



Academic Resilience of Students in The Limited Face to Face Learning Period (PTM-T)

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Abstract: Academic resilience is the ability of students to manage negative experiences that suppress the student's learning process by maximizing their potential to become resilient students and have good academic performance with all obstacles and social problems. The purpose of this study was to obtain the results of the academic resilience of SMA Muhammadiyah 2 Sidoarjo students during the Limited Face-to-Face Learning Period (PTM-T). This article measures the resilience level of students with the dimensions of resilience. The research instrument was adapted from the Indonesian Version of the Adaptation Factor Analysis of Academic Resilience Instruments: Exploratory and Confirmatory Approaches using quantitative methods. The sample used was 304 students of SMA Muhammadiyah 2 Sidoarjo. The analysis technique used is descriptive. The results showed that the average level of resilience of SMA Muhammadiyah 2 Sidoarjo students was 103.31 which could be interpreted in the high category. A total of 15 students with a percentage of 4.9% in the medium category and as many as 289 students with a percentage of 95.1% in the high category. This shows that with Limited Face-to-face Learning, students are still able to rise from academic difficulties that can hinder their learning process first during the current Limited Face-to-face Learning (PTM-T) period.

Keywords: academic resilience, resilience, ptmt

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INTRODUCTION

Currently, all countries are still hit by the *Corona Virus Disease* (COVID-19) pandemic. One of the affected countries is Indonesia. Since the beginning of 2020, the entire community has been fighting together to contain the spread of the coronavirus. Starting from the government, health workers, residents, and other parties involved. Based on data obtained, as of March 18, 2022, the number of cases exposed to COVID-19 in Indonesia reached 5,948,610 positive cases, 5,549,220 were declared cured of Covid and 153,411 died (Covid19.go.id). Meanwhile, in Sidoarjo Regency, COVID-19 cases reached 44,305 positive people, 42,935 people recovered from COVID-19, and 1013 people died due to exposure to the coronavirus (Covid19.sidoarjokab.go.id). With this pandemic disaster, many sectors have been harmed or many people have experienced difficulties both in terms of economics, society, and education.

One of the difficulties for children is education, ideally, face-to-face schools are activities to be able to develop themselves properly and maximally, emergency learning policies during the pandemic require students to study at home online by the Decree (SK) circular of the Minister of Education number 4 in 2020, that distance learning or home study policies are implemented to provide students with meaningful learning experiences without being burdened with completing curriculum achievements and focusing on life skills education. This policy, which is a strategic step in education during the COVID-19 emergency, is also written to be reinforced in circular letter number 15 of 2020 regarding guidelines for implementing BDR (Learning From Home) during the Covid-19 emergency, which states that the purpose of implementing BDR (Learning From Home) is to ensure the rights of students in obtaining the learning service process, are protected from the covid-19 virus and ensure the fulfillment of psychosocial support for educators/teachers, students and also parents. In the distance learning process, students do not meet directly with educators during learning.

However, in practice, online learning or distance learning through various learning platforms hurts users, the impact is experienced directly by teachers, students, and parents. This impact has resulted in a decrease in the objectives of the learning process in addition to academic achievement in the field of science presented. The concerns conveyed by the implementers of the policy were that there were teachers experiencing problems in managing online learning activities. Meanwhile, parents are constrained in dividing their time to accompanying their children to study at home and how to motivate their children. And students also have difficulty concentrating when learning online so increased stress and boredom due to long isolation can potentially cause anxiety and depression.

