



CONCEPT ANALYSIS OF RESILIENCE UNIVERSITY STUDENT

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ABSTRACT

University student resilience is a critical factor for academic success and psychological well-being. This study aims to elucidate the concept of resilience development among university students. Walker and Avant's concept analysis approach will be employed to clarify the understanding of resilience development. This analysis will identify key attributes such as coping skills, social support, optimism, and self-belief. A comprehensive framework, referring to a structured psychological intervention model, will be developed to enhance student resilience. This framework encompasses intervention programs, assessment, and evaluation. The results of this concept analysis are expected to contribute to the development of effective programs to improve student resilience, enabling them to better navigate academic and non-academic challenges.

Keywords: resilience, university students, personal development, coping skills, social support, psychological interventions.

ABSTRAK

Ketahanan (resilience) mahasiswa universitas merupakan faktor penting dalam keberhasilan akademik dan kesejahteraan psikologis. Penelitian ini bertujuan untuk menjelaskan konsep pengembangan ketahanan pada mahasiswa universitas. Analisis konsep Walker dan Avant digunakan untuk mengklarifikasi pemahaman tentang pengembangan ketahanan. Analisis ini mengidentifikasi atribut kunci seperti keterampilan mengatasi masalah (coping skills), dukungan sosial, optimisme, dan keyakinan diri. Kerangka kerja komprehensif, yang merujuk pada model intervensi psikologis terstruktur, akan dikembangkan untuk meningkatkan ketahanan mahasiswa. Kerangka ini mencakup program intervensi, penilaian, dan evaluasi. Hasil analisis konsep ini diharapkan dapat berkontribusi pada pengembangan program efektif untuk meningkatkan ketahanan mahasiswa, sehingga mereka dapat lebih baik mengatasi tantangan akademik dan non-akademik

Kata Kunci: resiliensi, mahasiswa universitas, pengembangan diri, keterampilan koping, dukungan sosial, intervensi psikologis.

INTRODUCTION

University students are in a critical transitional phase from late adolescence to young adulthood. During this period, they encounter various psychosocial challenges related to identity development and social roles, which, if not adequately addressed, can lead to role confusion and disruptions in personality stability (Rebecca and Abell 2020). As they strive for independence and fulfill their life needs, including through employment, they must also adapt to new demands at the university level, encompassing academic, social, and emotional adjustments (Ayele 2018; Rahayu and Arianti 2020). This situation is exacerbated by recent data indicating a significant increase in mental health issues among university students. According to a report by the American College Health Association (American College Health Association 2023), the percentage of students reporting symptoms of anxiety increased to 41.6%, and symptoms of depression reached 36.7% in 2023. These data represent a significant increase compared to 2021, when symptoms of anxiety were reported by 34.4% and depression by 31.1% of students. Thus, there has been a 7.2% increase in anxiety and a 5.6% increase in depression within a two-year period (2021–2023). Similar findings have been reported in

Indonesia. A study involving 227 active students revealed that 26.9% (61 students) experienced mild depression, 18.5% (42 students) experienced moderate depression, and 9.3% (21 students) experienced severe depression. Additionally, 86.8% (197 students) reported high levels of anxiety (Setyanto, Hakim, and Muzakki 2023). These pressures often trigger stress that negatively impacts students' mental health, potentially leading to suicidal ideation or behavior (Salsabhilla and Panjaitan 2019).

Suicide represents a severe global public health problem and is a leading cause of death among university students worldwide. Recent data from the WHO (2024) indicates that over 700,000 people die by suicide annually, ranking as the third leading cause of death in the 15-29 age group (WHO 2024). In the United States, suicide is the second leading cause of death among college students (Garnett, Curtin, and Stone 2022),). In South Korea, it is the primary cause of death among adolescents and young adults (Noh et al. 2022). In Japan, suicide rates among university students reached a six-year high, with 17.6 per 100,000 students in the 2020-2021 academic year (Fuse-Nagase et al. 2021). Although suicide rates in Indonesia are lower, the issue remains a significant concern among university students (Macrynika, Miranda, and Soffer 2018). The implications of these high suicide rates are profound, affecting not only individual students but also families, communities, and the educational system as a whole. The consequences include the loss of productive potential, severe emotional burdens, and significant healthcare costs.

