



The Relationship between Self-Compassion and Self-Efficacy with Academic Resilience among Students at Universitas Islam Negeri Walisongo Semarang

Refangga Rayyan Altrisan *, Nikmah Rochmawati, Nadya Ariyani Hasanah Nurriyatiningrum

Fakultas Psikologi dan Kesehatan, Universitas Islam Negeri Walisongo Semarang, Jln. Prof. Dr. Hamka No.3-5, Tambakaji Ngaliyan Semarang, Indonesia

✉ refangga_rayyan-altrisan_2007016164@walisongo.ac.id

Open Access

This article contributes to:



Abstract. Students commonly encounter various challenges and difficulties during their college years, necessitating academic resilience. As a result, academic resilience becomes a crucial quality for every student to possess. This study aims to explore the relationship between self-compassion and self-efficacy with academic resilience among students at Walisongo State Islamic University, Semarang. The research population consisted of 14,498 students, and a sample of 100 students was selected using the incidental sampling technique. The study employs a quantitative correlational research method, utilizing three measurement instruments: academic resilience, self-compassion, and self-efficacy. The data analysis method used is multiple correlation testing. The research findings reveal that: 1) There is a positive correlation between self-compassion and academic resilience among students at Walisongo State Islamic University; 2) There is a positive correlation between self-efficacy and academic resilience among students at Walisongo State Islamic University; and 3) There is a positive correlation between self-compassion and self-efficacy with academic resilience among students at Walisongo State Islamic University. The higher the level of self-compassion in students, the greater their academic resilience. Likewise, the higher the level of self-efficacy in students, the greater their academic resilience. Therefore, it is crucial for students to cultivate both self-compassion and self-efficacy to enhance their academic resilience. The results of this study are valuable for improving students' self-compassion and self-efficacy, providing a basis for establishing counseling services at universities, and offering insights for future research to explore other variables related to academic resilience.

Keywords: Academic Resilience, Challenges, Self Compassion, Self Efficacy, Students.

1. Introduction

Resilience is a psychological term that refers to the ability to adapt and recover from adversity [1]. In the field of education, a specific type of resilience related to this concept is academic resilience. Academic resilience refers to students' ability to persevere in challenging situations, recover from failure, face difficulties, and adapt effectively to academic challenges [2]. Academic resilience is an essential trait for students, as they are typically between the ages of 18 and 23 during their college years, a period when they are likely to face various obstacles and challenges. Generally, students encounter issues related to education, emotions, and finances, which arise due to limited knowledge and inadequate preparation for dealing with such circumstances [3].

In college, students face challenges that require them to overcome problems in order to succeed [4]. At the initial stage, when students first enter university, they are confronted with new responsibilities related to personal growth and development. During this stage, they often seek to establish their identity by engaging in social interactions with others [5]. At the same time, students may struggle to adapt to new

Article info

Submitted:

2024-8-15

Revised:

2024-10-21

Accepted:

2024-10-21



This work is licensed under a Creative Commons Attribution 4.0 International License.

learning styles, as there are significant differences from their previous educational experiences [6]. At the intermediate stage, students are frequently faced with the burden of multiple assignments, leading to difficulties in managing their time between academic and extracurricular activities [6]. Finally, at the advanced stage, students are challenged with completing their thesis or final project. Many students find this task particularly daunting and overwhelming [7]. In addition, students often face other issues such as difficulty choosing a concentration, challenges with time management, completing assignments, studying foreign-language materials, finding academic references, lack of motivation, financial difficulties, challenges in finding accommodation, difficulty adjusting to living away from home, as well as personal and family problems [8].

