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THE ROLE RESILIENCE AND ACADEMIC SELF-EFFICACY IN INCREASING ACADEMIC ENGAGEMENT OF UNDERGRADUATE NURSING STUDENTS

Kiftiyah, Ika Andrini Farida, Bambang Budi Wiyono,Imanuel Hitipeuw
Malang State University
Corresponding Email: kiftiyah.2201139@students.um.ac.id

ABSTRACT

Academic Engagement is an important concern considering that nursing students will be directly involved with patients and provide nursing care to patients directly. Ideally, undergraduate nursing students in the emerging adulthood phase have a high level of academic engagement. However, reality shows that there are still many students with relatively low levels of academic engagement. This will later have an impact on low academic achievement, low student competence, increased disengagement and increased drop out rates among students. Previous research results show that academic engagement is related to academic resilience and academic self-efficacy. Therefore, the aim of this research is to determine the influence of academic resilience and academic self-efficacy on the academic engagement of undergraduate nursing students. This type of research is correlational with a cross-sectional approach. The research sample was 312 undergraduate nursing students from STIKes Dian Husada Mojokerto with a sampling technique using stratified random sampling. Statistical analysis uses multiple linear regression. The research results show that academic resilience and academic self-efficacy influence the academic engagement of nursing students.

Keywords

Academic Resilience; Academic Self-Efficacy; Academic Engagement

INTRODUCTION

Nursing students are educated and supported in dual roles, one in the classroom and one in the clinical environment. Active engagement in both learning halves helps students become more effective, current, and knowledgeable as they become engaged nurses (Hudson, 2015). Engagement is still evolving today, and is described as active learning that is highly interactive, problem-based in orientation, and encourages participation and contribution from everyone involved. Engagement is an important component of nursing. Higher levels of engagement provide more information and better understanding,

allowing nurses to provide a higher standard of care. Nursing education consists of theoretical and practical education to develop nurses' professional skills and knowledge. These skills and knowledge are, traditionally, taught through face-to-face lectures, laboratory instruction, and clinical rotations. However, the COVID-19 pandemic requires alternative strategies to maintain high-quality nursing education. Oducado & Estoque (2021) suggests that some nursing skills are easier to teach in person than online.

The occurrence of the Covid-19 pandemic has had an impact on the world of education, one of which is the change in learning methods from face-to-face learning to distance learning. However, two years passed and the government implemented face-to-face learning again. This phenomenon will certainly cause challenges not only for lecturers but also for students as participants in the world of higher education. This very rapid change in learning methods causes students to experience academic stress. The academic stress felt by students has an impact on engagement which results in decreased learning motivation during the learning process, such as lack of study concentration, understanding of the material, piling up assignments, as well as interactions with lecturers and peers, decreased lecturer-student interactions, internet connection disruptions, and cancellation of practice or internship (Hill & Fitzgerald, 2020). In addition, compared with face-to-face teaching, distance teaching greatly reduces self-efficacy and academic engagement in learning behavior (Zhang dkk., 2023).

Academic engagement is a positive and satisfying attitude towards work related to a mind characterized by vigor, dedication and absorption. Engagement refers to a more persistent and pervasive cognitive-affective state that is not focused on a particular object, event, individual, or behavior." Vigor refers to a high level of energy and mental resilience, a willingness to invest energy in one's work, not getting tired easily, and persistence even in the face of adversity. Dedication refers to strong involvement in one's work, accompanied by a sense of significance, enthusiasm, inspiration, pride, and challenge from studies. Absorption refers to a state of total enjoyment at work characterized by time passing quickly and an inability to disengage from work (Schaufeli dkk., 2002). The problem is that there are still many students with relatively low levels of academic engagement, which can have an impact on low levels of academic achievement, length of study, increasing disengagement, and increasing drop out rates among students (Suárez-Orozco et al., 2009; Pattynama et al., 2019; Ketonen et al., 2019).

