Resilience Scale. A multiple regression analysis was conducted to test the influence of price self, control self, and resilience on academic students. Research results show that, together. Price self-control is influential and significant to the resilience of academic students. Self-esteem and self-control also have a significant influence, accounting for 68.5%, on the resilience of academic students. Overall, research confirms that the psychological aspects of self and self-control play a vital role in supporting the resilience of academic students. The research contributes to development theory psychology education and offers recommendations for development interventions that can increase the resilience of academic students.

Keywords: self-esteem, control self, resilience academic, Indonesia

INTRODUCTION

Resilience is a key factor that influences students' ability to succeed in facing challenges and academic pressures. Resilience refers to an individual's ability to survive, recover, and adapt in the face of difficulties or failures in the academic environment (Basson, 2021; Raghunathan et al., 2022; Ross et al., 2023). In the context of education, academic resilience is crucial because it provides a foundation for individuals to remain motivated, adaptable, and persistent when facing difficulties or obstacles in their studies (Bartusevičienė et al., 2021; Ye et al., 2021).

Self-esteem and self-control are two factors that psychological beliefs can influence in academic resilience. Positive self-esteem can increase trust in an individual, which can increase his ability to overcome academic difficulty (Kane et al., 2021; Parsakia, 2023; Uglanova, 2023). Individuals with a high self tend to see challenges as a chance For growth and learning, not as obstacles that cannot be overcome (Orth & Robins, 2022; Reitz, 2022). In addition, the price of good self is also related to a positive attitude towards oneself, which can influence the way an individual responds to failure and stress (Reitz, 2022; Rojo López et al., 2021; Zaman et al., 2021).

Studies about price self, control self, and academic resilience have developed rapidly in several years. Several studies have shown that individuals with a high-priced self tend to have a higher level of academic resilience (Fernández-Castillo et al., 2022). This matter is caused by trusting a better self, which makes it easier for individuals to overcome failures and challenges in Their Studies (Gottlieb et al., 2022). Additionally, research indicates that self-control plays a crucial role

in achieving academic resilience (C. Yang et al., 2019). Capable individuals control impulses and emotions. More capable of facing pressure in academics, still focusing on the task, and managing time better (Córdova et al., 2023; Teixeira et al., 2022). Previous studies have also shown that self-control not only influences the method by which an individual manages stress but is also directly related to the individual's ability to maintain consistency in achieving academic goals (Lee et al., 2020; Ramos Salazar & Meador, 2023; Troll et al., 2021).

Although numerous studies examine the connection between price self, control self, and academic resilience, there are still gaps in the existing literature. Many studies examine the price self or control self in isolation, and few investigate both simultaneously in the context of resilience. In addition, some large studies focus on students outside Indonesia, while studies examining the topic in the context of Indonesian culture are relatively limited. Therefore, research that examines the influence of price self and control self-esteem on resilience in the Indonesian context will contribute to understanding the dynamics of price self, control self-esteem, and resilience in students in Indonesia.

This study has several impacts, both theoretically and practically. In theoretical research, it can offer a new perspective on the psychological factors that influence resilience. Understanding the role of self and self-control is expected to provide more foundational support for developing an understanding of resilience in context academically. Practically, the results can have significant implications for educators, guidance and counseling teachers, and other stakeholders involved in designing interventions to enhance students' resilience. The findings of this study suggest that promoting self-awareness and self-control within the educational process can help increase students' resilience. Besides intervention programs, research can also recommend developing guidance and counseling programs or training focused on strengthening self-awareness and self-control to help students face academic challenges.

METHODS

Research methods employed in the study include a quantitative ex-post facto design. This approach was chosen because the study aims to observe and identify the relationships between the variable-free price self and the control self on resilience academic without direct manipulation of these variables by the researcher. In this context, a culturally adapted psychological scale developed for Indonesia is used to measure the constructs.

A study was conducted in Yogyakarta City using a selected sample based on specific criteria. Participants in the study are students currently enrolled in junior high and high school levels, residing in Yogyakarta City, and willing to participate in studies using an online scale. Researchers spread the psychological scale through Google Forms to students at school. A total of 300 students finished the survey conducted by the researcher.

The instrument data collection used includes the Rosenberg Self-Esteem Scale, with a validity range of 0.30 to 0.53 and a reliability of 0.71; the Brief Self-Control Scale, with a validity range of 0.30 to 0.58 and a reliability of 0.77; and the Academic Resilience Scale, with a validity range of 0.60 to 0.80 and a reliability of 0.78. Validity and reliability: Every scale tested uses the coefficient correlation moment product for validity and Cronbach's Alpha for reliability.

