



Academic Resilience as a Determinant of Student Engagement: A Perspective of Educational Management in Universities

Wahyu Nur Isna Wulandari*, Riza Noviana Khoirunnisa

Universitas Negeri Surabaya, Indonesia

Email : wahyu.22268@mhs.unesa.ac.id

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ABSTRACT

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*Corresponding Author

Changes in higher education learning systems and the increasing complexity of academic demands require students to demonstrate resilience and sustained engagement in the learning process. Insufficient student engagement may negatively affect learning quality, academic achievement, and institutional effectiveness. This study examines the influence of academic resilience on student engagement among undergraduate psychology students at Universitas Negeri Surabaya. Employing a quantitative correlational design, data were collected from 326 students selected from a population of 2,122 active students using the Raosoft sample size calculation. Data collection was conducted through an online survey utilizing the Academic Resilience Scale (ARS-30) and the University Student Engagement Inventory (USEI). The findings reveal that academic resilience has a strong and statistically significant effect on student engagement, as indicated by a coefficient of determination of 0.968 ($p < 0.05$), demonstrating that academic resilience substantially contributes to students' behavioral, emotional, and cognitive engagement. These results highlight academic resilience as a critical internal resource in supporting effective learning participation. From an educational management perspective, the findings emphasize the importance of integrating resilience-building strategies into academic support systems, learning management practices, and student development programs to enhance engagement, improve learning outcomes, and support sustainable academic success in higher education institutions.

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INTRODUCTION

The rapid transformation of higher education in the era of digitalization and globalization has positioned universities as critical agents in preparing resilient and engaged human resources (Kusumawati, 2025; Najiburohman et al.,

2025; Rahman et al., 2025; Syafiih, 2025). Contemporary students are no longer expected to merely master academic content, but also to demonstrate adaptability, self-regulation, and persistence when facing increasingly complex academic demands (Ramdani, 2021). These competencies are essential not only for individual academic success but also for broader societal outcomes, as graduates with low engagement and weak resilience may struggle to contribute productively in professional and social contexts. Shifts in learning systems, heightened performance expectations, and competitive academic climates place substantial psychological pressure on students, which can undermine learning quality and educational equity. Empirical evidence shows that psychological capacities such as academic resilience and student engagement play a decisive role in sustaining learning motivation and performance under pressure (Cassidy, 2016). Therefore, understanding how these constructs interact is crucial for designing higher education systems that are socially responsive, sustainable, and capable of supporting student well-being alongside academic excellence.

Despite these expectations, many students encounter significant difficulties in adjusting to the demands of higher education, particularly during the early years of study (Dewi et al., 2025; Rahmatillah & Andayani, 2025; Setiawan & Rizal, 2024; Yakin, 2025). The transition from secondary education to university often involves unfamiliar academic standards, increased autonomy, and reduced external structure, which can overwhelm students who lack sufficient internal coping resources (Pascarella & Terenzini, 1991). In Indonesia, this challenge is compounded by disparities in educational backgrounds, digital literacy, and access to academic support systems. When students are unable to adapt effectively, they may exhibit declining motivation, reduced participation in learning activities, and diminished emotional attachment to their academic environment. Such conditions pose a broader societal problem, as disengaged students are at higher risk of academic failure, prolonged study duration, and dropout. These outcomes not only affect individual students but also represent inefficiencies within higher education management systems, highlighting the urgency of identifying psychological factors that can strengthen students' capacity to remain engaged and resilient throughout their academic journey.

The COVID-19 pandemic provided a concrete illustration of how sudden systemic changes can intensify these challenges (Aini et al., 2025; Musthofa & Faizin, 2025; Safitri & Lateh, 2024; Susanti et al., 2025; Zuhdi et al., 2024). The abrupt shift from face-to-face instruction to fully online learning disrupted students' routines, learning strategies, and social interactions, leading to widespread reports of decreased motivation, time-management difficulties, academic fatigue, and reduced class participation (Huwae, 2024; Sri Hardianti Sartika, 2023). Many students struggled to sustain engagement in virtual learning

environments, particularly when faced with technological constraints and limited academic support. Field observations in Indonesian universities indicate that while some students were able to adapt and maintain learning engagement, others experienced stagnation or withdrawal from academic activities (Ataman & Safitri, 2024; Hidayat et al., 2024; Khoiroh, 2025). These contrasting responses suggest that internal psychological resources, especially academic resilience, may play a critical role in determining how students respond to academic disruption. Students with higher resilience appear better equipped to regulate emotions, manage stress, and persist in learning despite adverse conditions, underscoring the importance of examining this construct more closely.

