How Demographics, Adversity Quotient, and School Engagement Impact Academic Resilience in Bilingual and Islamic Boarding Schools

Marina Dwi Mayangsari*, Dwi Nur Rachmah, Wury Utami Febriani, Nur Khofifah Rahman, Muhammad Lutfi, Indah Mutia Hanifa

Universitas Lambung Mangkurat, Indonesia

Corresponding email: md.mayangsari@ulm.ac.id

ARTICLE INFO	ABSTRACT
  Copyright © 2025 IJIEP 	Academic resilience is paramount for students to persevere even in challenging, risky, and unfavorable circumstances. This study investigated the influence of demographic factors, such as age and gender, as well as psychological factors, specifically adversity quotient and school engagement, on students' academic resilience. The participants in this study consisted of 262 high school students from two Boarding Schools in South Kalimantan. Participants were asked to complete the scales for the variables and respond according to their current circumstances. This quantitative study collected data via Zoom Meetings and analyzed it using hierarchical regression. Findings from the analysis indicated that demographic factors did not play a significant role in academic resilience $R^2 = 0.032$, $F(2.259) = 4.305$, $p = 0.014$, while psychological factors showed significant results ($R^2 = 0.390$, $F(2.257) = 75.267$, $p = 0.000$). Although demographic factors such as age and gender had no significant effect on academic resilience, psychological factors such as adversity quotient ($\beta = 0.547$, $t = 9.694$, $p < 0.05$) and school engagement ($\beta = 0.116$, $t = 2.035$, $p < 0.05$) had a strong influence. These findings emphasized the importance of the adversity quotient in shaping how students view academic challenges as opportunities for growth and school engagement as a key driver in enhancing academic resilience. The main contribution of this research lies in educational psychology, particularly in efforts to improve educational quality by providing moral and psychological support services that strengthen students' resilience and academic performance.

INTRODUCTION

Data from the 2018 Programme for International Student Assessment (PISA), which was published in 2019, show that the average proficiency of Indonesian students falls 80 points below the OECD average (Kemendikbud, 2018). This ranking places Indonesia 74th out of 79 countries participating in the PISA assessment (Schleicher, 2019). These results underscore the need for Indonesia to continuously improve the quality of its education system. One such initiative is the implementation of boarding schools, which play a crucial role in fostering students' character and academic performance, primarily due to their integrated caregiving model that emphasizes core life values (Lubis et al., 2023). For example, Indonesia already has several boarding schools, including SMAN Banua Bilingual Boarding School of South Kalimantan and SMA GIBS of South Kalimantan, which are bilingual boarding schools that use more than one language in the learning process, according to Zuhri (2021). These schools implement programs that significantly and strategically impact character development because their learning programs are organized with an integrated and comprehensive quality system that equips students with intellectual, spiritual, emotional intelligence, and life skills.

The previous explanation has illustrated that boarding schools positively impact students' academic processes. However, on the flip side, boarding schools present challenges the lead to various responses from students. These responses range from issues of self-adjustment, stress, and higher rates of risky behaviors, as Indicated by Khaer et al. (2021) in their study of 45 boarding school students in Makassar, Indonesia, where 62.2% of students faced adjustment issues and stress. Additionally, research by Wilk et al. (2017) and Noll et al. (2020) found that boarding school students are more likely to experience lower emotional and mental well-being, poorer physical health, substance abuse, suicidality, and smoking compared to non-boarding school students. Diah et al. (2020) also conducted research suggesting that individuals need resilience to adapt to challenging situations and avoid the worst-case scenarios in an academic context. Such challenges emphasize the critical need for academic resilience, which refers to the ability to withstand and recover from various academic and personal difficulties within the boarding school environment (Diana, 2024).

Academic resilience involves dealing with challenges, problems, or failures in the academic environment and the pressure due to excessive workload, such as in school (Radhamani & Kalaivani, 2021). Beri and Kumar (2018) also revealed that academic resilience is the ability of students to cope with setbacks, stress, and learning pressure. Research shows that a lack of attention to resilience development can negatively impact students' academic performance, thereby affecting their lives, especially academic success. The presence of academic obstacles can encourage students to exert their abilities to succeed in various aspects of life, despite facing negative situations influenced by unfavorable experiences and conditions (Radhamani & Kalaivani, 2021).

