



RESILIENCE OF NURSING UNDERGRADUATE (S1) STUDENTS LIVING AWAY FROM HOME

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ABSTRACT

The ability of migrant students to cope with stress, overcome obstacles, and recover from failure in an academic environment is known as resilience. In the field of nursing, academic resilience plays an important role because it can help students conquer complex learning challenges while improving student welfare. Objective: This study aims to delve deeper into academic resilience in Undergraduate (S1) Nursing students. Design: This study uses a qualitative approach with a case study method. Sampling was carried out purposively, and data analysis used the Amedeo Giorgi method. Results: This study identified several main themes, namely: 1) Various psychological responses such as feelings of happiness, stress, and boredom experienced by students during lectures, 2) Difficulties in managing time when facing lecture activities, and 3) Time management and increased sense of responsibility as a form of effort in facing the challenges of preparing a thesis. Conclusion: The resilience of regional students has a crucial role in supporting the academic achievement and welfare of S1 nursing students. Understanding the factors that affect academic endurance and designing appropriate interventions can help students better cope with the challenges of their studies, thereby increasing the chances of successful studies. Further research is needed to explore more detailed and effective strategies to strengthen the resilience of undergraduate nursing students who migrate.

Keywords: academic resilience; nursing; regional students

PENDAHULUAN

The Undergraduate (S1) program of nursing studies is ideally completed in a duration of about eight semesters (Widi Astuti & Rahma Nio, 2022). However, in practice, students often face very heavy academic loads, including time-consuming lecture and practice schedules (Kyndt et al., 2014). Students must be able to manage time effectively between completing various lecture assignments and working on final projects simultaneously (Febriani et al., 2024). This condition often causes difficulties in setting priorities, so academic responsibilities are disrupted. As a result, students are vulnerable to psychological pressure and decreased enthusiasm for learning (Haryadi et al., 2018). Regional students, especially in the S1 nursing study program, face more complex challenges than students who live near campuses (Adolph, 2022). In addition to having to adjust to a new environment with different cultures, languages, and social habits, students also have to manage their longing for family and limited emotional support (Gaulee et al., 2020). This condition can increase the risk of stress and mental health disorders if not balanced with adequate resilience skills (Ward et al., 2021).

Resilience in regional students is not just the ability to survive pressure, but also includes the capacity to grow and develop through those experiences (Ward et al., 2021). Students who have a high level of resilience tend to be able to make optimal use of internal and external resources, such as peer support, supervisors, and student organization activities to strengthen self-resilience (Dong et al., 2024). In stressful and challenging conditions, students' skills to stay strong, adapt, and manage time wisely are crucial (Ilmu et al., 2024). Students need to have the ability to manage schedules, overcome emotional stress that arises due to busy academic and work activities, and maintain mental balance and self-calm (Alkhalwaldeh et al.,

2023). This skill greatly determines the success of students in completing their studies and dealing with various dynamics during the lecture period (Shavkatovich, 2022).

Nursing students who have strong adaptability and mental resilience in the face of academic challenges usually show more stable and positive emotional states (Mayor-Silva et al., 2024). Students are more effective in managing stress, disappointment, and failure, so that they are able to bounce back from difficulties and maintain psychological balance (Details, 2024). This contributes to increased happiness and satisfaction in living daily life. This academic toughness also has an effect on more optimal academic achievement. Students with high mental endurance usually have strong motivation, are able to overcome various obstacles in the learning process, and remain focused on achieving students' academic goals. As a result, many of the students successfully completed their nursing studies on time, namely within eight semesters (Leena Mohammad Khonji, 2023). High resilience plays a very important role in maintaining mental health for students who are migrating. College students with good levels of resilience typically experience less anxiety and depression compared to those with less resilience (Salgado et al., 2024). Students are able to maintain emotional stability despite facing various pressures from academic demands as well as the challenges of life in a new place. This condition allows students to stay focused and productive in undergoing the learning process (Gagani et al., 2021). As a result, students' academic achievement tends to be more optimal because students can manage stress effectively and maintain motivation to learn in the midst of situations that demand adaptation and high mental resilience (Kplovie, 2016).