Various factors contribute to the increasing incidence of suicide among students, including academic pressure, sexual abuse, social media promoting suicide methods, and mental health issues (Altavini et al. 2023; Chompoosri 2021; Paidipati et al. 2023). Therefore, this research is crucial to identify effective solutions to mitigate these negative impacts. One promising solution is enhancing students' psychological resilience. Research has demonstrated that resilience can mediate between suicide risk factors and their likelihood, thereby reducing the harmful effects of psychosocial stress faced by students (Chang et al. 2021; Chen et al. 2021). Thus, a thorough understanding of the concept of resilience and its development is essential for creating a supportive university environment that protects students' mental health. Given this background, the purpose of this study is to conduct a concept analysis of resilience in university students, aiming to better understand how resilience can serve as a protective factor in preventing suicide risk among students.

METHOD

Walker and Avant's (2019) concept analysis method was employed to clarify and define the concept of "Resilience" among university students. This method comprises eight systematic steps: 1) selecting the concept for analysis; 2) determining the analysis's purpose; 3) identifying all uses of the concept; 4) identifying the concept's attributes; 5) establishing a case model definition; 6) identifying borderline, related, and contradictory cases; 7) selecting antecedents and consequences; and 8) defining empirical referents. (Walker and Avant 2019). The selection of this method was based on its ability to provide a structured and comprehensive framework for exploring complex concepts, aligning with the research objective of gaining an in-depth understanding of resilience in university students. To identify the uses of the concepts "Resilience" and "University Student," a literature search was conducted across academic

databases, including PubMed, Scopus, and Google Scholar. The inclusion criteria encompassed articles published within the last decade (2014-2024), written in English or Indonesian, and specifically addressing resilience in the context of university students. Keywords used in the search included "resilience," "university student," "college student," "higher education," "coping," and "adaptation," along with their Indonesian equivalents. The article selection process involved reviewing titles, abstracts, and full texts to ensure relevance to the research focus. Despite the Walker and Avant concept analysis method providing a clear framework, it presents certain limitations. Firstly, the interpretation of attributes and cases may be influenced by researcher subjectivity. Secondly, the focus on literature published within the last decade may overlook valuable contributions from earlier research. Thirdly, the use of specific academic databases may limit the scope of the literature retrieved. These limitations were taken into consideration during the interpretation of the analysis results.

RESULT AND DISCUSSION

Select a concept

The concept chosen for the analysis is resilience in university students. The reason for selecting this concept is due to the critical role resilience plays in supporting students through the challenges they face during their academic journey. University students often encounter various stressors, including academic pressure, social adjustments, and personal struggles. Resilience, the ability to adapt and bounce back from these difficulties, directly influences students' capacity to cope with these challenges, maintain their mental health, and succeed academically. Developing resilience is especially important for students as it impacts their overall well-being, academic performance, and persistence in completing their studies. By focusing on resilience, this analysis aims to explore how students can develop the necessary skills and mindset to navigate and overcome the obstacles they face, ultimately leading to better outcomes both in their personal and academic lives.

Determine the aims or purpose of analysis

The purpose of this analysis is to explore the concept of resilience in university students and clarify its various dimensions and implications. This analysis aims to identify the key attributes of resilience, using case models, borderline cases, related cases, and contrary examples to illustrate how resilience manifests in different contexts. It will also examine the antecedents and consequences of resilience in the university setting, with a focus on the factors that contribute to students' ability to adapt to academic, social, and personal challenges. Additionally, the analysis will consider empirical references, such as existing studies and models, to provide a comprehensive understanding of resilience and its impact on students' academic success and overall well-being. By examining these elements, the analysis seeks to provide insights into how resilience can be fostered and supported within the university environment.

Identify concept uses

Resilience: The Ability to Overcome and Endure

Resilience, a concept that has garnered increasing attention across various fields, refers to the ability of individuals, groups, or systems to face, overcome, and even grow from difficult situations, trauma, or significant changes. This concept has been extensively studied across various disciplines, from psychology to social sciences.