In light of these issues, a deeper understanding of academic resilience is essential to frame this study. Hendriani (2017) emphasized that research on academic resilience must continue to evolve in line with the ongoing and diverse significant challenges in the educational environment across all levels. The first factor to be examined in this research is demographic factors such as age and gender. Ueno et al. (2018) revealed that resilience increases with age. Additionally, academic resilience is also influenced by gender. Mwangi and Ireri (2017) stated that gender affects students when facing educational challenges because the responses are usually different and related to gender role expectations.

In contrast, women have higher academic resilience because they are more resilient and able to adjust to academic challenges. Romano et al. (2021) emphasized the importance of including demographic factors such as gender to gain a broader understanding of their impact on academic resilience due to the many differences in resilience profiles between male and female students. Based on this explanation, the research question is formulated: "Do demographic factors play a role in academic resilience?" Two hypotheses are derived from this research question based on demographic factors: (1) H1a: Age influences students' academic resilience, and (2) H2a: Gender influences students' academic resilience.

Another factor to be examined in this research is psychological factors. The psychological factors to be tested are the adversity quotient and school engagement. The adversity quotient is a psychological variable that reflects an individual's self-resilience through their perception of difficulties and ability to respond positively to adversity (Stoltz, 2007; Joglekar, 2021). Nair et al. (2023) explained the importance of developing resilience to help ourselves face life's challenges consciously. The students in the study recognized that with resilience comes greater self-awareness, emotional regulation, and a sense of empowerment that allows one to feel more at peace. Several previous studies have shown a relationship between the adversity quotient and students' academic resilience (Ramadhana & Indrawati, 2019; Gayatri & Isrofin, 2021). Dewi et al. (2016) also revealed a relationship between the adversity quotient and an individual's resilience because dimensions within the adversity quotient, such as self-control and optimism, can assist individuals in being resilient when under pressure.

The above is related because resilient individuals tend to reflect academic improvement (Cassidy, 2016). According to Ungar et al. (2019), schools play a significant role in supporting students and acting as a protective factor in enhancing resilience. Properly organized school programs can become protective factors for students' academic resilience, ultimately leading to academic success (Ungar et al., 2019). Based on this explanation, psychological factors such as adversity quotient and school engagement are essential areas of study, leading to the research question: "Do psychological factors play a role in students'

academic resilience?" The researcher subsequently formulates two hypotheses related to psychological factors: (1) H1b: Adversity quotient influences students' academic resilience, and (2) H2b: School engagement influences students' academic resilience.

Previous studies related to academic resilience have focused on different environmental and contextual challenges. These include students from disadvantaged family backgrounds, economic circumstances, and challenging social relationships in their environment (Agasisti, 2018); students in disaster-affected or disease outbreak areas (Asmuni & Sultoni, 2022); students who have been expelled from school (Rosen et al., 2019); and students facing socio-economic challenges (Wills & Hofmeyr, 2019). Despite these efforts, prior studies have not sufficiently addressed students in structured yet high-pressure academic environments, such as boarding schools. However, studies exploring how demographic and psychological factors shape resilience in this setting remain scarce.

Building on these previous studies, the researcher aims to expand the scope of the research by conducting it in a high-standard educational setting such as a boarding school. This study aims to enrich the understanding of how demographic factors such as age and gender, and psychological factors such as adversity quotient and school engagement, influence students' academic resilience. With findings that are expected to provide new insights, this research has the potential to serve as a foothold in designing more effective intervention strategies to support students' resilience to academic challenges. In addition, this research also plays an important role in refining learning approaches that are more adaptive and oriented toward developing academic resilience.