Students who have a low level of resilience tend to be more prone to mental fatigue or burnout, prolonged psychological distress, and various other mental health disorders (Pidgeon et al., 2014). This condition can interfere with students' concentration and ability to follow the learning process optimally. In fact, in severe cases, this has the potential to cause students to be forced to stop their studies before completion. Therefore, it is important to understand in depth the concept of resilience and the factors that influence it (Kalaivani, 2021). This understanding is very necessary in order to be able to design effective strategies and interventions, especially to help regional students in the S1 nursing study program to be able to better deal with academic and social pressures, so that the success of student studies can be guaranteed (Shen et al., 2024a). Previous research has revealed a strong relationship between various aspects of psychological resilience, such as emotional control, optimistic attitudes, causal analysis skills, empathy, self-confidence, and social support seeking, with aspects of stress, including sources of stress and reactions to it among students (Harding et al., 2019). Students who are able to deal with pressure constructively and complete their studies on schedule show a high level of resilience in the learning process, which is often referred to as academic resilience (- & -, 2024). This academic toughness describes an individual's ability to deal effectively with failure, pressure, or stress in an educational environment. The results of the study also confirm that academic resilience is influenced by internal factors such as motivation and confidence, as well as external factors such as social support and a sense of attachment. A sense of belonging and a close relationship with the academic environment is very important in supporting the success of study and sustainable development of resilience (Shen et al., 2024b).

Several previous studies have examined the resilience or psychological resilience of students who travel, but research that focuses on the resilience of students in the S1 nursing region is still very limited. Therefore, the researcher is interested in conducting an investigation on "Resilience Of Nursing Undergraduate (S1) Students Living Away From Home". This study aims to examine and understand the level of mental resilience in S1 nursing students who live a life far from their hometown.

METODE

This research is a qualitative research with a case study approach. The sampling method used is purposive sampling which is selected based on inclusion criteria, namely S1 nursing students. Data collection is done through in-depth interviews, where interview questions begin with a request for clarification. "What is your experience in following the lecture process in S1 Nursing?". The data analysis technique used in this study is Amedeo Giorgi (Englander & Morley, 2023).

RESULT

Based on the results of interviews conducted by researchers and analyzed using the Amedeo Giorgi approach, it was found that academic resilience experiences were found in students of the S1 nursing program. This study identifies several main themes, namely: 1) psychological reactions in the form of feelings of happiness, stress, and boredom experienced by students during the lecture process, 2) difficulties in managing the division of time to face lecture activities, and 3) the application of time management and a sense of responsibility as a strategy in overcoming the challenges of thesis preparation

Table 1.

Psychological responses of happiness, stress and boredom felt by students in facing lectures		
No	Psychological Response	Quotes from Participants
1	Happy	<p>"For the challenges in the learning process, hemm what is it, especially in the first semester, I feel like it's quite a lot because there are so many tasks. However, I have to admit that I have a lot of fun and I know that even though I have to deal with a lot of stress at the beginning of the course. But I'm still trying to enjoy the process." (P1)</p> <p>"Hemm, how can you say that if you face my challenges, yes,if the challenges are too many, you must feel how you feel, sometimes you feel heavy in your head, sometimes you feel a headache too, you feel like a burden." (P2)</p> <p>"If it's from me, I'm a little bit of a good person, and I'm really helpful, and I'm very grateful" (P3)</p>
2	Stress	<p>"What is clear is that it depends on yourself, if from me, I think it's good to manage the time if I work on my thesis at night until dawn, usually I'm like that, sometimes it makes me dizzy because it's piled up and deals are sudden and stressful." (P1)</p> <p>"If I'm on my own, eh, hemm, usually when I don't have a new lecture assignment, I work on my thesis, which makes me stressful, sometimes it's stressful, especially when it's usually there, for example, if the deadline is impromptu and there are too many assignments.(P2)</p>
3	Boredom	<p>"I was sick, yes, when I entered it was at two thousand and twenty one, right, in the first semester of online lectures, it was a bit difficult because the lectures were online, you didn't go face-to-face, the lectures were also quite long, from morning to evening, in front of the laptop, it must be a lot bored" (P3)</p>

Table 2.

Challenges of dividing time in dealing with lectures		
No	Challenge	Quotes from Participants
1	The challenge of dividing time in facing lectures.	"What is certain is that you have to be smart in dividing your time, if you assign it now, it's while I'm working, so when I

have free time or when I'm resting, I do my homework, if the thesis is the most night when I get home from work, anyway, we're just good at managing the time, if the thesis is night until dawn, it's usually like that" (P1)

"For myself, if the way I divide my time is when I have a lecture assignment, I usually do my lecture assignments when there are no lecture assignments, then I do my thesis like that" (P2)

"How can you say that the challenge is actually possible, the previous question was about dividing time. You have to be smart, usually we see lecture activities every gap, maybe we also have to think about whether there are activities that I can do to support lectures or outside of my lectures" (P3)

Table 3.
Time management and sense of responsibility as a business in facing the challenges of making a Thesis

