RESILIENCE AND SELF-CONCEPT IN NEW STUDENTS OF THE GUIDANCE AND COUNSELING STUDY PROGRAM

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*Abstract: This study aims to determine the relationship between resilience and self-concept in new students of the Guidance and Counseling Study Program, Mercu Buana University, Yogyakarta. New students have their own challenges in life. When individuals enter college, individuals experience various changes in social relationships, and financial problems. The hypothesis in this study is that there is a positive relationship between resilience and self-concept in new students. The subjects in this study were new students of the guidance and counseling study program, 33 students. The measuring instrument used in this research is the Self-Concept Scale and the Resilience Scale. The results of the study were analyzed using the product moment correlation technique. The results of the correlation coefficient (rxy) = 0.613 with p = 0.000 (p < 0.05). This shows that there is a significant positive relationship between self-concept and resilience in new students of the guidance and counseling study program. From the results of this study, it can be concluded that self-concept has a positive contribution to resilience so that the higher the self-concept, the higher the resilience of students. Individuals who have a high self-concept will be more confident, have an optimistic attitude, and always have a positive attitude towards everything. Individuals are also able to appreciate **themselves and see positive things that can be done for success in the future.***

Keywords: *resilience, self-concept, new students*

INTRODUCTION

Education is a primary need in human life, and as an effort to improve the quality of life in shaping a better human being in the future. One of the levels of formal education in Indonesia is higher education. Entering college brings life changes for individuals. Usually changes are experienced most often in the first year of college when entering college (new students) (Robbins, 2018). Pauline (2020) states that when individuals enter college, individuals face various changes, ranging from changes due to differences in the nature of high school and college education, differences in social relationships, and financial problems. In addition to facing the changes above, new students will also face pressure due to the acculturation process with the new culture in which they study. Students must face cultural changes, lifestyle changes, environmental changes, and students are required to be able to handle them well so that the continuity of their education also runs well and smoothly.

Researchers focused on new students of the guidance and counseling study program at Mercu Buana University, Yogyakarta. Based on researcher interviews with 10 new students in August and early September 2022 at the Mercu Buana University campus, Yogyakarta, found difficulties or problems faced by new students of the guidance and counseling study program, including: time management, social adjustment, interaction and communication, adaptation problems to the system on campus, as well as reduced quantity and quality with family or people closest to them.

In addressing the problems mentioned above, students need the ability to adapt positively in the face of

adversity and require extraordinary abilities to survive and rise from the difficulties faced by a person in a healthy manner, in psychology this is called resilience (Julia, 2018). Robbins (2018) adds that the reaction of each individual is different in facing various challenges or problems in life. The difference in reactions is caused by a different perspective on the problem at hand. One of the factors that influence the difference is resilience. Individuals who have resilience are called resilient individuals.

Reivich & Shatte (2003) define resilience as the ability to overcome, control, get through, and bounce back when adversity strikes. As for the aspects of resilience according to Reivich & Shatte (2003) there are (7) seven, namely: (1) emotion regulation, is the ability to remain calm under stressful conditions, (2) impulse control, is the individual's ability to control desires, encouragement, likes, and pressures that arise from within a person, (3) optimistic, is the individual believes that all things can change for the better and has hope for the future and can control the direction of his life, (4) analysis of causes, is the individual's ability to identify the cause of individual problems accurately, (5) empathy, is the individual's ability to be able to understand feelings and can read signs of other people's emotional and psychological conditions, (6) self-efficacy, is the individual believes that the individual can overcome problems that may arise will experience and believe in his ability to succeed, (7) the achievement of positive aspects, namely the individual's ability to achieve positive aspects of life n after the misfortune that befell.

The level of resilience in students in Indonesia today tends to be low and easily fragile, one of the evidences of the low level of student resilience is the increasing number of suicides in students. Suicide cases in Indonesia in children and adolescents (aged 15-24 years) are the highest in Asia. Students

are required to be active and creative, so it is not uncommon for students to get difficulties and problems in undergoing the teaching and learning process at school which causes students to be depressed (Ekasari & Andriyani, 2013).