One of the main issues for higher education in the 21st century is adequate academic engagement at the tertiary level, as this idea is identified with quality assurance and improvement plans throughout the world (Harrington et al., 2021). Ma et al (2021) states that academic engagement is an all-encompassing and diverse event that requires more exploration to turn into useful policies to further develop learning in higher education. In the same vein, it becomes important to recognize the extent to which learners are engaged and the instructive practices that successfully strengthen engagement (Zepke, 2018). Kotera & Ting (2021) stated that the problem of low levels of academic engagement among students is also suspected to be related to the academic resilience experienced by students during the learning process. Academic resilience is contextualized as a construct of resilience and reflects the possibility of increasing student educational success despite adversity. Resilient students are described as individuals who persist in achieving and also have high motivation, especially when

facing stressful conditions, these individuals are able to put themselves at risk of poor performance. Academic resilience is very important when studying academic engagement among undergraduate students (Harrington et al., 2021). Academic resilience is an important quality that helps nursing students, who must engage in learning and clinical practice, to overcome academic stress and adapt to their academic and clinical environments (Hwang & Shin, 2018). In order to overcome obstacles and find solutions throughout their studies and future careers, nursing students are considered to need to have academic resilience (Chow et al., 2020).

Research has noted that Academic resilience is also a potential predictor of learning engagement (Romano et al., 2021). Students with academic resilience tend to demonstrate higher levels of achievement despite risks and difficulties (Simões et al., 2021). Romano et al (2021) argue that students with higher levels of academic resilience demonstrate higher levels of learning engagement. Resilient students are those who re-engage and do not give up when faced with difficult academic tasks. Nonetheless, further research shows that academic resilience is a relevant feature identified in all students who face severe adversity during their academic path (Agasisti et al., 2018). Academic resilience is also seen as the ability to successfully deal with chronic setbacks and difficulties in an academic context (Masten, 2016: Salmela-Aro & Upadyaya, 2014). Further research highlights that academic resilience and its components are predictive of higher levels of academic engagement (Tang et al., 2023). Additionally Meta-analysis by Chang & Wu (2019) shows that academic self-efficacy significantly and positively predicts academic engagement and is one of the important factors of academic engagement. Students who have high academic self-efficacy are students who are confident in their abilities, easily recognize their strengths and potential, and believe they can successfully master the learning material to achieve the expected learning outcomes. Academic self-efficacy, perceived social support has been identified in the literature as an attribute of developing resilience among nursing students, mostly in clinical contexts (Stephens, 2013: Walsh et al., 2020). However, there is still little research that explores the relationship between resilience and academic self-efficacy and academic engagement among nursing students.

METHOD

Study design This type of research is correlational with a cross sectional approach. This research was conducted at STIKES Dian Husada Mojokerto. The population in this study were undergraduate nursing students at STIKES Dian Husada Mojokerto with a sample size of 312 people using stratified random sampling techniques. The inclusion criteria for this research were students who were willing to be research samples. There are three instruments used in this research: (1) academic engagement scale questionnaire, namely the Utrecth Work Student Survey (UWES-9S), (2) academic resilience scale using The Academic Resilience Scale, (3) academic self-efficacy scale using the Academic Self-Efficacy Scale. Efficacy Scale or ASES. Data collection in this research was carried out using a questionnaire. Participants fill out a questionnaire starting from the characteristics of the respondent which include gender, age, academic engagement, academic resilience, and academic self-efficacy. The data analysis technique in univariate analysis uses the mean value for each variable, in bivariate analysis uses simple linear regression analysis, in

multivariate analysis multiple regression analysis is used.

RESULTS

1. Characteristics of research respondents

From the results of research conducted on general research data on the role of resilience and academic self-efficacy in increasing academic engagement of undergraduate nursing students, the following data were obtained:

Table 1. General data characteristics of research respondents

No	Respondent Profile	Frequency	Percentage (%)
1	Gender		
	Male	96	30,77
	Female	216	69,23
2	Age		
	18 years	49	15,71
	19 years	39	12,50
	20 years	41	13,14
	21 years	38	12,18
	22 years	42	13,46
	23 years	38	12,18
	24 years	33	10,58
	25 years	32	10,26
3	Academic Semester		
	Semester 2	68	21,79
	Semester 4	106	33,97
	Semester 6	138	44,23
Total		312	100

Source: Primary research data, 2024

From the research results, it was found that the majority of respondents in this study were women, namely 216 respondents (69.23%), the majority of respondents in this study were 18 years old, namely 49 respondents (15.71%), and the majority of respondents in this study were level 6 nursing students, namely 138 respondents (44.23%)

2. Academic Self Efficacy

Table 2. Descriptive statistics of academic self-efficacy variables

Statement item	Mean	Minimum	Maximum	Standard Deviation
ASE1	3,240	1,000	7,000	0,821
ASE2	3,635	1,000	6,000	0,765
ASE3	4,051	1,000	7,000	0,729
ASE4	4,237	1,000	6,000	0,719
ASE5	4,804	1,000	6,000	0,802
ASE6	4,824	1,000	6,000	0,668
ASE7	5,327	1,000	6,000	0,723
ASE8	5,468	1,000	7,000	0,746

