

Comparison of Academic Resilience Between Students in State Senior High Schools and Islamic-Based Senior High Schools Based on Learning Outcome in Ternate City

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Abstract

Background: Students are expected to complete their academic workload optimally. A common problem in education is low ability. Pressures on students include parental demands for grades and achievement, and the demands of a competitive learning environment.

Aims: Islamic schools often emphasize the instillation of religious values, while public schools may focus more on the development of broader academic competencies. The aim is to examine and compare the levels of academic resilience between students from public and Islamic-based high schools.

Methods: This study employed a quantitative approach using a Likert scale questionnaire and analyzed the data with a one-way ANOVA test in SPSS. Participants were 35 students from SMA Negeri, 27 from SMA Negeri Aliyah, 33 from SMA Muhammadiyah.

Results: The "I HAVE" (External Support) component was highest among SMAN 1 students (mean = 3.33) and the lowest among SMA Muhammadiyah students (mean = 2.09). Similarly, the "I AM" (Personal Strengths and Self-Worth) and "I CAN" (Interpersonal Skills and Problem Solving) components were also highest in SMAN 1 (mean = 3.52 and 3.32, respectively), while MAN 1 and SMA Muhammadiyah showed lower and relatively similar scores (2.39 and 2.35).

Conclusion: A one-way ANOVA test showed a statistically significant difference in student resilience between the three schools (Sig = 0.000; F = 188.149).

A. Introduction

The psychological and social problems that students are vulnerable to require protective factors that can maintain their well-being, such as academic resilience (Mahmoodimehr et al., 2023; Yu & Chae, 2020). In certain situations when hardship or suffering cannot be avoided, students with academic resilience can overcome various problems in an academic atmosphere (Kassymova et al., 2023; Radhamani & Kalaivani, 2021). Students will be able to make decisions quickly in difficult conditions. The existence of academic resilience will transform problems into challenges, failures into success, and powerlessness into strength (Sitouiu & Panisoara, 2024). Among these students, some are resilient to academic problems, while others are not strong enough to overcome them. This is a form of destructive aggression, a pathological behavioral phenomenon that reflects the occurrence of mental degradation in individuals expressed in various forms (Erofeeva et al., 2020).

Academic resilience and learning outcomes are interrelated. This is based on the opinion of Alva in Jowkar et al. (2014), who stated that resilience increases a child's likelihood of success in school and various other

aspects of their lives despite obstacles or unpleasant events. Resilient students are those who are able to demonstrate high performance and remain motivated in learning despite various pressures and risks of declining their performance (Etherton et al., 2020; Steel et al., 2024). In Islamic schools, there is more emphasis on moral and spiritual education in addition to academics, whereas public schools focus on academic development with a more modern and scientific-based approach. Likewise, in both Islamic-based and public schools, there are still students with low levels of social competence, inability to solve their own problems, lack of initiative in completing school assignments, and difficulty with academic demands in the city of Ternate. This study aims to determine whether there is a comparison of academic resilience between students from public and Islamic-based high schools on learning outcomes in the city of Ternate.

The Dynamics of resilience can also be demonstrated based on factors. Grotberg as cited in Wahidah (2018) explains that resilience factors are divided into three parts: "I Have," "I Am," and "I Can." "I Have" refers to the external support an individual receives to achieve resilience. This is reflected in a person receiving support and guidance from those closest to them. "I Can" refers to an individual's ability to solve problems. This is reflected in a person's success in solving life's problems and finding solutions without harming others. Finally, "I Am" refers to the drive within an individual that enables them to achieve resilience. This drive includes optimism, empathy, self-esteem, self-confidence, and personal abilities.

Another definition of resilience, according to Grotberg in Asriandari (2015), is the human capacity to face, overcome, become stronger, and even change as a result of adversity. Resilient individuals are able to derive positive meaning from the events they experience and even improve themselves. Every individual has the capacity to be resilient. There are several functions of resilience, namely: Overcoming (coping) as humans encounter adversity problems that cause stress that cannot be avoided. Therefore, humans need resilience to avoid losses that are the result of these unfavorable things. This can be done by analyzing and changing our perspective to be more positive and by increasing our ability to control our own lives. Steering through (ready to control) is everyone needs resilience to face every problem, pressure, and every conflict that occurs in everyday life. Resilient people will use their internal resources to overcome every problem without having to feel burdened and have a negative attitude towards the incident. Resilient people can guide and control themselves in facing problems throughout their life journey. Bouncing back (reviving) is an event that is traumatic and causes high levels of stress, so it requires higher resilience in facing and controlling oneself. The setbacks felt are usually so extreme, emotionally draining, and require resilience in a gradual way to heal oneself. Reaching out (achievement) is resilience, besides being useful for overcoming negative experiences, stress, or healing oneself from trauma, is also useful for gaining richer and more meaningful life experiences and committing to pursuing new learning and experiences. If students are actively involved in class discussion activities, it will improve good performance to achieve academic achievement (Grasiaswaty et al., 2019). In addition, in facing various problems and pressures that exist in school, students are expected to have abilities that can help them face challenges and be able to adapt to these conditions. This ability is what is meant by resilience, with good resilience, students are able to adapt to stressful conditions, do not easily give up on circumstances and are able to find new ways to deal with difficulties. The results of Kim & Windsor's (2015) research revealed that research respondents felt that work-life balance and resilience were formed by a dynamic and reflective process.