No	Effort	Quotes from Participants
1	Time management	<i>"Actually, it's not really this one, I usually make an agenda, for example, from 7 a.m. to 6 p.m. at any given time, what do I usually use it for. For example, I work at 9-12 o'clock, finish work when I will do assignments, then there will be lectures in the afternoon, in the afternoon I use it for lectures and in my free time I usually make a great effort to maximize what things can support both academics or assignments from unfinished work." (P3)</i>
2	Sense of responsibility	<i>"Yes, sometimes I have to finish it in a time that is standard eight semesters, don't let it be more than eight semesters because later if I have more it will hinder me later in the future so I usually have to work for everything and I have to find another life, right, so that's what really makes me have to be better.. You have to be more responsible" (P2)</i> <i>"Everything has to start from yourself, so it's like we're more about owalah, okay, this is related to responsibility and I, as a responsible human being, as a professional student, must be able to carry out something, carry out this task as best as possible" (P3)</i>

PEMBAHASAN

Academic resilience refers to the ability of individuals to manage and resolve the various demands that arise in an educational environment (Kalaivani, 2021). Students who have this resilience are not easily discouraged when facing obstacles in the learning process. Students continue to maintain an optimistic attitude and a positive outlook despite experiencing difficulties (- & -, 2024). The belief that every academic problem must have a way out encourages students to continue to seek solutions (Elly & John, 2025). In addition, academically strong students actually see challenges as opportunities to hone their abilities and increase their potential (Njonge, 2023). Another study by revealed that resilience helps students from disadvantaged backgrounds to persist and succeed in college (Jin et al., 2022). Thus, resilience helps students develop skills and fighting power so that they are able to overcome obstacles and achieve success in their studies more effectively and sustainably (Karakasidou et al., 2024). The level of resilience or resilience varies from person to person. This is influenced by how often a person faces challenges or difficult situations in his or her life, as well as the ability of students to adjust and overcome these problems. Students who

have low resilience tend to view changes in the learning process as a burden, which can negatively impact their academic achievement (Rikumahu & Rahayu, 2022). Especially for college students, the ability to survive and rise from adversity varies greatly, depending on the circumstances and experiences of each individual (Ei et al., 2020).

Research conducted by Cordero JM and colleagues shows that low levels of fighting power or resilience in students can lead to failure in facing various challenges during the learning process, thus hindering the achievement of academic success (Septiarly et al., 2024). Therefore, it is very important for all parties, especially university institutions, to pay special attention to increasing the adversity quotient of students. Training programs designed to improve the ability to face difficulties should be implemented from the first semester of college. In addition, further research is needed to evaluate the effectiveness of these trainings in strengthening students' fighting power (Woolf et al., 2019). Meanwhile, according to another study by Sari et al., students still often experience anxiety when facing problems during their studies. They are not yet fully able to analyze problems in depth and show low empathy for the environment, even though students are still confident that they can overcome obstacles and are eager to develop their potential for maximum results (Woolf et al., 2019). The resilience of migrant students is influenced by various aspects, such as motivation which is reflected in hard work, perseverance, independence, a sense of comfort, and enthusiasm in the academic field. In addition, students' abilities and economic conditions also play an important role in forming this resilience (Salgado et al., 2024). According to Dwiastuti et al., academic resilience is controlled by two main groups of factors. Internal factors include gratitude, independence in the learning process, and a deep spiritual dimension. Meanwhile, external factors include the quality of interaction between lecturers and students, as well as the influence of the social environment around students. The combination of these factors determines the extent to which students are able to survive and thrive in the midst of overseas challenges (Dwiastuti et al., 2021).

One effective way to strengthen self-resilience in the face of academic challenges is through self-directed learning. This concept refers to the ability of individuals to manage and supervise their learning process independently (Hemmler & Ifenthaler, 2024). The process includes setting clear learning goals, selecting appropriate learning resources, and periodically evaluating the progress made. By implementing this strategy, students can be better prepared to deal with pressures and obstacles during their studies, while improving their adaptability and problem-solving. Self-regulated learning encourages the development of responsible attitudes and independence in learning, thereby helping to increase academic resilience and achievement in a sustainable manner (AB. Dimas Ghimby, 2022).

CONCLUSION

This study examines the experience of academic resilience in S1 Nursing students who successfully complete their studies on time. The findings show that academic resilience is reflected in students' ability to face pressures and challenges during lectures. Students are able to adapt effectively to various difficulties that arise, so that they are able to meet academic demands until completion. This resilience has proven to be a key factor in supporting academic success while maintaining the welfare of students during their education. By understanding the elements that affect academic resilience, educational institutions can design more appropriate interventions to support students in facing academic barriers. In addition, further research is suggested to explore specific strategies that can increase the resilience ability of S1 Nursing students more optimally, so that they can achieve better academic achievement and maintain mental health during the study period.

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