Distance learning (PJJ) poses obstacles to students, such as limited facilities (gadgets, laptops), internet limitations, power lines that easily go out, servers down, and the ability to find assignment references (Sari et al., 2020). The impact that is felt directly by students on online learning is in line with research conducted by (Safira & Hartati, 2021) on students of SMAN 04 and SMAN 09 Semarang with 311 students as respondents which aims to measure student's academic stress levels in distance learning with the results that by 49% the majority of students have a moderate level of academic stress and 10% in the high category. This means that the majority of students simply feel the symptoms of academic stress during online learning. Another study was also submitted by Listari et al. (2021) the results of the study found that online-based sociology learning at SMAN 3 Pontianak had a significant direct effect on learning achievement motivation with a contribution of 17,4%. Besides that, it was also found that achievement motivation had a direct effect on student learning outcomes with a contribution of 16,68% in online-based sociology learning. From these data, it can be seen that with the implementation of distance learning during this pandemic some obstacles and impacts are given especially for students. Online learning has an impact, including obstacles in adapting to online learning and a sense of boredom due to being at home for too long (Santoso & Santosa, 2020).

The negative impact of the implementation of distance learning (PJJ) is also felt by students at SMA Muhammadiyah 2 Sidoarjo, among others, decreased student motivation, decreased student achievement, and decreased level of independence of students to be able to adjust to school, assignments are given at school. at the same time as well as students who are unable to rise from the difficulties or trauma experienced which can be a limiting factor for them in improving their abilities in academics. In line with research conducted by (Nuzuliyah, 2021) that during the Covid-19 pandemic it had an impact on the education sector, one of which was distance learning which influenced the academic resilience of SMA Negeri 1 Trenggalek students as many as 95 students with a percentage of 73,6% of students have moderate academic resilience, while 90 students or 69,8%, have a moderate level of optimism. Overall, there is an influence of optimism from SMAN 1 Trenggalek students on academic resilience during this covid19 pandemic. Research also conducted by (Ph et al., 2020) involving 1,129 students from various provinces in Indonesia stated the results of their research that online learning during the pandemic made students depressed because one of the factors was learning assignments and the boring way of teaching teachers so became the main source of stress for participants. educate during the pandemic. Based on known data, this certainly affects students in increasing their academic resilience. Another opinion states that academic resilience is the ability to effectively deal with setbacks or pressures in an academic environment (Martin & Marsh, 2003).

With problems in the implementation of distance learning, the government implemented a new policy on learning in Indonesia. The government allows the Education Unit to be able to carry out direct learning, but still by obeying the rules that have been set. Based on the Decree of the 4 Ministers Joint Decree (SKB) as stated in number 05/KB/2021, number 1347 the year 2021, number HK.01.08/MENKES/6678/2021, and number 443-5847 the year 2021. Based on the government decision regarding the implementation of learning during the Covid-19 pandemic, as of November by the geographical conditions of SMA Muhammadiyah 2 Sidoarjo, which is at PPKM level 2, is now carrying out limited face-to-face learning with established learning regulations. The regulations that have been set are as follows: (1) Education Units with the achievement of dose 2 vaccination for educators and education personnel as much as 50%-80%, (2) Limited face-to-face learning is carried out alternately every day, (3) Number of students 50 % of the classroom capacity, and (4) The length of study is a maximum of 6 lessons per day.

On December 21, 2021, the government revised the education system policy during this pandemic through a Joint Decree (SKB) of 4 Ministers, namely organizing learning during the Covid-19 pandemic based on the level of Enforcement of Community Activity Restrictions (PPKM) and the achievement of educator vaccinations, education staff, and senior citizens. Education units located in special areas based on geographical conditions or those in the green zone can carry out face-to-face learning in full with 100% student capacity, this is stated in the decree of the Minister of Education, Culture, Research and Technology Number 160/P/2021. Starting January 2022 according to geographical conditions the Sidoarjo district, SMA Muhammadiyah 2 Sidoarjo carries out limited face-to-face learning with a student capacity of 100% with a total of 6 hours of lessons every day.

These things show that the implementation of limited face-to-face learning can help students improve the learning process and reduce obstacles in the teaching and learning process between teachers and students. To be able to carry out Limited Face-to-Face Learning, the Education Unit must prepare for the health protocols that have been set by the Ministry of Education and Culture, both in-class conditions, learning schedules, conditions of school residents, and existing facilities in the school environment. Of course, with this limited face-to-face learning policy, school residents have to adjust to a new environment with new habits, namely health protocols. There are special requirements to be able to carry out this limited face-to-face learning for members of the Education unit, including: (1) Not confirmed by Covid-19 or not being in close contact with Covid-19, (2) Healthy and if you have comorbidities (comorbidities) must be in a controlled condition, and (3) Do not have

symptoms of Covid-19, including people living in the same household as education unit residents.