Academic resilience is essential for students to overcome obstacles and disruptions in their academic journey [9]. Students with high academic resilience tend to believe they can navigate academic difficulties successfully and maintain a positive outlook, even in challenging situations [10]. In contrast, students with low academic resilience are more likely to feel discouraged when confronted with academic challenges and are prone to negative thinking [10]. Such students may also struggle to resolve ongoing conflicts and tend to give up easily, resulting in unsatisfactory outcomes [11]. Several cases involving students with low resilience have been reported, including a 24-year-old student with the initials MAS from a university in Malang who ended his life by jumping into the Brantas River because he was unable to complete his thesis [12]. Another case involved an 18-year-old female student with the initials S in Palangkaraya, who took her own life by hanging herself in her dormitory due to the overwhelming pressure of academic demands, which led to severe stress [13]. Additionally, a 24-year-old female student with the initials EN from Udinus Semarang ended her life in her dormitory due to financial difficulties related to online loans [14].

Academic resilience can be cultivated in students through the influence of internal components, one of which is self-compassion. Self-compassion refers to an individual's ability to show understanding and kindness to themselves in times of failure and difficulty [15]. In students, self-compassion can help them cope with academic challenges. Students with high self-compassion view academic difficulties or failures as common occurrences, enabling them to be more caring, understanding, and accepting of themselves when facing challenges [16]. A study by Ramadhani [17] on students completing their thesis found a significant positive relationship between self-compassion and academic resilience. The "sense of common humanity" is the aspect of self-compassion that plays the most significant role in academic resilience among students.

In addition to self-compassion, self-efficacy is another internal component that influences academic resilience. Bandura explains that self-efficacy is the outcome of a cognitive mechanism involving decision-making and an individual's belief in their ability to complete tasks and handle specific challenges successfully [18]. Students with high self-efficacy are more optimistic about their abilities and employ various resilient behaviors, such as persistence, perseverance, and determination when faced with difficulties [18]. A study by Salim and Fakhurrozi [19] found that self-efficacy influences academic resilience in students by 33%.

This study offers a novel contribution, as there has been no prior research examining these three variables—academic resilience, self-compassion, and self-efficacy—simultaneously. Additionally, no studies have investigated these variables at Walisongo State Islamic University, Semarang, making the variables and research setting unique to this study. The purpose of this research is to investigate the relationship between self-compassion and self-efficacy with academic resilience among students at

Walisongo State Islamic University, Semarang. This study aims to complement previous research by providing further insights into academic resilience in university students.

2. Methods

This research employs a quantitative approach, ensuring that the study is systematic and clearly structured from the outset through to the development of the research model. The study predominantly involves the use of numerical data, starting from data collection, data interpretation, and concluding with the research findings [20]. A correlational method is used in this research to understand the relationship and the degree of association between two or more variables without attempting to influence or manipulate the data. Correlational research is useful for identifying and understanding relationships between two or more variables [21]. This study aims to examine the relationship between self-compassion and self-efficacy with academic resilience.

The population for this research consists of students at Walisongo State Islamic University, Semarang, from the 2021-2023 cohorts. These cohorts were selected due to indications of academic resilience issues and because they are actively engaged in campus activities. The total population is 14,948 students, and a sample of 100 students was selected using the Slovin formula with a 10% margin of error. The sampling technique used in this study is nonprobability sampling, where the researcher does not distribute equal chances to all population members to be part of the sample [22]. Specifically, incidental sampling was employed. Data collection was conducted through a Google Form using scales to measure academic resilience, self-compassion, and self-efficacy, with four response options: strongly agree, agree, disagree, and strongly disagree. The hypothesis testing was carried out using multiple correlation analysis techniques.

3. Results and Discussion

3.1 Research result

The description of the research subjects who are students of Universitas Islam Negeri Walisongo Semarang can be seen in the table below:

Table 1. Description of research subjects

Demographics	Category	Frequency	Percentage
Gender	Male	36	36%
	Female	64	64%
Generation	2021	28	28%
	2022	33	33%
	2023	39	39%
Faculty Demographics	Usuluddin and Humanities	9	9%
	Tarbiyah and Teaching Science	16	16%
	Psychology and Health	17	17%
	Sharia and Law	12	12%
	Islamic Economics and Business	11	11%
	Da'wah and Communication	9	9%
	Social and Political Sciences	6	6%
	Science and Technology	20	20%

Table 2. Normality Test

Variables	Significance
Academic Resilience	0.134
Self Compassion	0.200
Self Efficacy	0.058

From the results of the normality test, the asymp. Sig. (2-tailed) value of the academic resilience variable is 0.134, the self-compassion variable is 0.200, and the self-

efficacy variable is 0.058. All of these variables have a sig value of more than 0.05, which indicates that the research data is normally distributed.

