



Academic Resilience and Religiosity Among College Students Facing Post-Pandemic Learning

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ABSTRACT

Objective: The shock of rapid shifts in academic activity patterns affects students' mental health and academic progress. Resilience and religiosity in dealing with adversity are vital to surviving the post-pandemic transitional period. **Method:** This research is qualitative-quantitative descriptive with a combination of concurrent embedded methods, and the main method is qualitative. 341 samples from 18,537 populations were taken using a simple random sampling technique with an error rate of 1% x 5%. Data was collected through an electronic questionnaire (G-Form). The instruments used were ARS-30 Cassidy and 4-BDRS Saroglou. **Results:** The results showed that students' academic resilience and religiosity were in a positive trend, with very high, high, and moderate scores, and none in the low or very low range. In all the religions studied students who are resilient are also religious. This shows that children who are persistent, have the ability to describe events, are adaptable, and can avoid negative emotional responses, they also have trust, determination, and faith in God. The implication is that when students face problems, risks, and academic difficulties in face-to-face learning during the post-pandemic transition period, they show the ability not to give up easily; they believe that God will definitely help them through challenges and difficulties. **Novelty:** The novelty of the research is that good academic resilience and religiosity have a positive impact on student's academic activities.

INTRODUCTION

Educational institutions are faced again with the transition from online to face-to-face learning (in Indonesia, called PTM). The policy of changing the learning system is a follow-up to the provisions in the joint decision between the Ministers of Education, Culture, Research, and Technology; the Minister of Religion; the Minister of Health; and the Minister of Home Affairs of the Republic of Indonesia (numbers 06/KB/2021, 1347 of 2021, HK. 01.08/MENKES/6678/2021, and 443-5847 of 2021) concerning Guidelines for Organizing Learning During the COVID-19 Pandemic (Yanti, 2022). Through the decision of four Ministers, the government has stipulated the latest education regulations regarding face-to-face learning for education at every stage or level (Fishman et al., 2013). Higher education was demanded to carry out face-to-face learning through the myriad of unpreparedness encountered (Salim, 2022).

The influence of fast changes in academic activity has been felt in a variety of areas, including mental health and student academic achievement (Kurniawan et al., 2021). It cannot be denied that learning during the transition time carries hazards and can precipitate a variety of issues (Zakaria, 2020) that will become a new plague for students. Students, for example, are forced to attend and communicate immediately while the COVID-19 infection is still present (Yanti, 2022). They do not know how to practice

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