Therefore, the existence of a learning process that has been carried out by all educational units is very influential on the abilities of students. Based on the information at the initial meeting with the students of SMA Muhammadiyah 2 Sidoarjo that they were already comfortable with online learning, and students were doing more of the things they wanted at home. However, it causes students to be more passive (less active) when the teaching and learning process (KBM) takes place in limited face-to-face learning. Students become less understanding of the material given by the teacher, this makes students not ask a lot of questions during class. This poses a slight obstacle to limited face-to-face learning as it is currently practiced.

The number of problems experienced by students makes them individuals who do not believe in their abilities and potential. Many students give up easily when facing difficulties regarding the grades they get during the exam, some students have difficulty not being able to get up because of problems from family factors to students who experience trauma in their lives. The problems seen in the field are reinforced by the expression conveyed by [Hendriani](#) (2016) that academic resilience describes students overcoming various negative experiences or big challenges, thus making them depressed and also hampering the learning process and requiring students to be able to adapt to academic demands well. Inline another the definition that academic resilience is an individual's ability to deal effectively with falls (setbacks), stress, or pressure in academic settings ([Martin & Marsh, 2009](#)).

METHODS

This study uses a quantitative method with a descriptive approach. Quantitative research is used because the data is processed in the form of numbers and analyzed statistically. According to [Sugiyono](#) (2018), quantitative research methods are research methods based on the philosophy of positivism that is used to examine a particular population or sample using research instruments such as data collection techniques, data analysis of quantitative or statistical nature to be able to test hypotheses. has been determined by the researcher. Research with this method has been widely used by researchers and experts. Research by collecting data and information to research subjects to get more accurate results.

To determine the sample size in the study, the researcher used the Slovin formula with an error rate of 5% and obtained a sample size of 304 samples which included classes X, XI, and XII. The research was conducted with the permission of the SMA Muhammadiyah 2 Sidoarjo school. Before taking data on the research subjects, the researcher held the first meeting with several students. After that, the researcher distributed the research instrument to the students.

The data collection technique was carried out using a questionnaire instrument which was conducted online in February 2022. This study used an instrument adapted from the research of ([Kumalasari et al., 2020](#)) with the research title "Analysis of Adaptation Factors for Academic Resilience Instruments Indonesian Version: Exploratory and Confirmatory Approaches" in the Journal of Psychological Research and Measurement, 9 (2), 84-95 which has obtained approval from related parties. This instrument is a modification of Cassidy's theory (2020) The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure which was previously intended for students, with permission given to modify the instrument intended for students of SMA Muhammadiyah 2 Sidoarjo. This instrument has 24 statement items which include 3 statement components which include 10 component items of Perseverance or persistence dimensions, 6 component items of Negative Affect dimension statements, and 8 component items of Reflective or reflection dimension statements presented using the Likert scale method. There are two types of statements, namely Favorable statements, and Unfavorable statements. By using Pearson's Product Moment formula to test the validity of the academic resilience questionnaire, it was obtained that 24 statement items were declared valid.

Based on the results of the r_{count} reliability test using the Cronbach's Alpha formula, it will be compared with the r_{table} using a significance level of 5%, declared reliable if the r_{count} result is greater than r_{table} . Then the results are classified into 5 categories namely Very High ($0,9 \leq 1,00$), High ($0,7 \leq 0,8$), Fair ($0,5 \leq 0,6$), Low ($0,3 \leq 0,4$) and Very Low ($0,0 \leq 0,2$) and based on the value of Mean, Variance and Standard Deviation. In addition, this study uses the Kolmogorov-Smirnov normality test which is part of the classical assumption to determine whether the data distribution is normally distributed or not. There are three levels in determining the level of student academic resilience, namely High, Medium and Low. To find out the results of academic resilience owned by SMA Muhammadiyah 2 Sidoarjo students, a categorization test with 3 levels was used. This research has been granted permission by the University of Muhammadiyah Prof. Dr. Hamka of the Faculty of Teacher Training and Education with letter number 001/A.30.02/2022.