Table 3. Linearity Test

Between Groups	F	Significance
Linearity Test of Self Compassion and Academic Resilience		
Linearity	49.288	0.000
Deviation from Linearity	1.578	0.057
Linearity Test of Self-Efficacy and Academic Resilience		
Linearity	102.966	0.000
Deviation from Linearity	2.458	0.001

Based on the linearity test in **Table 3**, it can be observed that the p-value for linearity is significant at 0.000, which is less than 0.05, indicating a relationship between the two variables. Additionally, the p-value for deviation from linearity is significant at 0.057, which is greater than 0.05, confirming that there is a significant linear relationship between self-compassion (X1) and academic resilience (Y).

Furthermore, the p-value for linearity is also significant at 0.000, which is less than 0.05, indicating a relationship between the two variables. However, the deviation from linearity shows a significant result at 0.001, which is smaller than 0.05, leading to the conclusion that there is no linear relationship between these two variables. According to Lestari et al. [23], the linearity test is determined from the linearity column, where if the significance value is less than 0.05, there is a linear relationship between the independent and dependent variables. This means that the p-value (linearity) indicates a significant linear relationship between self-efficacy (X2) and academic resilience (Y).

Table 4. Pearson Product Moment Correlation Test

Variable	R	Sig.	Description
Self-Compassion with Academic Resilience	0.542	0.000	Significant
Self-Efficacy with Academic Resilience	0.636	0.000	Significant
Self-Compassion and Self Efficacy with Academic Resilience	0.636	0.000	Significant

According to **Table 4** above, the correlation coefficient value of 0.542 falls under the category of moderate correlation, indicating a linear relationship where the higher the self-compassion variable, the higher the academic resilience variable. Additionally, the sig. (2-tailed) value between self-compassion and academic resilience is 0.000, which is less than 0.05, indicating that the two variables have a significant correlation.

Furthermore, the correlation coefficient value of 0.636 is categorized as a strong correlation, and the relationship is positive, meaning that the higher the self-efficacy variable, the higher the academic resilience variable. The sig. (2-tailed) value between self-efficacy and academic resilience is 0.000, which is less than 0.05, indicating that these two variables also have a significant correlation. Based on **Table 4** also, it can be seen that the magnitude of the relationship between the correlation coefficient is 0.636 which means there is a strong relationship. Then, in order to find out the level of significance of the multiple correlation coefficient obtained from the value (sig. F change) = 0.000 < 0.05 so that it is stated as significant, so it is concluded that there is a relationship between self-compassion and self-efficacy with academic resilience of students of Universitas Islam Negeri Walisongo Semarang..

3.2 Discussion of Research Results

Based on the first hypothesis test, the correlation coefficient value of 0.542 falls into the category of moderate correlation. Meanwhile, the sig. (2-tailed) value between self-compassion and academic resilience is 0.000, which is less than 0.05, indicating that the correlation between the two variables is significant. There is no negative sign in the correlation coefficient, meaning that there is a positive relationship; as one variable

increases, the other variable will also increase. The conclusion is that the higher the level of self-compassion in students, the higher their academic resilience at Universitas Islam Negeri Walisongo Semarang.

According to Bustam et al. [24], academic resilience is influenced by the presence of self-compassion in an individual. Neff [25] defines self-compassion as the act of giving oneself attention and kindness during times of distress, difficulty, and failure, and recognizing that these experiences are part of life shared by many others. In the context of academic life, students undoubtedly face negative events or emotions. Therefore, self-compassion is needed to allow students to view situations and events objectively without ignoring their own weaknesses. Moreover, self-compassion provides students with increased motivation to carry out tasks and activities over the long term [26]. This influences students' level of academic resilience, as self-compassion affects aspects of perseverance, seeking adaptive help, and responding to negative emotional impacts.