METHODS

Participants

Participants in this study comprised 262 students from two boarding high schools in South Kalimantan. The sampling technique employed was non-probability with a saturated sample design. Figure 1 illustrates that most participants were 16 years old, comprising 145 individuals (55%). Additionally, there were 60 students aged 15 (23%), 55 students aged 17 (21%), and 2 students aged 18 (1%). Based on this age distribution, the average age of participants in this study was 16 years. In terms of gender demographics, it was found that the majority of research participants were male, totaling 142 individuals (54%), while female participants numbered 120 (46%). Regarding class distribution, 135 students (52%) were in the 10th grade and 127 (48%) were in the 11th grade. Data were not collected from 12th-grade students because the school administration wanted to focus their attention on preparing for final exams, and they were not involved in extracurricular activities beyond academics.
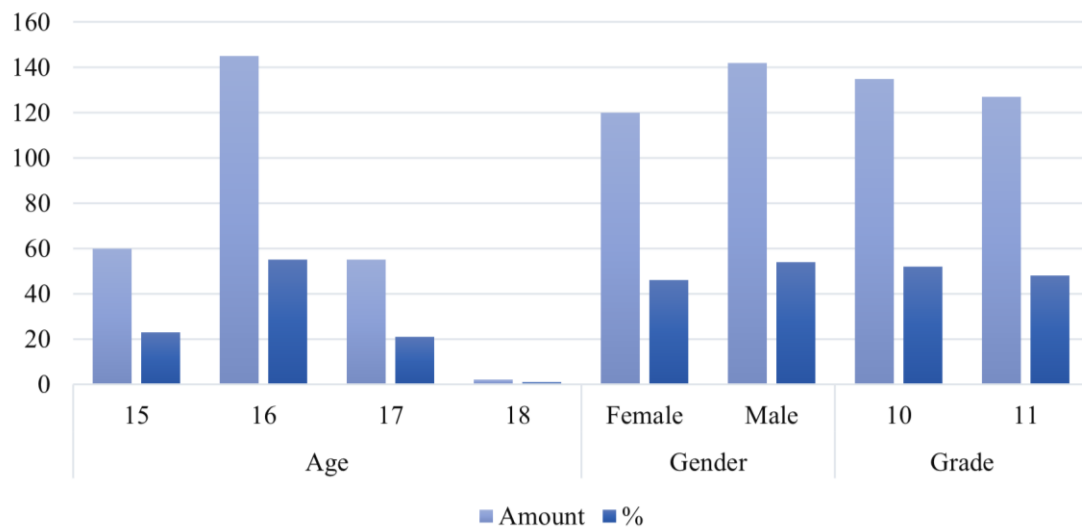
Figure 1. Participant Demography

Measurement

The variables measured in this study include age, gender, adversity quotient, and school engagement as independent variables, and academic resilience as the dependent variable. This research employs a quantitative method with stratified regression techniques to determine the hierarchical influence of adding each independent variable on the dependent variable. The adversity quotient variable is measured using an instrument adapted by Hapidoh (2017), with a Cronbach's alpha value of 0.798. This instrument consists of 14 statement items with response options on a Likert scale ranging from 1 to 5. The school engagement variable in this study utilizes a scale constructed by Savitri et al. (2018) based on the theory of Fredricks et al. (2004). The measurement tool comprises 28 items, with 11 items representing behavioral engagement, 9 representing emotional engagement, and 8 representing cognitive engagement.

Meanwhile, a coefficient of reliability (Cronbach's alpha) of 0.812 for the school engagement scale was obtained from the 14 items that will be used for data collection. Demographic data, such as age and gender, are collected through direct questioning, with age and gender data coded as numeric values before analysis. Additionally, the academic resilience variable is measured using the Academic Resilience Scale-30 (ARS-30) adapted into the Indonesian language by Kumalasari and Akmal (2020). This measurement instrument is based on Cassidy's (2016) theory and consists of 24 items with three main dimensions: perseverance, reflective and adaptive help-seeking, and negative affect and emotional response.