Religiosity and resilience are two terms that are inseparable from human life. Religiosity is a person's level of faith in God Almighty in living their daily lives. Religiosity is the relationship between living beings and God in the form of worship carried out in daily attitudes (Fuad & Masuwd, 2023). With a religious attitude in students, students have a guideline in living their lives full of challenges and pressures. One is that a higher quality of life leads to better coping and adapting strategies ultimately resulting in better resilience within the individual. The other is in the opposite direction, i.e., better resilience of an individual may lead to improved coping, resulting in a better quality of life.

Richardson & Waite in Utami (2020) suggest that every individual is born with inherent resilience, so resilience is not something spectacular; it is a process experienced by each individual. This means that every individual inherently possesses resilience. The only difference is the quality of academic resilience possessed by each individual. Cutuli & Masten in Sari & Indrawati (2016) explain that in human development, resilience research focuses on three situations: experiencing significant adversity (stress resistance), recovering from adversity after experiencing trauma or a highly disruptive experience (bouncing back), and successfully returning to normalcy (normalization).

Based on the above description, the researchers used the resilience aspects of "I have" (external sources of support), "I am" (individual abilities), and "I can" (individual ability to engage in social and interpersonal relationships) in the academic resilience study of public and Islamic high school students in Ternate City.

Academic resilience is defined as good academic achievement despite difficulties in the educational process (Demir, 2023; Yang & Wang, 2022). Galugu and Baharuddin (2017) in Adhawiyah et al. (2021) explained student involvement as the rate of participation and interest shown by students in academic activities. Low academic resilience makes students more vulnerable to psychological problems, making them less able to handle academic stress and difficulties (Cheng & Catling, 2015). These results are in line with research conducted by Ahmed et al. (2018), which found that social support received by individuals is an important part of the process of individuals becoming better, such as encouraging individuals to work harder and making individuals academically resilient. Resilience is the ability to overcome and adapt to problems that occur (Wijaya & Adiputra, 2025).

Academic resilience is a construct of resilience to possibly increase educational success amidst difficult situations experienced by individuals which can be seen from individual responses in cognitive, emotional, and behavioral aspects (Cassidy, 2015; Wei & Song, 2024). Cassidy (2015) explains that there are three dimensions in academic resilience, namely: The first dimension is perseverance, which is a description of an individual's cognitive response in facing academic demands amidst difficult situations. This is related to how students have the desire to work hard, try, not give up easily, stick to plans and goals, accept and utilize feedback, imaginative problem solving, and treat difficulties as opportunities to face challenges. Meanwhile, the second dimension is reflective and adaptive help-seeking which is a description of an individual's behavioral response in facing academic demands amidst difficult situations. Related to being able to reflect on strengths and weaknesses, changing approaches to learning, seeking help, support and encouragement, monitoring efforts and achievements, and giving rewards and punishments. The third dimension, negative affect and emotional response, reflects an individual's emotional response to academic demands amidst difficult situations. It relates to anxiety, avoiding negative emotional responses, optimism and despair, and accepting negative influences. Based on the description above, it can be in the form of an inventory, where in the inventory technique, the subject's position is represented by questions or statements that describe a person's behavior. The advantage of an inventory is that it can identify individual characteristics across various aspects, one of which is resilience, particularly academic resilience (Fullerton et al., 2021; Ye, 2021). Therefore, an academic resilience inventory can be used to classify students' level of academic resilience in online learning, as well as to measure and examine whether there are significant differences in resilience between students from both types of schools. This approach also helps identify effective and evidence-based strategies from both school types that can be implemented to enhance students' academic resilience. Consequently, developing and implementing targeted programs aimed at strengthening academic resilience in schools is essential for supporting students' overall learning success and well-being.