Source: Primary research data, 2024

Based on Table 2 which has been obtained from the PLS output results. It can be seen that the largest average (mean) value is found in the ASE8 statement item with a value of 5.468, where this number can be interpreted as meaning that the respondents in the study are confident about their ability to succeed in academic learning. From the results of the analysis, it was also found that the lowest average (mean) value was found in the ASE1 statement item with a value of 3.240, where this number can be interpreted as meaning that the respondents in the study were quite capable of scheduling time to complete each lecture assignment given by the lecturer

3. Resiliensi Academic

Table 3. Descriptive statistics of academic resilience variables

Statement item	Mean	Minimum	Maximum	Standard Deviation
RAC1	3,199	1,000	3,000	0,701
RAC2	3,535	1,000	3,000	0,739
RAC3	3,837	3,000	4,000	0,824
RAC4	3,410	1,000	4,000	0,731
RAC5	3,426	1,000	3,000	0,732
RAC6	3,433	1,000	4,000	0,734
RAC7	3,798	2,000	3,000	0,801
RAC8	3,859	1,000	4,000	0,884
RAC9	3,369	1,000	4,000	0,729
RAC10	3,353	1,000	3,000	0,726
RAC11	3,391	1,000	4,000	0,725
RAC12	3,404	2,000	3,000	0,731
RAC13	3,455	1,000	4,000	0,739
RAC14	3,769	2,000	4,000	0,766
RAC15	3,564	1,000	4,000	0,739
RAC16	3,337	1,000	3,000	0,724
RAC17	3,465	1,000	4,000	0,730
RAC18	3,833	2,000	3,000	0,822
RAC19	3,474	1,000	4,000	0,728
RAC20	3,343	1,000	4,000	0,724
RAC21	3,324	1,000	3,000	0,722
RAC22	3,788	1,000	4,000	0,762
RAC23	3,663	2,000	3,000	0,749
RAC24	3,212	1,000	4,000	0,711
RAC25	3,327	1,000	4,000	0,728
RAC26	3,506	1,000	4,000	0,746
RAC27	3,532	1,000	3,000	0,741
RAC28	3,295	1,000	4,000	0,719
RAC29	3,250	2,000	3,000	0,716
RAC30	3,554	1,000	4,000	0,742

Source: Primary research data, 2024

Based on Table 3 which has been obtained from the PLS output results. It can be seen that the largest average (mean) value is found in the RAC8 statement item with a value of 3.859, where this number can be interpreted as meaning that the respondents in the study were able to perceive that the pressure situation experienced in lectures was a challenge. From the results of the analysis, it was also found that the lowest average (mean) value was found in the RAC1 statement item with a value of 3.199, where this number can be interpreted as meaning that respondents in the research still often ignore the feedback given by lecturers in each lecture.

4. Academic Engagement

Table 4. Descriptive statistics of academic engagement variables

Statement item	Mean	Minimum	Maximum	Standard Deviation
AET1	4,172	1,000	6,000	0,802
AET2	4,367	2,000	7,000	0,884

AET3	4,351	1,000	7,000	0,822
AET4	4,166	3,000	7,000	0,796
AET5	4,096	1,000	7,000	0,719
AET6	4,106	1,000	6,000	0,803
AET7	4,328	1,000	7,000	0,811
AET8	4,121	1,000	6,000	0,766
AET9	4,143	1,000	6,000	0,782

Source: Primary research data, 2024

Based on Table 4 which has been obtained from the PLS output results. It can be seen that the highest average (mean) value is found in the AET2 statement item with a value of 4.367, where this number can be interpreted as meaning that the respondents in the study felt enthusiastic and were able to take part in every course taught by the lecturer in the lecture. From the results of the analysis, it was also found that the lowest average (mean) value was found in the AET5 statement item with a value of 4.096, where this number can be interpreted as indicating that the respondents in the study were still unable to raise their enthusiasm for attending lectures after waking up from sleep in the morning.