The procedure study was conducted by distributing the scale to participants through a Google form, which was then completed online by the students. After the data collection period ends, the data is collected and analyzed using a technique appropriate for data analysis in research, namely regression analysis, to identify the influence of the variables' price self' and 'control self' on the

resilience of academic students. Data analysis was carried out carefully and thoroughly to ensure accurate results through objective, thorough, and detailed research.

RESULTS AND DISCUSSION

Data was obtained and then analyzed using multiple approaches. Analysis results can be seen in the following table:

Table 1. Research Results

Variable	Regression coefficient	T count	Sig
Constants	34,894		
Pride	1.41	.002	.000
Self Control	1.06	.003	.000
F count	5.57		.000
R Square	.685		

Based on Table 1, the R-squared value indicates that, collectively, price self and control self account for 68% of the variance in students' resilience, while also being influenced by other factors. The F value is 5.57, which is significant compared to the F table value of 3.07 for 300 respondents, suggesting that the variables of price self and control self are influential on students' resilience. The Self-Esteem Sig value is .000, which is less than 0.05, indicating that price self significantly influences students' resilience. Similarly, the Sig value for control self is .000, also less than 0.05, showing it significantly affects resilience. Based on the ANOVA Sig value of .000, it can be concluded that both price self and control self positively influence students' resilience. The t count is small at .005, further confirming that both variables are influential to the resilience of academic students.

Research results indicate that price is a significant factor in the resilience of academic students. This suggests that students with higher self-esteem tend to exhibit a higher level of resilience and academic performance. Research results. This finding aligns with studies, which have also stated that price positively influences the resilience of academic students (Fernández-Castillo et al., 2022). Although the results and research indicate the existence of an influence, other studies suggest that price is not a significant factor in determining resilience (Kaya, 2007). The impact of individuals with high self-esteem is evident in their ability to adapt to a positive self, and, in addition, effective interventions can also be utilized to enhance self-identity (Niveau et al., 2021; Orth & Robins, 2022).

Self-control also has a significant impact on the resilience of academic students. Students who have good self-control can manage their emotions and impulses, which is crucial in navigating academic pressure. They are more capable of arranging their time, completing tasks, and remaining focused on their academic goals, even when faced with disturbances or challenges from others. Therefore, self-control is important in increasing resilience among academic students (Chen & Taylor, 2023; Y.-D. Yang et al., 2024). Some studies have shown that individuals in control groups can improve with the use of approach counseling (Blase et al., 2021; Liu et al., 2022; Sari & Yusri, 2021; Torbati et al., 2022). Several approaches have proven that counseling effectively increases control in individuals, among them cognitive behavioral therapy (Kelley et al., 2022; Tangkua et al., 2022).

Research results also show that the second variable, together with the first variable, influences 68.5% of resilience academics; it can be concluded that price self and control play a vital role in forming resilient academic students. However, other factors also influence this, such as social

support, family environment, and quality teaching (Afzali et al., 2024; Romano et al., 2021; Shengyao et al., 2024). However, the price of self-control is a key factor that can strengthen students' resilience. Other results also show that the regression model used in the study is valid and worthy. This means that this model can be trusted to explain the influence of price, self-control, and resilience of academic students. In addition, research confirms that price self and control self have a significant positive influence on the resilience of academic students (Basson, 2021; Chen & Taylor, 2023).

Although the results are significant, some limitations must be acknowledged, including a small sample size of only 300 students, which restricts how broadly the findings can be applied. The research focuses solely on three main variables: price self, control self, and academic resilience. However, other factors such as emotional intelligence, social support, or environmental elements can also influence students' academic resilience (Shengyao et al., 2024; Sojer et al., 2024). Future studies could expand this model by including additional variables like social support, emotional intelligence, and environmental factors. Conducting research with larger and more diverse samples would also provide more insights into how price self and control self impact academic resilience across different contexts.

CONCLUSION

Based on the results of research conducted in Yogyakarta City involving 300 students, it can be concluded that price self and control self-own influence significantly on academic resilience. Specifically, the price self and control self together contribute 68.5% to the level of resilience in academic students. This suggests that students with a strong sense of self and control are more capable of surviving, recovering, and adapting in the face of academic difficulties.

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