Research also supports the relationship between self-compassion and academic resilience. Ramadhani's [17] study on the relationship between self-compassion and academic resilience in students completing their thesis found a positive relationship between self-compassion and academic resilience of 9.7%.

The second hypothesis is that there is a relationship between self-efficacy and academic resilience among students at Universitas Islam Negeri Walisongo Semarang. Based on the second hypothesis test, the correlation coefficient value was 0.636, categorized as a strong correlation. Meanwhile, the sig. (2-tailed) value between self-efficacy and academic resilience was 0.000, which is less than 0.05, indicating that the two variables are significantly correlated. The absence of a negative sign in the correlation coefficient indicates a positive relationship, meaning that if one variable increases, the other variable will also increase. The researcher concludes that the higher the level of self-efficacy in students, the higher their academic resilience at Universitas Islam Negeri Walisongo Semarang.

Self-efficacy is an internal factor that influences the development of academic resilience. Self-efficacy can serve as an individual's mastery, which enables them to feel confident in their ability to handle tasks or work [27], helping individuals become resilient in academic settings. This aligns with Jowkar et al.'s [28] view that internal protective factors, such as message reception, teamwork, empathy, problem-solving, self-efficacy, self-awareness, goals, and desires, influence academic resilience. Self-efficacy arises when individuals face difficulties, leading them to develop confidence in their abilities and resilient responses such as persistence, consistency, and determination in overcoming challenges [29]. High self-efficacy enables individuals to accurately assess their capabilities in completing tasks and find ways to accomplish them [30], allowing them to complete tasks according to their abilities and obtain the necessary resources to do so effectively [31]. A study by Yoelianita and Toga [32] on the relationship between self-efficacy and academic resilience found a positive and significant relationship between the two variables, both directly and partially mediated.

The third hypothesis of this study is that there is a relationship between self-compassion and self-efficacy and academic resilience in students at Universitas Islam Negeri Walisongo Semarang. Based on the hypothesis test, the correlation coefficient value was 0.667, which is categorized as a strong correlation. Meanwhile, the multiple correlation coefficient value, as seen from the probability (sig F Change) = 0.000, is less than 0.05, indicating a significant correlation between the variables. Therefore, it is concluded that there is a relationship between self-compassion and self-efficacy and academic resilience among students at Universitas Islam Negeri Walisongo Semarang.

The positive relationship between self-compassion, self-efficacy, and academic resilience can be explained theoretically. The aspect of self-kindness in self-compassion and the level of self-efficacy allow individuals to have self-awareness. Self-awareness, or metacognition and metamood as termed by many psychological experts, refers to an individual's awareness of their thought processes and emotions, enabling them to recognize their cognitive and emotional processes [33]. Self-awareness is an important aspect of an individual's psychological dimension, enabling them to exercise self-control. Individuals who show self-kindness in times of failure and have confidence in their ability to complete tasks are more likely to understand themselves, avoiding self-criticism or self-doubt when they fail and choosing tasks that match their abilities. This helps them avoid negative emotions [34].

Self-awareness fosters a positive emotional response, which is an aspect of academic resilience. Additionally, self-awareness is an overlap between the self-kindness aspect of self-compassion and the level of self-efficacy, theoretically explaining the relationship between self-compassion, self-efficacy, and students' academic resilience. This aligns with the theory that individual factors contributing to academic resilience, as supported by several studies, include self-awareness. Self-awareness helps control behavior, emotions, and mood, and it helps individuals understand their own strengths and weaknesses, thereby contributing to the formation of academic resilience [35].