5. Inferential Analysis

Inferential analysis is an analytical technique that is used to determine how far the results obtained are similar to the results of the entire population. The tool for analyzing data in this research is using Partial Least Square

a. Measurement Model (Outer Model)

The outer model has each indicator block associated with its latent variable. Designing a measurement model to determine the nature of the indicators as well as each latent variable, whether reflexive or formative in the results. The basis is based on theory, previous empirical research, or rationale. Based on data analysis, it was found that the academic self-efficacy and academic resilience variables had a loading factor value of > 0.7, which shows that they have met the requirements to be valid and have no problems because the loading scale of 0.5 - 0.6 is still acceptable at this stage. development (Ghozali, 2014). The output results of the outer model show that the lowest loading factor value for each variable indicator is ASE1, ASE2, RAC1, and RAC24 where this value is still acceptable because it is above the loading scale of 0.5 in line with Ghozali's explanation above and it can be concluded that all The question instrument in this research has a loading factor value above 0.5 and the research can be continued

b. Validity test

Based on the results of the validity test, it shows that the loading factor value is above 0.50. From the test results, the highest value was obtained, namely in the RAC8 statement item, which was 0.882, then the lowest value in the validity test results was in the RAC1 question item, which was 0.548, where of all the indicators in the loading factor, all reflective variables showed values above 0.50, so it can be is said to be valid and has met the requirements of the convergent validity test and this research questionnaire correctly measures the variables in this research

c. Discriminant Validity Test

Table 5. Average Variance Extracted (AVE)

Variable	AVE	Rule of Thumb	Result
Academic Self-Efficacy	0,721	> 0,50	Valid
Academic Resilience	0,654	> 0,50	Valid
Academic Engagement	0,618	> 0,50	Valid

Source: Primary research data, 2024

Based on Table 5, the Average Variance Extracted for all variables has a value of > 0.5, where the lowest AVE value is in the academic engagement variable with a value of 0.618 and the highest AVE value is in the academic self-efficacy variable, namely with a value of 0.721. This variable has a value above 0.5 so that the variable can be declared valid and further data testing can be carried out.

d. Reliability Test

Table 6. Reliability test results

Variable	Composite Reliability	Cronbach's Alpha
Academic Self-Efficacy	0,939	0,921
Academic Resilience	0,948	0,941
Academic Engagement	0,940	0,930

Source: Primary research data, 2024

e. Coefficient of Determination Test

Table 7. Coefficient of determination test results

Variable	R Square	R Square Adjusted
Academic Engagement	0,873	0,868

Source: Primary research data, 2024

The coefficient of determination (R-Square) in this study functions to measure the extent of the model's ability to explain variations in the dependent variable. R Square is an indicator that describes how much variation there is in the model. Based on Table 7, the contribution of the independent variables, namely the Academic Self-Efficacy and Academic Resilience variables, to the dependent variable, namely the Academic Engagement variable, is 0.873 or 87.3%, while the remaining 13.7% is influenced by variables outside the variables studied in the this research.

6. Test the research hypothesis

Table 8. Results of research hypothesis testing / T test

	Original Sample (O)	T Statistic	P Values
Academic Self-Efficacy → Academic Engagement	0,173	3,362	0,002
Academic Resilience → Academic Engagement	0,154	2,402	0,016

Source: Primary research data, 2024

DISCUSSION

a. The influence of academic self-efficacy on academic engagement

Based on the t test results in table 8, it can be seen that the test results on the academic self-efficacy variable on academic engagement have a positive relationship. This can be seen from

the correlation value or original sample value of 0.173. If we look at the results of the t statistical test, the data results show t count 3.362 > t table so it can be concluded that the academic self-efficacy variable has an effect on academic engagement. This is proven by the P-Values or significant value of 0.002

The results of this study are similar to research conducted by Putri & Alwi (2023) where from the results of the research carried out, it was found that the joint correlation coefficient value between variables (R) was 0.352, the calculated f value was 57.321 with a significance level of 0.000, or $p < 0.05$ which shows that there is a significant influence between academic self-efficacy on students engagement. Similar research conducted by Ansyar et al (2023) where from the results of hypothesis testing on the correlation between self-efficacy variables and student engagement, the correlation coefficient value is 0.406 and the significance value is 0.000, so this research concludes that there is a positive relationship between self-efficacy and student engagement in students MAN Pinrang.