B. Research Methods

This study employed a quantitative research design using numerical data to test hypotheses and answer research questions. This study aimed to produce data that could be generalized. This research was conducted with participants at SMA Negeri 1 and Islamic-based high schools such as SMA Aliyah Negeri and SMA Muhammadiyah in Ternate City. Questionnaires were used as the main data collection instrument, complemented by interviews and documentation. The questionnaire was chosen because it allows data collection from a large number of respondents using valid and reliable instruments. The data obtained were then processed using SPSS software. SPSS software was used to facilitate data analysis, ensuring that the results were obtained efficiently and accurately.

In this study, the collected data were presented in tabular form to make it easier to analyze and understand the data so that the data presented was more systematic. Data tabulation was carried out to categorize the responses systematically. Tabulation involved calculating and categorizing the data into easily interpretable tables. The processed and sorted data were used for statistical analysis. The data analysis included calculating the coefficient of determination and conducting hypothesis testing. The method used for data analysis in this study was the ANOVA test data analysis technique. The research was conducted at SMA Negeri 1, MAN 1, and SMA Muhammadiyah in Ternate City over a one-month period starting from July 15. The participants were 35 students from SMA Negeri, 27 from SMA Negeri Aliyah, and 33 students from SMA Muhammadiyah. Data were collected from students, teachers, and curriculum heads. The main source of data was primary data, while relevant documents provided secondary data. Important documents also provided secondary data as needed by the researchers. Supporting data were also obtained through limited observation and interviews. Data analysis was conducted using one-way ANOVA to identify differences in resilience levels among the groups.

Table 1. Student Resilience Levels at MAN 1, SMAN 1, and SMA Muhammadiyah

Category	MAN 1		SMAN 1		SMA MUHAMMADIYAH	
	F	%	F	%	F	%
Low	8	30%	5	14%	11	33%
Medium	15	56%	17	49%	20	61%
High	4	15%	13	37%	2	6%

Distribution of Resilience Categories (Table 1)

Table 1 shows that the majority of students from all three schools fall into the moderate resilience category. However, there is variation between schools: SMAN 1 stands out with the highest proportion in the high category (37%) and the lowest proportion in the low category (14%). This indicates that students at this school generally have stronger adaptive capacity and personal resilience in facing challenges. MAN 1 shows a balanced distribution between the low (30%) and moderate (56%) categories, but the high proportion is only 15%, indicating that some students still experience limitations in aspects of independence and self-regulation. SMA Muhammadiyah is dominated by the moderate category (61%), but has the lowest proportion in the high category (6%) and a significant proportion in the low category (33%). This indicates that many students still need support to develop adaptive and problem-solving skills.

The descriptive analysis results indicate that the majority of students from all three schools fall into the moderate resilience category. However, there is significant variation in the distribution of resilience categories across schools. SMAN 1 showed the highest proportion of students in the high resilience category (37%), while SMA Muhammadiyah had the highest proportion in the low resilience category (33%) and the lowest in the high resilience category (6%). MAN 1 ranked in the middle, with 56% of students in the moderate resilience category and only 15% in the high resilience category.

C. Results and Discussion

1. Results

The purpose of this study was to compare the resilience of students at public high schools and Islamic-based high schools. This study used a quantitative method. The subjects were 35 public high school students, 33 Muhammadiyah high school students, and 27 students at Man 1, and the data were analyzed using a One-Way ANOVA.

Table 2. Differences in Student Resilience of MAN 1, SMAN 1 and SMA Muhammadiyah by Each Indicator

	N	Mean	Std. Deviation	F	Sig (2 -Tailed)
I HAVE					
MAN 1	27	2.3815	.62452		.000
SMAN 1	35	3.3314	1.00287	24.822	
SMA MUHAMMADIYAH	33	2.0939	.50741		
I AM					
MAN 1	27	2.3926	.66096	29.764	.000
SMAN 1	35	3.5257	.82260		
SMA MUHAMMADIYAH	33	2.3485	.59798		
I CAN					
MAN 1	27	2.6889	.87633	8.004	0.000
SMAN 1	35	3.3229	.95489		
SMA MUHAMMADIYAH	33	2.5576	.65814		

Tabel 3. One-Way Anova Results

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	83211,765	2	41605,882	188,149	,000
Within Groups	20344,193	92	221,133		
Total	103555,958	94			

2. Discussion

In this discussion, relevant research findings were used to support and compare the present study. It also serves as comparative material to highlight similarities, differences, strengths, and weaknesses with previous studies. Accordingly, the researcher referred to studies relevant to the topic. A previous study titled "Academic Resilience and Al-Qur'an Hadith Learning Achievement in Distance Learning Students," used a quantitative approach with a correlational research method. The study participants consisted of 75 eighth-grade students at MTsN 4 Blitar. Participants were evaluated using academic tests and a resilience questionnaire. Pearson Product Moment Analysis was used to assess the hypothesis. The results showed a significant positive correlation between students' academic resilience and achievement in Al-Qur'an Hadith learning at MTsN 4 Blitar, with a correlation value of $r = 0.738$, $n = 75$, $p < 0.05$. Based on the R value (0.738), the correlation is categorized as high.