The analytical method used in this research is a descriptive statistical analysis to analyze the data and information that has been collected. In quantitative research, using descriptive statistical analysis makes it easier for researchers to manage data and read data and information that has been obtained. Testing the data using the Kolmogorov-Smirnov normality test and categorization test. The results using this analytical method are

even more accurate. The formula used is as follows:

$$D_{\text{count}} = \{F_0(X) - S_N(X)\}$$

Information:

$F_0(X)$: theoretical cumulative frequency distribution (area under the normal curve)

$S_N(X)$: cumulative frequency distribution of observation scores.

RESULT AND DISCUSSION

Resilience in Education provides a framework for understanding why some at-risk children do well in school, while others do not (Geste, 2010). Academic resilience is defined as the individual capacity to adapt to academic situations, by responding healthily and productively to improve themselves so that they can face and overcome academic demands (Rahayu et al., 2014). The research on academic resilience conducted by (Rahayu et al., 2014) links several variables such as school engagement, locus of control, and social support with students' academic resilience to see the influence of these variables. The results obtained from the study are that there is a significant joint effect on adolescent academic resilience even though the effect is small. Another definition of academic resilience is the ability to effectively deal with setbacks or pressures in an academic environment (Martin & Marsh, 2009). Academic resilience occurs when students can use their internal and external abilities in managing all forms of negative emotions by bringing up adaptive behavior, so it can be said that students already have good academic resilience. Students who have resilience believe that there is always a way or solution to be able to rise from the difficulties they face.

In addition, in measuring the level of academic resilience in SMA Muhammadiyah 2 Sidoarjo students who are running Limited Face-to-face Learning (PTMT) using an instrument that has been adapted and modified from (Kumalasari et al., 2020) in a study on Adaptation Factor Analysis The Indonesian Version of the Academic Resilience Instrument: Exploratory and Confirmatory Approach, which was also developed by (Cassidy, 2016) contains an overview of difficulties in the context of Education, which allows individuals to respond in adaptive or non-adaptive ways, thereby providing a measurement of academic resilience with the ARS-30 measuring instrument. The use of the ARS-30 measures cognitive-affective and behavioral responses to events of academic difficulty stated by (Cassidy, 2016).

Before the research was conducted, the researchers conducted a trial of the instrument on several high school students in Sidoarjo Regency processed using IBM SPSS Statistics 26 software. The results showed that of the 24 statement items, only 15 items included the dimensions of Perseverance, Reflecting and Adaptive Help-Seeking and Negative Affect and Emotional Response which were declared valid when tested because the significance value was $< 0,05$ and the 9 statement items were invalid because the significance value was $> 0,05$. There are 4 invalid statement items on the perseverances dimension, 1 statement item on the Negative Affect dimension, and 4 statement items on the Reflecting and Adaptive Help-Seeking dimension. The instrument that has been tested for validity is then tested for reliability using Cronbach's Alpha with a significance level of 5% which shows the results with a value of 0,743 are High or it can be stated that the data is reliable by the provisions table. Thus, the researcher used the same instrument for research by modifying the invalid statement items again with sentences and language that were easily understood by students, so that 24 statement items could be used again for research. The results of the calculation of academic resilience instruments for students of SMA Muhammadiyah 2 Sidoarjo ($N=304$) in testing the validity and reliability were declared valid for 24 statement items by obtaining a significance value < 0.05 and the instrument remained reliable with a Cronbach Alpha value $r_{\text{count}} > r_{\text{table}}$ or $0,785 > 0,113$. The following is a table of the results of the reliability test processing using the Cronbach Alpha approach which is calculated using the IBM SPSS Statistics 26 software:

Table 1. Reliability Alpha Cronbach Test
Reliability Statistics

Cronbach's Alpha	N of Items
.785	24

In this study, the normality test was used to determine whether the research data were normally distributed or not. Data processing uses IBM SPSS Statistics 26 software. The basis for making decisions on the normality test is if the significance value is $> 0,05$ then the data is declared to be normally distributed. Meanwhile, if the significance value $< 0,05$, the data is declared not normally distributed. The following are the results of the

calculation of the normality test using the Kolmogorov-Smirnov formula:

Table 2. Normality Test
One-Sample Kolmogorov-Smirnov Test

		TOTAL
N		304
Normal Parameters ^{a,b}	Mean	103.31
	Std. Deviation	9.969
Most Extreme Differences	Absolute	.064
	Positive	.051
	Negative	-.064
Test Statistic		.064
Asymp. Sig. (2-tailed)		.004 ^c
Exact Sig. (2-tailed)		.157
Point Probability		.000

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it is known that the Mean (average) value is 103.31 and the Standard Deviation value is 9,969. The next result is to see the significance value, with the Exact approach it is known that the sig. (2-tailed) has a value of 0,157 or $p=0,157$. Therefore Is known that if the p value $> 0,005$ then the data is declared normally distributed, whereas if the p -value $< 0,005$ then the data is declared not normally distributed, so it can be concluded that the research data is $0,157 > 0,005$ then the research data can be declared normally distributed and can be used to continue the categorization test. And then, the researcher analyzed the data using data analysis techniques in the categorization test which had 3 categories or levels, namely low, medium and high. By adjusting the calculations, the data obtained and tested for categorization of students academic resilience levels with the formula obtained from [Azwar](#) (2012), namely Low: $X < (M-1SD)$, Medium: $(M-1SD) \leq X < (M + 1SD)$, and Height $(M + 1SD) \leq X$.

Based on the calculation of the criteria formula by adjusting the research data, the results were obtained in the Low category ($X < 56$), Medium ($56 \leq X < 88$), and High category ($88 \leq X$). The categorization test for the description of academic resilience of SMA Muhammadiyah 2 Sidoarjo students using the IBM SPSS Statistics 26 software obtained the results of the categorization test having a Mean or average value of 103,31 and the value of the Standard Deviation is 9,96 which can be interpreted if the average value 103,31 (with a result of $88 \leq 103,31$) then the average academic resilience of SMA Muhammadiyah 2 Sidoarjo students is included in the High category. This can be seen in the following table:

Table 3. Academic Resilience Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sedang	15	4.9	4.9	4.9
	Tinggi	289	95.1	95.1	100.0
	Total	304	100.0	100.0	

The results of the table above for the level of academic resilience are 15 students of SMA Muhammadiyah 2 Sidoarjo who have academic resilience in the medium category or as many as 4,9% of students from the number of research samples ($N=304$). Then, as many as 289 students of SMA Muhammadiyah 2 Sidoarjo who have academic resilience in the high category or with a percentage of 95,1% of students from the number of research samples ($N=304$). Students who are in the moderate category are less than 50%, which means that there are still many students who have the resilience to rise up to solve the academic problems they face in this Limited Face-to-face Learning. Furthermore, it was obtained that a percentage of 95,1% of students already had good academic resilience and were able to face the difficulties they faced and could hinder the learning process during the limited face-to-face learning period which is still ongoing.

Table 4. Results Based on Sub Variables

Sub Variable	Max	Min	mean	Amount	%Average	St. Deviation	Desc
Perseverance	50	10	40.87	12425	81.74	4.22	T
Reflecting and adaptive help seeking	40	8	34.04	10351	85.12	4.63	ST
Negative Affect	30	6	17.29	5257	57.64	4.47	S
Total	120	24	92.21	28033	224.51%	13.33	

Based on the table of results per sub-variable of academic resilience above, the sub-variable Perseverance is in the High category with a percentage result of 81,74%, while the sub-variable Reflecting and adaptive help-seeking are in the Very High category with results the percentage is 85,12% and the Negative Affect sub-variable is in the Medium category with a percentage result of 57,64%.