4. Conclusion

The results of the research indicate that: (1) there is a significant positive relationship of moderate strength between self-compassion and academic resilience among students at Universitas Islam Negeri Walisongo Semarang, (2) there is a significant positive relationship of strong strength between self-efficacy and academic resilience among students at Universitas Islam Negeri Walisongo Semarang, and (3) there is a significant positive relationship of strong strength between self-compassion and self-efficacy with academic resilience among students at Universitas Islam Negeri Walisongo Semarang. The recommendations provided by the researcher include encouraging students to develop self-compassion and self-efficacy, suggesting the university consider offering counseling services, and advising future researchers to explore other variables related to academic resilience.

5. Declaration

Author contributions and responsibilities - The authors made major contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

Funding - This research did not receive external funding.

Availability of data and materials - All data is available from the author.

Competing interests - The authors declare no competing interests.

Did you use generative AI to write this manuscript? - I do not use AI assistance in my manuscript.

Declaration of generative AI and AI-assisted technologies in the writing process - During the preparation of this work the author did not use AI to write, edit, or other things related to the manuscript.

6. References

- [1] Amalia, S. T., & Cahyanti, I. Y, 'Gambaran resiliensi pada individu dewasa awal terhadap situasi akibat perceraian orangtua', *Buletin Riset Psikologi dan Kesehatan Mental (BRPKM)*, vol 1, no 1, page 268–279, 2021, <https://doi.org/10.20473/brpkm.v1i1.24754>
- [2] Sari, P. K. P., & Indrawati, E. S, 'Hubungan antara dukungan sosial teman sebaya dengan resiliensi akademik pada mahasiswa tingkat akhir jurusan X fakultas teknik universitas diponegoro', *Jurnal Empati*, vol 5, no 1, April. 2016, 177–182. <https://doi.org/10.14710/empati.2016.14979>
- [3] Pattynama, P. C., Sahrani, R., & Heng, P. H, 'Peran regulasi diri dalam belajar dan keterlibatan akademik terhadap intensi mengundurkan diri dengan resiliensi sebagai mediator', *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, vol 3, no 2, hal 307, 2019, <https://doi.org/10.24912/jmishumsen.v1i1.5629>
- [4] Nuriyyatiningrum, N. A. H., Zikrinawati, K., Lestari, P., & Madita, R, 'Quality of life of college students: The effects of state anxiety and academic stress with self- control as a mediator', *Psikohumaniora*, vol 8, no 1, hal 87–102, 2019, <https://doi.org/10.21580/pjpp.v8i1.14733>
- [5] Andriani, A., & Listiyandini, R. A, 'Peran kecerdasan sosial terhadap resiliensi pada mahasiswa tingkat awal', *Psymphatic: Jurnal Ilmiah Psikologi*, vol 4, no 1, hal 67–90, 2017, <https://doi.org/10.15575/psy.v4i1.1261>
- [6] Salim, F., & Fakhurrozi, M, 'Efikasi diri akademik dan resiliensi pada mahasiswa', *Jurnal Psikologi*, vol 16, no 1, hal 175, 2020, <https://doi.org/10.24014/jp.v16i2.9718>