Research by Amelia, et al (2014) shows that the level of resilience in first year students is not yet in the highest category, mostly in the moderate category of resilience. The sample in this study was the first year students of the Faculty of Medicine, Riau University, totaling 119 people consisting of 22 male students and 97 female students. In this study also resulted in the conclusion that there is a difference in resilience (resilience) based on gender, self-toughness (resilience) in men is higher than women. It was also concluded that first-year students who live with their parents/family have higher resilience than those who are alone or boarding, and it is known that the resilience of students who come from schools in the city of Pekanbaru is higher than students who come from schools outside Pekanbaru.

Researchers also conducted interviews with 5 new students at the Mercu Buana University Yogyakarta campus in August and early September 2022, from the results of the interviews researchers found symptoms of low resilience in 5 new students, namely; students feel pressured when being chased by college assignment deadlines, lectures are interrupted when there are family problems or other personal problems, stress with college assignments that cause interpersonal communication with family members or close friends is sometimes not good. These things indicate the low aspect of emotion regulation. Judging from the aspect of impulse control, it is also indicated that it is still low, indicated by students being easily offended and unable to contain their anger because of small things, such as dissatisfaction with academic services, not talking to each other or arguing when there is a conflict with family or friends. In addition, students' expectations are

limited to wanting to graduate from college quickly, being pessimistic about being able to achieve their desired career/job, this shows that there is still a lack of optimism in themselves.

The ability of students to identify the causes of problems has also not emerged, shown when problems occur with friends, campus, family or other personal problems, students tend not to think again about the causes of the problem, but are more focused on finding solutions. Viewed from the aspect of empathy, students are less sensitive in recognizing the feelings or conditions of the people around them, both friends and family members, this shows a lack of empathy for students. Students also feel unsure of their ability to complete college until they graduate or are not sure they can graduate on time, feel unable to graduate with cum laude predicate. These things indicate a lack of self-efficacy in students. It can also be seen that students have also not been able to achieve positive aspects of life after the misfortune that befell them, such as tending to make the same mistakes, for example, being often late or not submitting homework assignments, often disobeying their parents' orders/wants even though they are often reminded. These things are still repeated even though they know they will cause problems and have a negative impact on themselves.

From the description above, it can be concluded that the resilience level of new students is indicated to be still low. Every individual should have high resilience because a resilient individual will be able to survive under pressure or sadness and not show a negative mood continuously. If the resilience in a person increases, he will be able to overcome any problems, be able to increase self-potentials, become optimistic, appear courageous, and emotional maturity (Ann, 2018). Pauline (2020) also states that individuals who have high resilience will be able to get out of problems quickly and not immersed in feelings of being victims of the environment or

circumstances and be able to make decisions when in difficult situations. Individuals who have high resilience are able to maintain positive feelings, health and energy, and individuals who are resilient are individuals who are tough, individuals have positive energy that will give birth to people of character.

In addition, resilience also affects the decrease in the level of psychological distress in students, the higher the level of resilience, the lower the level of psychological distress in students. Resilience is closely related to the level of distress experienced by individuals. Resilient individuals will be able to achieve their goals, think carefully, calmly, focus on problems, able to adapt and control themselves, and believe in God and fate when experiencing setbacks or negative things (Julia, 2018). Rusli's research (2016) also shows that there is a significant relationship between resilience and work stress. The higher the employee's resilience, the lower the employee's work stress. Resilient employees will be able to survive in urgent situations, in the face of work demands and challenges that cause work stress, and conversely individuals who are not resilient will easily give up in dealing with problems and often have difficulty in dealing with stressful situations.

The factors that affect resilience according to Everall, et al (2006), include; (a) individual factors, which are individual abilities which include individual cognitive abilities, self-concept, self-esteem, and social competencies possessed by individuals; (b) family factors, including support from parents, namely how parents treat and serve their children. In addition to support from parents, the family structure also plays an important role for the individual; (c) community factors, including involvement in relationships and extracurricular activities outside the home to help develop resilience.

Starting from these determinant factors, the self-concept is assumed to be one of the important factors that

influence the level of individual resilience. This is because self-concept is one aspect of individual psychosocial development, self-concept is one of the determining variables in the educational process. There is a lot of evidence that strengthens that the low achievement and motivation of students and the occurrence of deviations in student behavior are mostly caused by negative perceptions and attitudes of students towards themselves. Likewise, students who have learning difficulties, are more caused by the attitude of students who see themselves as unable to carry out the tasks and the difficulties they face (Desmita, 2014).