Based on the results of previous research and the results of this study, there are differences, namely differences in the research location. The previous study focused on academic resilience in relation to the learning achievement of Quran and Hadith students in distance learning, while the present study examined resilience in relation to learning outcomes among students from public and Islamic-based high schools in Ternate. The similarities between the previous and current studies are that both discuss learning outcomes or achievement and use the same type of research, namely quantitative research.

Comparison of Mean Resilience Indicator Scores (Table 2)

The "I HAVE" (External Support) component was highest among students at SMAN 1 (mean = 3.33), while the lowest was among students at SMA Muhammadiyah (mean = 2.09). This indicates that SMAN 1 students are more likely to perceive the presence of external resources such as supportive friends, a supportive community, role models, and access to social services. Grotberg (as cited in Asriandari, 2015) Referring theory of resilience, the "I HAVE" component reflects a strong support system within a child's environment (family, teachers, and community), which forms the foundation for resilience

The "I AM" component (Personal Strengths and Self-Worth) showed the highest mean score among SMAN 1 students (mean = 3.52), while MAN 1 and SMA Muhammadiyah had almost the same score (2.39 and 2.35). This indicator is related to self-confidence, optimism, belief in moral values, and the ability to regulate emotions. The ability to manage emotions and maintain a positive attitude toward life is a key component of psychological resilience. The "I CAN" component (Interpersonal Skills and Problem Solving) also showed the highest mean among SMAN 1 students (mean = 3.32), while SMA Muhammadiyah and MAN 1 had lower scores. This aspect reflects communication skills, problem-solving abilities, and managing emotional stress. This indicates that SMAN 1 students have better functional capacity in actively facing challenges, in accordance with Bandura's theory of self-efficacy, where belief in personal abilities determines an individual's success in facing difficulties.

As shown in Table 3, the one-way ANOVA results indicated significant differences in resilience among the three schools ($F = 188.149$, $p < .001$).

A One-Way ANOVA, test showed a statistically significant difference in student resilience between the three schools (Sig = 0.000; $F = 188.149$). This confirms that the differences in average scores found were not random but indicated real structural differences.

2.1 Implications

This study provides practical implications for psychologists, guidance counselors, and educators in developing interventions that help adolescents strengthen their resilience. Furthermore, teachers and researchers need to provide services to enable students to overcome their learning challenges. Schools can facilitate activities that involve interacting with others, providing them with a support system from others, and providing educational activities that can encourage high school students to have higher hopes in life. These initiatives can foster students' adaptability, emotional regulation, and motivation in academic settings.

2.2 Research Contribution

Research on high school student resilience has made significant contributions to the fields of education, psychology, and guidance and counseling by explaining factors that influence resilience, such as peer support, self-esteem, and spirituality, demonstrating the relationship between resilience and academic stress, and developing instruments and interventions to enhance these skills in schools. The research findings assist schools and future researchers in providing appropriate services to optimize student development.

2.3 Limitations

This study has limitations in that the sample was obtained from only one public high school in Ternate compared to three Islamic-based high schools, thus limiting the variation in sample characteristics and reducing the generalizability of the findings.

2.4 Suggestions

Future studies should include follow-up activities to ensure the application and continuity of teachers' acquired knowledge within the school environment. This can be done by conducting interviews/observations with the teachers themselves or asking students about their application. Teachers can directly apply the strategies learned during the training and involve students as real-life learning participants.

D. Conclusion

This study reveals that there is a significant difference in academic resilience between students in public and Islamic-based high schools. The quality of education in public schools and Islamic-based high schools has different characteristics but is equally important. In public schools, elements such as an adaptive curriculum, interactive teaching methods, comprehensive assessments, high teacher quality, and a good quality management system play an essential role in supporting student resilience. Public schools emphasize adaptive curricula and quality systems, whereas Islamic-based schools integrate the national curriculum with Islamic values. In addition to academics, Islamic-based schools emphasize the formation of Islamic character and the application of Islamic values, while teachers encourage students to develop moral values and tolerance. Each aspect of resilience differs between public and Islamic-based schools. Teachers in Islamic-based high schools are expected to provide individualized support, show patience, and encourage students according to their personal characteristics.

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F. Author Contribution Statement

All authors have accepted responsibility for the entire content of this manuscript and consented to its submission to the journal. They reviewed all the results and approved the final version of the manuscript. FK and ST designed the research and carried it out. LI developed the model and performed the simulations. ST prepared the manuscript with contributions from all co-authors.

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