- [7] Yulianti, A., Mudjiran, M., & Nirwana, H, 'Implementasi psikologi pendidikan menuju resiliensi akademik pada mahasiswa', *PSYCHE: Jurnal Psikologi*, vol 3, no 1, hal 75– 82, 2023, <https://doi.org/10.36269/psyche.v3i1.323>
- [8] Astuti, I., Wicaksono, L., Maryuni, S., & Putri, A, 'Identifikasi permasalahan pada mahasiswa universitas tanjungpura. *Journal Education and Development*', vol 10, no 3, hal 643–649, 2022, <http://journal.ipts.ac.id/index.php/ED/article/view/4286%0Ahttps://journal.ipts.ac.id/index.php/ED/article/download/4286/2679>
- [9] Sartika, S. H., & Nirbita, B. N, 'Resiliensi akademik dan keterlibatan mahasiswa calon guru : Studi transisi pembelajaran era post-pandemic', *Jurnal Paedagogy*, vol 10, no 1, hal 157, 2023, <https://doi.org/10.33394/jp.v10i1.6318>
- [10] Putri, S. A. R. R., & Laksmiwati, H, 'Resiliensi akademik mahasiswa jurusan psikologi unesa saat perkuliahan daring pada masa pandemi', *Character: Jurnal Penelitian Psikologi*, vol 9, no 7, hal 27–35, 2022, <https://doi.org/10.26740/cjpp.v9i7.47825>
- [11] Laras, A. D. A., & Fajriani, N, 'Resiliensi akademik mahasiswa terhadap pandemi covid-19', *Indonesian Journal of Islamic Counseling*, vol 3, no 2, hal 9, 2021, <https://doi.org/10.35905/ijic.v3i2.6458>
- [12] Rinanda, H, '7 Fakta Mahasiswa Bunuh Diri di Sungai Brantas gegara Skripsi Tak Tuntas', Detik.com, 10 Januari 2024. Tersedia: <https://www.detik.com/jatim/berita/d-7133582/7-fakta-mahasiswa-bunuh-diri-di-sungai-brantas-gegara-skripsi-tak-tuntas> [Diakses: 6 Februari 2024].
- [13] Rosa, M.C, 'Mahasiswi di Palangkaraya Diduga Bunuh Diri karena Stres Tugas Kuliah', Kompas.com, 24 Januari 2024. Tersedia: <https://regional.kompas.com/read/2024/01/24/134625978/mahasiswi-di-palangkaraya-diduga-bunuh-diri-karena-stres-tugas-kuliah> [Diakses: 6 Februari 2024].
- [14] Pramana, P, 'Mahasiswa Udinus Semarang yang Tewas Diduga Bunuh Diri di Kamar Kos Tinggalkan Surat Wasiat', Jawa Pos, 12 Oktober 2023. Tersedia: <https://www.jawapos.com/berita-sekitar-anda/013068384/mahasiswi-udinus-semarang-yang-tewas-diduga-bunuh-diri-di-kamar-kos-tinggalkan-surat-wasiat> [Diakses: 6 Februari 2024].
- [15] Kurniawati, R, 'Hubungan self compassion dengan kesehatan mental pada mahasiswi yang sedang mengerjakan tugas akhir skripsi', Skripsi, UNIVERSITAS ISLAM NEGERI Khas Jember, 2022, <http://digilib.Universitas Islam Negerikhas.ac.id/id/eprint/10548>
- [16] Humaira, Y., Menanti, A., & Dewi, S. S, 'Pengaruh sense of humor dan self compassion terhadap resiliensi akademik pada mahasiswa universitas syiah kuala banda aceh', *Journal of Education, Humaniora and Social Sciences (JEHSS)*, vol 5, no 3, hal 2308–2321, 2022, <https://doi.org/10.34007/jehss.v5i3.1566>
- [17] Ramadhani, L, 'Hubungan antara self compassion dengan resilinesi akademik pada mahasiswa yang sedang mengerjakan skripsi', Skripsi, UNIVERSITAS ISLAM NEGERI Suska Riau, 2022, <https://repository.Universitas Islam Negeri-suska.ac.id/57552/2/SHIN%20MENU.pdf>
- [18] Bandura, A, *Self-efficacy: The exercise of control*. New York: W.H Freeman and Company, 1998.