Student engagement has been widely recognized as a multidimensional construct encompassing behavioral, emotional, and cognitive involvement in learning activities (Hamid & Mustafa, 2024; Maulana, 2022). Behavioral engagement refers to observable participation such as attendance, task completion, and active involvement in class; emotional engagement reflects students' interest, enthusiasm, and sense of belonging; while cognitive engagement involves deep learning strategies and sustained effort to understand complex material. Numerous studies have demonstrated that high levels of engagement are associated with academic achievement, learning satisfaction, and student retention, whereas low engagement is often an early indicator of disengagement and academic burnout (Kristiana et al., 2025). Within higher education management, student engagement is increasingly viewed as a key performance indicator of learning quality. However, engagement does not emerge in isolation; it is shaped by both individual psychological capacities and institutional learning environments, necessitating an integrative perspective.

Academic resilience, on the other hand, refers to students' ability to adapt positively to academic challenges, recover from setbacks, and sustain motivation in demanding learning contexts (Cassidy, 2016). Resilient students tend to employ adaptive coping strategies, demonstrate effective self-regulation, and maintain intrinsic motivation toward academic goals (Ramdani, 2021). Studies in Indonesia indicate that students' levels of academic resilience remain relatively low compared to those in other Asian countries, raising concerns about students' preparedness to cope with academic pressure (Kumalasari, 2020). Previous research has shown that academic resilience is positively associated with learning persistence, stress management, and academic engagement (Martin & Marsh, 2008; Carmona-Halty et al., 2019). Nevertheless, much of this research has focused on general student populations, with limited attention to specific disciplinary contexts and institutional characteristics, leaving room for more contextualized investigations.

From a theoretical perspective, the relationship between academic resilience and student engagement can be explained through Self-Determination Theory, which emphasizes the fulfillment of autonomy, competence, and relatedness as drivers of intrinsic motivation and active engagement (Hasanah et al., 2024; Hidayati, 2024; Mustaghfiroh & Mubaroq, 2025; Setiawan et al., 2024). Students with strong academic resilience are more capable of perceiving academic challenges as manageable, seeking social support, and maintaining a sense of competence, thereby fostering higher engagement in learning activities (Carmona-Halty et al., 2019). While international studies consistently report positive associations between resilience-related constructs and engagement, empirical findings in Indonesia remain fragmented. Some studies emphasize academic aspects of engagement, while others overlook emotional and social dimensions, indicating a gap in holistic understanding. Moreover, limited research has examined this relationship within psychology programs, which demand higher levels of reflective thinking, emotional regulation, and active participation.

Addressing this gap, the present study focuses on psychology students at Universitas Negeri Surabaya, a group characterized by intensive academic workloads, practical activities, and collaborative learning demands. This context provides a relevant setting to examine how academic resilience contributes to student engagement when controlling for demographic factors such as gender, cohort, and academic performance. The study argues that academic resilience functions as a critical internal resource that enables students to remain behaviorally, emotionally, and cognitively engaged despite academic pressure. By providing empirical evidence on this relationship, the study aims to contribute to educational management by informing the design of student development programs, resilience-based interventions, and learning strategies that support sustained engagement. Ultimately, the findings are expected to support more adaptive academic policies and student support systems that enhance both learning quality and student well-being in higher education.

RESEACH METHOD

This study employed a quantitative methodology with a correlational research design. A quantitative approach was chosen to objectively examine the relationship between academic resilience and student engagement using numerical data and statistical analysis.. The correlational design is appropriate for identifying the strength and direction of associations between variables without manipulating research conditions, allowing for empirical examination of naturally occurring psychological phenomena within an educational context.

The research was conducted at the Faculty of Psychology, Universitas Negeri Surabaya. This location was chosen due to its relevance to the research variables, as psychology students are exposed to intensive academic demands, reflective learning activities, and practical coursework that require high levels of engagement and resilience. Additionally, the availability of a well-documented student population and institutional support facilitated systematic data collection. The population consisted of 2,122 undergraduate psychology students enrolled between 2022 and 2025. Sample size determination was calculated using the Raosoft sample size calculator with a 95% confidence level and a 5% margin of error, resulting in a sample of 326 students. This sampling size was considered sufficient to ensure representativeness and generalizability of the findings.