Bandura (1977; Gusti et al., 2023) states that self-efficacy has a direct influence on an individual's ability to mobilize motivation, cognitive abilities, and necessary behavior or actions such as selecting activities, situations, and determining how much effort will be exerted and how long the individual will persist in facing a challenge. Ormrod (2008; Gusti et al., 2023) also stated that academic self-efficacy is one of the factors that influences goals, efforts, activity selection, and persistence in activities in class or learning. Lidiawati (2015; Gusti et al., 2023) stated that when students are confident in their ability to organize and execute steps to achieve their goals (in this case academic achievement) then students will be more committed and tend to maintain their efforts in difficult situations, find the right study friends, and a conducive place to study. , and can better strive to create an effective learning environment

Gibbs & Poskitt (2010; Putri & Alwi, 2023) stated that self-efficacy influences engagement, achievement and learning outcomes. Individuals with high academic self-efficacy persist longer, carry out appropriate learning behavior, such as participating more actively in learning, completing assignments, being more diligent, and successful than individuals with low academic self-efficacy. A nursing student who has confidence in his ability to carry out an assignment given by the lecturer will have a higher level of involvement in the assignment. Nursing students who have high academic self-efficacy will carry out self-monitoring and self-management in the learning process and find and apply effective strategies to solve problems in a timely manner, so that they can achieve learning goals

Increasing academic self-efficacy possessed by nursing students can influence student activity in generating academic engagement during the learning process. Conditions like this can arise because students feel capable of understanding every material presented, carrying out every assignment given, and carrying out every academic prerequisite

action imposed during their nursing education. When this condition occurs, it can be ensured that the nursing students are able to generate academic engagement within themselves. High academic self-efficacy will trigger an increase in students' self-confidence and encourage the emergence of positive inner energy. When this condition occurs, nursing students will be motivated to be more actively involved academically during the learning process.

b. The influence of academic resilience on academic engagement

Based on the t test results in table 8, it can also be seen that the test results on the academic resilience variable on academic engagement have a positive relationship. This can be seen from the correlation value or original sample value of 0.154. If we look at the results of the t statistical test, the data results show t count 2.402 > t table so it can be concluded that the academic resilience variable has an effect on academic engagement. This is proven by the P Values or significant value of 0.016

The results of this study are similar to research conducted by Zarinathi & Huwae (2024) where from the results of the research conducted, it was found that the significance value was 0.000 < α (0.05) with a correlation coefficient of 0.469, so this research concluded that there was a correlation between academic resilience and academic engagement

Active student involvement academically will influence student academic engagement at the lecture site. Students who have high academic resilience tend to find it easier to adapt to new things or learning material presented by lecturers in each lecture. Considering the importance of academic resilience, a nursing student is required to be able to be involved academically in every learning process carried out (Zulfikar, 2022). Nursing students who are able to increase their involvement in academics, indirectly this condition will reduce several negative conditions that may arise in students such as being lazy to take part in lecture activities in class, being lazy about going to campus, tending to commit violations of applicable rules, not pay attention to every material presented by the lecturer, and ignore every assignment given by the lecturer in the course. The most serious condition that is possible to occur when students are unable to engage academically in learning is that students will not be able to pass the practical exams carried out in nursing courses. When this condition occurs, it is certain that students will not have the competence to carry out field practice in health service facilities and provide nursing care to patients according to their needs.

According to researchers' assumptions, academic resilience is an important factor when a teenager decides to pursue nursing education at a health institution. This cannot be separated from the learning materials and practices that the students will face later. Nursing education is a planned effort that is carried out structurally and systematically to produce reliable and competent nursing staff. Apart from being required to be able to provide appropriate nursing services, a nurse

is also required to be able to make quick decisions in treating patients, especially patients with critical conditions. In order to be able to do this, every nursing student will be given basic nursing material as a starting point for learning. Furthermore, nursing students will be given advanced nursing material to handling patients in critical conditions. During this learning process, students will of course be actively involved in academic activities. It is not uncommon for nursing students to have to give up their time to be on campus and take part in laboratory practicums that are required as part of the learning process.

The high amount of time and energy required to pursue nursing education indirectly requires high academic resilience from nursing students. This is important because without adequate academic resilience, nursing students will not be able to achieve high academic engagement. The student's ability to follow each stage of nursing learning will produce satisfaction for the student. It is not uncommon for students to think that the difficulties and challenges they face during the learning process are something that is satisfying for them, although there are also nursing students who are unable to experience this process. When nursing students are able to improve or maintain their academic resilience, then indirectly nursing students will have high academic engagement

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CONCLUSIONS

From the research results, several conclusions were obtained as follows :

1. There is an influence of academic self-efficacy on the academic engagement of nursing students with a p value of 0.002 with a correlation coefficient of 0.173
2. There is an influence of academic resilience on the academic engagement of nursing students with a p value of 0.016 with a correlation coefficient of 0.154

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