- [19] Salim, F., & Fakhurrozi, M, 'Efikasi diri akademik dan resiliensi pada mahasiswa', *Jurnal Psikologi*, vol 16, no 2, hal 175, 2020, <https://doi.org/10.24014/jp.v16i2.9718>
- [20] Siyoto, S., & Sodik, A, *Dasar metodologi penelitian* (Edisi Pertama.). Malang: Literasi Media Publishing, 2015.
- [21] Ibrahim, A., Alang, A. H, Madi, Baharuddin, & Ahmad. M. A, *Metodologi Penelitian* (cetakan pertama). Sulawesi Selatan: Gunadarma Ilmu, 2018.
- [22] Sugiyono, *Metode penelitian kuantitatif, kualitatif dan R & D*. Bandung: Alfabeta, 2015.
- [23] Lestari, A., Rosana, T., & Wardani, I, 'Analisis minat konsumen terhadap keputusan pembelian produk pertanian "tanaman hias" melalui aplikasi shopee', *Agrisaintifika: Jurnal Ilmu-Ilmu Pertanian*, vol 7, no 2, hal 247-256, 2023, <https://doi.org/10.32585/ags.v7i2.4622>
- [24] Bustam, Z., Gismin, S. S., & Radde, H. A, 'Sense of humor, self compassion, dan resiliensi akademik pada mahasiswa', *Jurnal Psikologi Karakter*, vol 1, no 1, hal 17–25, 2021, <http://https://journal.unibos.ac.id/jpk>
- [25] Neff, K. D, 'Self-compassion, self-esteem, and well-being', *Social and personality psychology compass*, vol 5, no 1, hal 1–12, 2011, <https://doi.org/10.1111/j.1751-9004.2010.00330.x>
- [26] Karinda, F. B, 'Belas kasih diri (*self compassion*) pada mahasiswa', *Cognicia*, vol 8, no 2, hal 234–252, 2020, <https://doi.org/10.22219/cognicia.v8i2.11288>
- [27] Sulastri & Wahidin, E, 'Self-efficacy in Job Preparation for Undergraduate Psychology Students in Palembang City' *Socio-Economic and Humanistic Aspects for Township and Industry*, vol 2, no 1, hal 1-6, 2023, <https://doi.org/10.59535/sehati.v1i4.195>
- [28] Jowkar, B., Kojuri, J., Kohoulat, N., & Hayat, A. A, 'Academic resilience in education: the role of achievement goal orientations', *Journal of Advances in Medical Education & Professionalism*, vol 2, no 1, hal 33–38, 2014.
- [29] Putri, A. E., Parimita, D. W., & Wolor, D. C. W, 'Pengaruh dukungan sosial dan efikasi diri terhadap resiliensi akademik mahasiswa fakultas ekonomi uni', *Jurnal Pembelajaran dan Pengembangan Diri*, vol , no 2, hal 377–386, 2023, <https://doi.org/10.47353/bj.v3i2.241>
- [30] Yulikhah, S., Bukhori, B., & Murtadho, 'A Self concept, self efficacy, and interpersonal communication effectiveness of student', *Psikohumaniora*, VOL 4, no 1, hal 65– 7, 2019, <https://doi.org/10.21580/pjpp.v4i1.3196>
- [31] Bukhori, B., & Darmu'in, D, 'Plagiarism viewed from students' self-efficacy and academic procrastination', *Psymphatic : Jurnal Ilmiah Psikologi*, vol 6, no 2, hal 201–212, 2019, <https://doi.org/10.15575/psy.v6i2.6211>
- [32] Yoelianita, B. E., & Toga, E, 'Hubungan self-efficacy dengan academic resilience dimediasi self-regulated learning pada mahasiswa di masa pandemi covid-19', *Holistic Nursing and Health Science*, vol 5, no 2, hal 226–237, 2022, <https://doi.org/10.14710/hnhs.5.2.2022.82-93>
- [33] Sugiarto, S., & Neviyarni, S, 'Pentingnya *self awareness* siswa dalam mengikuti layanan bimbingan kelompok di sekolah', *Jurnal Pendidikan Tematik*, vol 3, no 3, hal 101, 2022.
- [34] Umami, M., & Rosdiana, A. M, 'Intensitas Bermedia Sosial dan Self Awareness Pada Remaja', *Jurnal Psikologi: Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, vol 9, no 1, hal 133-145, 2022, <https://doi.org/10.35891/jip.v9i1.2674>
- [35] Muryono, S, 'Mengembangkan resiliensi akademik melalui hubungan positif dalam konsep pendekatan person centered', *Jurnal Penelitian Guru Indonesia*, vol 6, no 2, hal 627, 2022, <https://doi.org/10.29210/022742jipi005>

Publisher's Note – Tinta Emas Institute stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.