In the currently limited face-to-face learning (PTM-T), students certainly experience many changes. Students are required to adjust to the new school policies in this Covid-19 era. Academic resilience possessed by students is the ability to manage emotions to what is happening and rise from difficult situations that hinder the learning process. Academic resilience is a dynamic development process that involves many types of factors and these factors help to maintain resilience in students (Mallick & Kaur, 2016). Resilient students are individuals who successfully cope with various risks in their studies in adaptive ways, also able to balance the fulfillment of academic demands with other social demands. The concept of resilience is a person's ability to accept, face and transform problems that have been and are being faced (Widuri, 2012). Resilient students also show positive management of various stressful conditions, so that they can complete studies with good results, especially during the limited face-to-face learning period as it is today.

SMA Muhammadiyah 2 Sidoarjo students who took part in limited face-to-face learning during the Covid-19 pandemic still felt comfortable with distance learning. Students can do whatever they want at home. However, this makes students more passive (less active) when the face-to-face learning process is limited in class. Students do not ask the teacher a lot and many students are easy to complain and give up when faced with difficulties regarding the scores obtained during the exam. So that this brings a person into a detrimental situation because he experiences negative feelings such as anxiety, fear, and worry always and can hinder the daily life of students (Ramanda & Sagita, 2020). In line with the other definition that resilience is very important for students so that they can survive and be able to overcome problems that require being able to study at home (Aryansah & Sari, 2021). Because of that, the importance of academic resilience possessed by students to be developed as well as possible so that students are better prepared to become resilient individuals, and have the adversity to face the difficulties they face despite the transition of the learning system from a distance learning to the limited face-to-face learning system as currently implemented so that students do not have obstacles in the learning process.

So based on the research data processing, it is known that the description of academic resilience owned by SMA Muhammadiyah 2 Sidoarjo students is obtained with an average (Mean) $M = 103,31$, so it can be stated that students are in the high category. As for the results obtained from the research sample ($N=304$) of students of SMA Muhammadiyah 2 Sidoarjo which includes classes X, XI, and XII, 289 students of SMA Muhammadiyah 2 Sidoarjo have a high level of academic resilience with a percentage of 95,1%. The results of the study describe the behavioral responses of SMA Muhammadiyah 2 Sidoarjo students in facing academic difficulties which include hard work, continuing to try and persist, focusing on plans and goals, receiving and utilizing feedback, and having dealing with difficulties according to the dimensions of Perseverance. Besides that, SMA Muhammadiyah 2 Sidoarjo students also have cognitive responses in facing academic difficulties which include the ability to reflect on strengths and weaknesses in the learning process, seek help, support, and encouragement, and evaluate efforts and achievements according to the dimensions of Reflecting and Adaptive Help-Seeking. This result is reinforced by the results of research conducted by Yavuz (2020) where students have a sense of optimism and confidence in dealing with the stress they experience.

In line with research conducted by Aisyah (2021) regarding the relationship between academic resilience and academic stress on students in implementing distance learning, the results showed that there was a negative relationship between academic resilience and academic stress, which means that the higher academic resilience, the lower academic stress. On the other hand, the lower the academic resilience, the higher the academic stress. Meanwhile, 15 students of SMA Muhammadiyah 2 Sidoarjo have a moderate level of academic resilience obtaining a percentage of 4,9%. In this case, students of SMA Muhammadiyah 2 Sidoarjo also have a picture of emotional responses in facing academic difficulties which include anxiety, avoiding negative emotions, and optimism and hopelessness according to the Negative Affect dimension. These results are reinforced by the results of research conducted by (Hosana et al., 2021) that the resilience variable obtained results in as many as 87 subjects (45,8%) belonging to the low category and 103 subjects (54,2%) belonging to the high category. That is, from 190 research subjects, there are 103 subjects or more than half the number of subjects who have a high level of resilience, in other words, the higher the ability to manage stress, the higher the resilience

possessed and vice versa.