Definitions of Resilience from Various Perspectives

Resilience is the ability of individuals, groups, or even systems to confront, adapt to, and grow from challenging, traumatic, or significant changes. This concept has been thoroughly explored in various fields. In psychology, resilience is defined as the ability to adapt to unpleasant conditions (Garmezy 1991), showing positive adaptation in the face of adversity (Luthar and Cicchetti 2000), and preventing detrimental effects (Grotberg 2001). Furthermore, resilience is explained as the capacity to overcome difficulties and return to a prior state (Reivich and Shatte 2002), a pattern of positive adaptation (Riley and A 1956), and maintaining psychological stability (Keye and Pidgeon 2013). Beyond psychology, resilience is also linked to national resilience (VanBreda 2001), the capacity of systems to cope with disasters (Affeltranger et al. 2004), and the adaptability of systems (Maliati and Chalid 2021). In the context of education, resilience is associated with teaching motivation (Gu and Day 2007), while in communities, resilience is interpreted as the ability to anticipate risks and recover (Kirmayer et al. 2009). Resilience is also relevant in military contexts (Simmons and Yoder 2013), academics (Sari and Indrawati 2016), and health (Cooper et al. 2020). More broadly, from a sociological perspective, resilience is defined as the ability of a system to face change and continue evolving. (Moberg and Simonsen 2014)

Based on the analysis of the attribute components above, it can be concluded that the operational definition of resilience is a dynamic process demonstrating positive adaptive behaviors and resilience, characterized by persistence, prevention, and overcoming the impacts of stress in difficult situations, along with receiving social support.

Defining Attribute Definitions

A dynamic process, positive adaptation, resilience, persistence, prevention, overcoming, and social support.

Case Model

Student A, a 19-year-old, expressed that the current academic experience is causing stress. This is due to the heavy workload and the varying demands from different lecturers, along with grades that did not meet expectations. Student A mentioned that at the beginning of the semester, he experienced a shock due to the pace of university life, but gradually, he began to adjust, despite facing considerable difficulty. Eventually, he managed to recover and continued his studies by avoiding procrastination, maintaining good communication with lecturers, asking questions when something was unclear, consistently evaluating himself based on feedback from professors, and regularly consulting with his academic advisor. Student A also mentioned receiving support from his academic advisor and close friends. This case exemplifies the core attributes of resilience: positive adaptation (adjusting to the pace of university life), persistence (continuing studies despite difficulties), overcoming (recovering from initial shock), and seeking social support (consulting with advisors and friends). Student A's proactive strategies, such as avoiding procrastination and maintaining communication, highlight the dynamic process of building resilience.

Border case (borderline)

Student B, a 20-year-old, mentioned that this semester has a heavier workload, but he has adapted to it, as he has become accustomed to university life since the beginning. Student B has developed a strategy to avoid procrastinating by managing assignments in advance, maintaining good communication with lecturers, and asking questions when something is unclear, while continuing to pursue his studies. However, Student B is currently facing an issue with one of his lecturers due to being late for a class, but has not yet consulted with his academic advisor. Additionally, Student B expressed that he does not receive support from his close friends. Student B demonstrates some attributes of resilience, such as adaptation and

persistence, but lacks the crucial element of social support and proactive problem-solving (not consulting with the advisor). This case highlights the importance of social support and addressing issues promptly in maintaining resilience.

Contrary case

Student C, a 19-year-old, expressed that the current academic experience is causing stress. This is due to the heavy workload and varying demands from different lecturers, along with grades that did not meet expectations. Student C mentioned that he feels unable and unwilling to continue his studies, wanting to quit and feeling overwhelmed by the excessive number of assignments. He is also afraid to communicate with lecturers and feels embarrassed to ask questions when something is unclear. Furthermore, he has not conducted self-reflection based on feedback from lecturers, nor has he sought consultation with his academic advisor, despite the advisor's initiative. Student C also stated that he does not receive support from his close friends. Student C represents a lack of resilience. He exhibits none of the core attributes: no positive adaptation, no persistence, no overcoming, and no social support. This case underscores the absence of resilience and its impact on academic performance and well-being.

Antecedents and Consequences

Antecedents

Several factors influence resilience, which can be classified into internal and external protective factors:

1. Internal Protective Factors: These include characteristics such as emotional regulation, calm demeanor, intellectual competence, internal locus of control, positive self-concept, planning abilities, faith quality, self-esteem, self-efficacy, problem-solving skills, emotion regulation, optimism, intelligence, and social skills.
2. External Protective Factors: These encompass external sources of support, particularly from family and the surrounding environment.