Data were collected using an online questionnaire distributed through Google Forms. This technique was chosen for its efficiency in reaching a large number of participants and its suitability for contemporary student populations accustomed to digital platforms. The research instruments consisted of two standardized psychological scales. Academic resilience was measured using the Academic Resilience Scale (ARS-30) developed by Cassidy (2016), which assesses students' ability to cope with academic adversity using a five-point Likert scale. Student engagement was measured using the University Student Engagement Inventory (USEI) developed by Maroco (2016), which evaluates behavioral, emotional, and cognitive engagement through a five-point Likert scale. Both instruments were translated into Indonesian by the Language Center of Universitas Negeri Surabaya to ensure linguistic accuracy and cultural equivalence.

Data analysis followed a systematic process involving data condensation, data display, and data verification. Data condensation was carried out by screening responses, removing incomplete entries, and excluding invalid items based on preliminary testing results. Data display was conducted through descriptive statistics, including mean scores, standard deviations, and frequency distributions to illustrate the characteristics of academic resilience and student engagement. Data verification was performed through inferential statistical analysis, including normality testing, linearity testing, and simple linear regression analysis to examine the effect of academic resilience on student engagement.

To ensure data trustworthiness, validity and reliability testing were conducted prior to the main data analysis. A pilot test involving 50 respondents outside the main sample was administered. The validity test identified two invalid items in the academic resilience scale and one invalid item in the student engagement scale, which were subsequently removed. Reliability testing using Cronbach's Alpha yielded coefficients of 0.888 for academic resilience and 0.719

for student engagement, indicating acceptable to high internal consistency. These procedures confirm that the research instruments were both valid and reliable for measuring the intended constructs.

RESULT AND DISCUSSION

Result

The validity testing results indicated that two items from the Academic Resilience scale failed to meet the construct validity criteria, while one item from the Student Engagement scale was identified as invalid. The removal of these items improved the accuracy of the instruments in measuring their intended constructs. All remaining items that met the validity requirements were subsequently included in the main data analysis.

Tabel 1. Hasil Uji Validitas Variabel X dan Y

Variabel	Jumlah Item Awal	Item Tidak Valid	Jumlah Item Valid
Academic Resilience (X)	30	Item 5 dan 10	28
Student Engagement (Y)	15	Item 13	14

Reliability testing demonstrated that the Academic Resilience instrument achieved a high level of reliability, while the Student Engagement instrument reached a good level of reliability. These findings indicate adequate internal consistency, confirming that both instruments were suitable for research purposes.

Tabel 2. Hasil Uji Reliabilitas Variabel X dan Y

Variabel	Cronbach's Alpha	Kategori
Academic Resilience (X)	0,888	Reliabilitas Tinggi
Student Engagement (Y)	0,719	Reliabilitas Baik

The linearity test revealed a significance value below 0.05, indicating a linear relationship between academic resilience and student engagement. This result confirms that the assumption of linearity was fulfilled, allowing for further regression analysis.

Tabel 3. Hasil Uji Linearitas Academic Resilience dan Student Engagement

Variabel X	Variabel Y	Signifikansi	Keterangan
Academic Resilience	Student Engagement	$p < 0,05$	Linear

Normality testing showed that all variables had significance values exceeding 0.05, indicating that the data were normally distributed and met the assumptions required for parametric statistical analysis.

Tabel 4. Hasil Uji Normalitas Data Penelitian

Variabel	Signifikansi	Keterangan
Academic Resilience (X)	> 0,05	Normal
Student Engagement (Y)	> 0,05	Normal

The simple linear regression analysis revealed that academic resilience had a significant effect on student engagement, with a coefficient of determination (R^2) of 0.968. This finding indicates that 96.8% of the variance in student engagement can be explained by academic resilience, while the remaining 3.2% is influenced by external factors not examined in this study.

Tabel 5. Hasil Uji Regresi Linier Sederhana

Variabel Bebas	Variabel Terikat	R^2	Sig.	Keterangan
Academic Resilience (X)	Student Engagement (Y)	0,968	$p < 0,05$	Signifikan

Overall, the results of the validity, reliability, normality, linearity, and regression analyses confirm that the research instruments met the required statistical assumptions and that academic resilience has a statistically significant and substantial influence on student engagement, thereby providing a strong empirical basis for further interpretation and discussion of the findings within the context of educational management.