The results of this study are in line with the research conducted by (Ginting, 2015) with a research sample of less than 50 at Christus Sacerdos High School which found that 8 students or around 19,5% had a high level of resilience, 26 students or 63,4 % have a resilience level in the medium category, and 7 students or 17 have a resilience level in the low category. It should also be necessary to note that students who have moderate and low levels of academic resilience have more percentages than students with high academic resilience, so it is necessary to develop academic resilience for students (Ginting, 2015). Students as teenagers are expected to have resilience in facing challenges. The existence of resilience will turn problems into strengths. The results of the study are in line with the definition put forward by (Mufidah, 2017) that resilience is a person's ability to survive and not give up on difficult circumstances in life and try to learn and adapt to these circumstances and then rise from the situation being experienced to become better.

This study is also in line with (Muwakhidah & Lianawati, 2021) with a sample of 540 teenagers who were actively carrying out online learning at home during the Covid-19 pandemic and were randomly selected to obtain the results that the majority were 16 years old and a maximum of 21 years old. Meanwhile, based on gender, the majority of respondents are women with a percentage of 65,19%. While the results of the level of adolescent resilience show that the resilience of adolescents in the high category is 34% or 184 adolescents, while the resilience of adolescents in the medium category is 65,6% or 349 adolescents, and adolescent resilience in the low category is 1,3% or 7 adolescents. Thus, the level of academic resilience in the high category of SMA Muhammadiyah 2 Sidoarjo students can still be improved, while some students who have academic resilience in the medium category can still be redeveloped their potential with the help of teacher/parent guidance. Having resilience will turn problems into challenges, failure into success, and helplessness into strength. Line with another definition explains that academic resilience is when students use internal or external strengths to deal with various bad experiences, pressures, and barriers to the learning process so that they are able to adapt and carry out any academic demands effectively (Boatman, 2014).

In addition, SMA Muhammadiyah 2 Sidoarjo carries out all the policies of the education unit very well. Especially by being used as a reference school or pilot school in the UBAH (Efforts to Change Behavior in the Face of Covid-19) organized by MDMC (Muhammadiyah Disaster Management Center) Sidoarjo district. In this case, all teachers, education staff, and students become participants as agents of change in dealing with COVID-19. With this program, SMA Muhammadiyah 2 Sidoarjo has a good level of compliance with health protocols. Thus, in the school environment and the teaching and learning process, all school residents are safe without worrying about an increase in Covid-19 cases. This is also one of the external influences on students in improving their academic resilience. With the academic difficulties that exist during distance learning to limited face-to-face learning at this time, health protocols, learning methods, teaching methods, and learning media are used to make students confident that they can face these difficulties. This states that with 3 (three) dimensions in measuring academic resilience students can show that during the limited face-to-face learning period students are currently able to survive and are able to face the academic difficulties they experience so that negative feelings can be channeled through adaptive behavior.

CONCLUSION

The results of this study illustrate that as many as 289 students of SMA Muhammadiyah 2 Sidoarjo already have a level of academic resilience in the high category with a percentage of 95,1% and as many as 15 students of SMA Muhammadiyah 2 Sidoarjo have a level of academic resilience in the medium category with a large percentage of 4,9 %. So it can be concluded that the condition of students when face-to-face learning is limited during the Covid-19 pandemic is able to adapt to changes in the learning process that occurs and is able to rise from the academic difficulties they face. One of the supporting factors for students in increasing academic resilience in this limited face-to-face learning period is also the compliance with health protocols carried out by the school as a reference school in Sidoarjo district in the UBAH (Business Changing Behavior in the Face of Covid-19) program activities by MDMC Sidoarjo district. Meanwhile, students who have academic resilience in the medium category still have to develop their academic resilience, in other words, they still have to be able to survive and face the difficulties they face, especially in the academic process with the help of guidance by teachers and parents. The resilience dimensions contained in the academic resilience measurement indicators are (a) Perseverance dimension which describes students' response to facing difficulties, (b) Reflecting and Adaptive Help-Seeking dimension which describes cognitive response, and (c) Negative Affect Dimension which describes students' emotional response in showing their academic resilience.

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