Consequences

The consequences of resilience can be observed in the following outcomes:

1. Effective Coping: This refers to the ability to manage stress and difficult situations in a way that allows an individual to function optimally while dealing with challenges. Effective coping strategies are essential for managing adversity and maintaining psychological well-being.
2. Mastery: This concept is often used interchangeably with self-efficacy and is defined as the ability or knowledge an individual possesses and has mastered. Mastery reflects an individual's belief in their capability to accomplish tasks and challenges.
3. Positive Adaptation: Positive adaptation occurs when an individual recovers from disruptive or challenging events. This process of recovery is not only effective but also beneficial, contributing to the individual's long-term well-being and personal growth.

Defining Empirical Reference

Resilience shares similarities with the concept of adaptation. Adaptation refers to an individual's ability to cope with stressors (problems) and accept the situations they face (Sarafino and Smith 2014). One instrument that can be utilized to measure adaptation is the Psychological Adaptation Scale (PAS). This instrument can be further developed to create a concise scale based on theoretical frameworks, aimed at assessing the cognitive and emotional outcomes of an individual's coping strategies (Biesecker et al. 2013).

Practical Implications and Limitations of Findings

The findings of this analysis have several practical implications for educational institutions. Firstly, the identified attributes of resilience (positive adaptation, persistence, overcoming, and social support) can be integrated into student support programs. Universities can develop workshops and counseling services that focus on enhancing these attributes. Secondly, the antecedents of resilience, such as internal and external protective factors, can be fostered through targeted interventions. For instance, workshops on emotional regulation and problem-solving skills can enhance internal protective factors, while peer mentoring programs can strengthen external support systems. Lastly, the consequences of resilience, such as effective coping and positive adaptation, can be measured to evaluate the effectiveness of intervention programs. However, this study has limitations. The case examples, while illustrative, are limited in scope and may not represent the diverse experiences of all university students. Further research could explore resilience in a larger and more diverse student population, using a mixed-methods approach to gather both quantitative and qualitative data. Additionally, the analysis focused primarily on academic resilience, neglecting other aspects of student life, such as social and personal resilience. Future studies could adopt a more holistic approach to resilience, considering its various dimensions and their interplay. Furthermore, the analysis relies heavily on literature published within the last decade. While this ensures the relevance of the findings to contemporary issues, it may overlook valuable insights from earlier research. Future analyses could benefit from a broader historical perspective, examining how the concept of resilience has evolved over time. Finally, the analysis is limited by the subjective interpretation of the researcher, therefore, future research could consider involving multiple researchers in the analysis process to enhance the objectivity and validity of the findings.

CONCLUSION AND RECOMMENDATION

The university years are often seen as a transitional period from adolescence to young adulthood. This phase is perceived by students as a time of transition, presenting unique demands and challenges. During this period, students must meet developmental tasks and adapt to the learning methods and activities at the higher education level. The adaptation process involves academic, social, personal, emotional adjustments, and institutional attachment. However, this period of adaptation can also serve as a source of stress, potentially leading to severe outcomes, including suicidal ideation. Consequently, prevention strategies are essential to protect students, enabling them to adapt effectively to the stressors they face.

The Concept Analysis mechanism (Walker and Avant 2019) was applied to investigate resilience, beginning with the selection of the concept and the identification of its purpose. This process included identifying all concept uses, defining attributes, constructing a model case, creating borderline and contrary cases, and identifying antecedents and consequences. The analysis identified five key attributes of resilience: a dynamic process, positive adaptation, resilience, persistence, prevention, overcoming challenges, and social support. The operational definition developed indicates that resilience is a dynamic process characterized by positive adaptation and resilience, demonstrated by persistence, prevention, and the ability to overcome the challenges posed by stressful situations, alongside the support of social networks. Furthermore, antecedents and consequences of resilience were identified, including both internal and external protective factors. Finally, the empirical referent identified for resilience was the concept of adaptation.

Recommendations

Given the findings, it is crucial to implement programs and interventions that foster resilience in students, particularly during their transitional phase. Academic institutions should focus on enhancing both internal and external protective factors, such as improving students' emotional regulation, problem-solving abilities, and social support systems. Moreover, targeted interventions to promote positive adaptation and coping strategies could mitigate the potential risks associated with the pressures students face, ultimately contributing to their overall well-being and academic success.

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