Silvernail (1985) defines self-concept as a picture that individuals have of themselves, which consists of themselves physically, socially, morally, and psychologically. Silvernail (1985) also divides aspects of self-concept into 4 aspects, including: a) physical self-aspects, namely views, thoughts, feelings of individuals towards their physical; b) aspects of the psychic self, namely thoughts, feelings, and behaviors that individuals have about themselves; c) aspects of the social self, namely the social role played by the individual as well as the individual's assessment of how good or bad the role is; d) the moral self aspect, which consists of values and principles that give meaning and direction to one's life.

Tentama (2019) states that individual resilience is influenced by a positive self-concept. Individuals who have a high self-concept will be more optimistic, full of confidence and always be positive about everything, as well as the failures they experience. Individuals are also able to appreciate themselves and see positive things that can be done for success in the future. However, if the individual's self-concept is low, the individual will believe and view himself as weak, incompetent, unwelcome, lose interest in life, be pessimistic about life and the opportunities it faces and give up easily (Laura, 2016).

Based on the description of the background above, it can be concluded that by improving self-concept is one way for new students to be able to improve their ability to overcome and through difficulties or obstacles that occur, so that researchers formulate the problem in this study is whether there is a relationship between self-concept and resilience to new students of the guidance and counseling study program at Mercu Buana University, Yogyakarta?

The purpose of this study was to determine the relationship between self-concept and resilience in new students of the guidance and counseling study program. The benefit of this research is that new students as early as possible improve their self-concept so that they are able to overcome, control, through obstacles and difficulties during the lecture process until graduation. The hypothesis in this study is that there is a positive relationship between self-concept and resilience in new students of the guidance and counseling study program.

RESEARCH METHODS

This research is a quantitative research. Collecting data using self-concept scale and resilience scale. Research subjects according to the characteristics of the study were 33 students. Analysis of the data used is the product moment correlation technique and the data were analyzed with the help of SPSS 22.0

RESULTS AND DISCUSSION

Based on the results of the research, the categorization of resilience variables can be seen that 36.36% (12 subjects) are categorized as high, 54.54% (18 subjects) are categorized as moderate, and 9.1% (3 subjects) are categorized as low. Based on the results of the categorization of self-concept variables, it can be seen that 45.4% (15 subjects) were categorized as high, 48.5% (16 subjects) were categorized as moderate, and 6.1% (2 subjects) were categorized as low. Before testing the hypothesis, the assumption

test is carried out which includes normality test and linearity test on the distribution of existing research data.

Normality test

The results of the normality test for the resilience variable data on new students of the guidance and counseling study program obtained the value of KS-Z = 0.105 with p = 0.200 (p> 0.05), and the self-concept variable data obtained the value of KS-Z = 0.135 with p = 0 .96 (p > 0.05), meaning that the data from resilience and self-concept have normal data distribution.

Linearity Test

The results of the linearity test of the self-concept variable with resilience in new students of the guidance and counseling study program showed the value of F = 57.882 with a significance level of 0.000 (p <0.05), meaning that the relationship between self-concept and resilience in new students of the guidance and counseling study program showed a relationship linear ones.

The results of the hypothesis test of this study indicate that there is a positive relationship between self-concept and resilience in new students of the guidance and counseling study program, the correlation coefficient (rxy) = 0.612 with p = 0.000 (p <0.05).

The researcher conducted an additional analysis, namely the independent sample t-test to determine whether there were differences between the self-concepts of male and female subjects and the resilience of male and female subjects. Before conducting the independent sample t-test analysis, the researcher conducted prerequisite tests, namely the normality test and homogeneity test. The results of the independent samples t-test for data on resilience variables in new students of the guidance and counseling study program obtained t = 1.798 with p = 0.082 (p > 0.05), meaning that there is no significant difference between resilience in males and resilience in males. woman. In the self-concept variable obtained t = 0.078 with p = 0.938 (p> 0.05), meaning that there is no significant difference between self-concept in men and self-concept in women.