DISCUSSION

The results of this study demonstrate a strong and significant relationship between academic resilience and student engagement. The high R^2 value indicates that academic resilience plays a dominant role in shaping students' engagement in learning activities. Students with higher levels of academic resilience tend to demonstrate stronger behavioral, emotional, and cognitive engagement. These students are more capable of managing academic stress, regulating anxiety, and recovering from academic setbacks, which allows them to remain actively involved in lectures and academic tasks. This finding aligns with Cassidy (2016), who conceptualizes academic resilience as the ability to respond adaptively to academic challenges.

The findings of this study support previous research by Annisania and Nursanti (2024), which identified a positive relationship between academic resilience and student engagement among first-year university students. Their study indicates that students with strong adaptive coping-based resilience are more consistently engaged academically, a finding reinforced by the present study across academic levels, including psychology students.

Consistent results were also reported by Athira (2023), who examined the effect of academic resilience on student engagement among engineering students at Universitas Negeri Jakarta. Athira found that students who were able to withstand academic pressure exhibited higher levels of engagement in the learning process. The convergence of findings across different faculties strengthens the argument that academic resilience is a robust predictor of student engagement regardless of disciplinary context.

The present findings further align with Maroco's (2016) conceptualization of student engagement as a positive psychological state characterized by energy, dedication, and active involvement in academic work. Students with high academic resilience tend to perceive academic obstacles as learning opportunities rather than threats, enabling them to maintain interest and commitment despite demanding workloads and competitive evaluation systems.

Moreover, the results are consistent with Salsabila and Kusdiyati (2021), who demonstrated that academic self-efficacy significantly influences student engagement in online learning contexts. Although the present study examines a different psychological construct, both findings highlight the critical role of internal psychological resources in sustaining engagement. Academic resilience is closely related to academic self-efficacy, as resilient students tend to believe in their capacity to overcome academic challenges.

Further support is found in the work of Crisostomus and Saraswati (2023), who showed that psychological capital including hope, optimism, self-efficacy, and resilience positively affects academic engagement. Academic resilience serves as a vital psychological resource that helps students maintain learning activities when facing academic difficulties. Similarly, Paula, Iriana, and Dewi (2020) found that strong psychological capital enhances academic engagement among nursing students, reinforcing the protective role of internal psychological strengths.

Despite the high explanatory power of academic resilience, the findings should be interpreted cautiously. Student engagement is influenced by multiple factors beyond the scope of this study, including social support, teaching quality, learning environments, and individual personality traits. Nevertheless, the present study highlights academic resilience as a central factor that warrants attention in higher education.

From an institutional perspective, these findings have important implications for higher education institutions, particularly the Faculty of Psychology at Universitas Negeri Surabaya. Universities are encouraged to implement academic resilience development programs, such as stress management training, adaptive coping skills workshops, and academic counseling services. Strengthening students' resilience can enhance their

engagement, concentration, and dedication to academic activities.

Overall, this study confirms that academic resilience is a critical determinant of student engagement in higher education. The findings support previous research while providing empirical evidence from an Indonesian university context. Academic resilience should therefore be regarded as a foundational psychological resource that universities must cultivate to improve student engagement and educational quality.

CONCLUSION

Based on the research findings, it can be concluded that academic resilience is a key factor that significantly and strongly influences student engagement in the context of higher education. The high coefficient of determination indicates that students' abilities to cope with academic pressure, manage failure, and sustain learning efforts are the primary drivers of their behavioral, emotional, and cognitive engagement in the learning process. The main lesson from this study confirms that student academic success is not solely determined by cognitive abilities, but also by internal psychological capacities that enable students to persist and thrive amidst complex academic demands. Scientifically, this study makes an empirical contribution to strengthening the framework of educational psychology and educational management by positioning academic resilience as a strategic element in managing student engagement in higher education, particularly in the context of Indonesian students.

Despite providing meaningful findings, this study has several limitations that require consideration. First, the study used a correlational design, which cannot fully explain the causal relationship between academic resilience and student engagement. Second, the study's scope was limited to one faculty and one study program, so generalizing the findings to other disciplines or institutions requires caution. Therefore, further research is recommended to use longitudinal or experimental designs to examine the dynamics of academic resilience in more depth, including other variables such as social support, learning quality, and academic climate. Cross-institutional and cross-cultural studies are also needed to ensure the development of resilience-based educational policies and practices can be implemented more comprehensively and sustainably.

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