The results showed that the hypothesis which stated that there was a positive relationship between self-concept and resilience in new students of the guidance and counseling study program was accepted, from the results of data analysis obtained a correlation coefficient (rxy) = 0.612 with p = 0.000 (p < 0.05) . This shows that there is a significant positive relationship between self-concept and resilience. The higher the self-concept of new students in the guidance and counseling study program, the higher the resilience of students. On the other hand, the lower the self-concept, the lower the resilience of new students in the guidance and counseling study program. The coefficient of determination was obtained at 0.382, which means that 38.2% of resilience in new students of the guidance and counseling study program was influenced by self-concept.

The existence of a relationship between self-concept and resilience in new students of the guidance and counseling study program indicates that self-concept is one of the factors that affect the resilience level of new students of the guidance and counseling study program. The results of this study are in line with research by Alexander (2011) which states that the self-concept with all the aspects contained therein (physical, psychological, social, and moral) does indeed contribute to individual resilience. Self-concept has a positive contribution to resilience so that the more positive the self-concept, the higher the individual's resilience. Conversely, the more negative the self-concept, the lower the individual's resilience. So this reflects that having a self-concept is one way to increase individual resilience.

As revealed in Robbins' research (2018), resilient individuals will be able to survive under pressure or sadness and not show a continuous negative mood. If the resilience in a person increases, he will be able to overcome any problems, be able to increase self-potentials,

become optimistic, appear courageous, and emotional maturity. Based on the results of categorization of resilience in new students of the guidance and counseling study program, 36.36% (12 subjects) were categorized as high, 54.54% (18 subjects) were categorized as moderate, and 9.1% (3 subjects) were categorized as low. Most research subjects are at moderate to high levels of resilience, which can be interpreted that the subject cannot be separated from resilience which certainly has a high impact on his life.

The results also show that the determinant coefficient (R^2) of self-concept with resilience is 0.382, meaning that the contribution of the self-concept variable to resilience is 38.2%. This means that there are 61.8% of other influencing factors that are in individual factors such as cognitive abilities, self-esteem, and social competence. In addition, there are family factors including support from parents, namely how parents treat and serve children and family structure also plays an important role for individuals. The next factor is the community factor, namely involvement in relationships and extracurricular activities outside the home to help develop resilience (Breda, 2018).

From the results of additional analysis, the data obtained t = 1.798 with p = 0.082 (p > 0.05), meaning that there is no significant difference between resilience in men and resilience in women. This study is in line with Julia's (2018) research that there is no difference in the resilience of participants in terms of gender. It is also in line with Laura's (2016) research that gender does not affect the difference in resilience in men and women. This is because sex is only an attribute or division of two biologically determined human sexes attached to a particular sex and related to physical characteristics and reproductive organs (Julia, 2018). The self-concept variable obtained t = 0.078 with p = 0.938 (p> 0.05), meaning that there is no significant difference between male and female self-concepts. This study is in line

with Alexander (2011) that there is no significant difference between self-concept in male and female adolescents. This is because based on research by Alexander (2011), in developing countries there is an increase in equality between men and women.

CONCLUSION

The conclusion from the results of this study is that there is a significant positive relationship between self-concept and resilience in new students of the guidance and counseling study program. The level of self-concept and resilience in the new students of the guidance and counseling study program are generally in the medium to high category. The contribution of self-concept to resilience is 38.2%, this means that there are 61.8% of other factors that can affect individual resilience such as individual cognitive abilities, self-esteem, social competence of individuals, family factors, and community factors.

The results of additional analysis on the variables of self-concept and resilience in new students of the guidance and counseling study program can be seen that in terms of gender, there is no significant difference.

Suggestions that can be given based on the results of the research are for new students of the guidance and counseling study program who already have self-concept and resilience in the medium to high category to be maintained by trying to always believe in themselves that they will be able to pass and face the obstacles of college, and remember the struggles and sacrifices material and non-material that has been done to attend lectures, so that it will not be easy to stop fighting before graduating.

For new students of the guidance and counseling study program who have low self-concept and resilience, it is recommended that they prepare themselves early to face challenges and difficulties in the next semesters which will certainly be more difficult, so from now on they must improve their self-image or view themselves more closely.

positive direction in order to have the confidence and ability to be able to overcome, control, through, and bounce back from obstacles or difficulties in college.

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