The instrument is valid if it can measure what it is supposed to measured (Sugiyono, 2020). Validity testing in this study uses content validity testing, consisting of logical and face validity (Azwar, 2021). Logical validity in this study

is assessed by valuating the suitability between the items and the construct of the measuring instruments, carried out by experts in their fields, namely lecturers of the Psychology Study Program, Faculty of Medicine, Lambung Mangkurat University. In contrast, the face validity test is an adjustment to the appearance.

Procedure and Data Analysis

This research employed a quantitative research technique with a stratified linear regression method. Data collection for this study was conducted online by gathering students from grades 10 and 11 in a Zoom meeting. Participants were provided with research instruments, including the Adversity Quotient measurement tool, the School Engagement measurement tool, and the Academic Resilience measurement tool. Participants were then directed to complete all statements using these measurement tools and to choose the responses that best described their conditions. After collecting the data, the researcher performed assumption tests and proceeded to hypothesis testing in stratified regression. Step 1 involved demographic factors, and Step 2 involved psychological factors. All analyses were conducted using IBM SPSS Statistics 25 software.

RESULT AND DISCUSSION

Result

Assumption tests in this study were conducted by performing multicollinearity tests, which involved examining Tolerance and VIF values, heteroskedasticity tests by assessing scatterplots and Glesjer values, and normality tests by checking significance values using a one-sample Kolmogorov-Smirnov test. All results of the assumption tests met the requirements for conducting regression analysis. After conducting the assumption tests, the researcher performed bivariate correlation tests, and the results can be seen in Table 1.

Table 1. Bivariate Correlation Test Results

Variable	Scale	Mean	SD	1	2	3	4	5
1. Age	-	1.99	0.68	-	0.107	0.179**	0.222**	0.178**
2. Gender	-	1.54	0.49		-	0.101	0.106	0.044
3. Adversity quotient	1-5	52.29	7.42			-	0.497**	0.612**
4. *School* Engagement	1-4	41.08	5.74				-	0.397**
5. Academic Resilience	1-6	83.15	10.96					-

Note: *$p < 0.05$, **$p < 0.01$

In the bivariate correlation analysis results, it was revealed that all psychological factors were correlated with students' academic resilience. Notably, Adversity Quotient (AQ) displayed a substantial positive correlation with students' academic resilience ($r = 0.612$, $p < 0.01$), indicating a strong positive association between AQ and academic resilience. Among the psychological factors

examined, AQ emerged as the most influential predictor of students' academic resilience. Furthermore, School Engagement was also found to have a significant positive correlation with academic resilience (r = 0.397, p < 0.01). Higher levels of student engagement with school positively relate to greater academic resilience.

While the correlation coefficient for School Engagement is not as pronounced as that of AQ, it remains statistically significant and indicative of a meaningful impact on academic resilience. Additionally, age exhibited a significant positive correlation with academic resilience (r = 0.178, p < 0.01), signifying that older students tend to demonstrate higher levels of academic resilience. However, it is important to note that this correlation, while statistically significant, is comparatively weaker than the correlations involving AQ and School Engagement. Conversely, gender was found to have no statistically significant relationship with academic resilience (p > 0.05), suggesting that students' gender does not influence their academic resilience. In summary, the Adversity Quotient (AQ) emerged as the most influential psychological factor, strongly associated with students' academic resilience.

Table 2. The hierarchical regression analysis results

	Model 1 β	Model 2 β
Step 1: Demography Factors		
Age	0.175*	0.057
Gender	0.025	-0.030
Step 2: Psychological Factors		
Adversity Quotient		0.547***
School Engagement		0.116*
R^2	0.032	0.390
F for change in R^2	4.305*	75.267**

Note: *p < 0.05, **p < 0.01, ***p < 0.001

The hierarchical regression analysis results in Table 2 reveal significant contributions of demographic and psychological factors to predicting students' academic resilience. In Step 1, a significant role was found for demographic factors, specifically age (β = 0.175, t = 2.846, p < 0.05). Age was identified as a positive and significant predictor of students' academic resilience. However, another demographic factor, gender, was not found to predict academic resilience significantly. Moving to Step 2, psychological factors, including Adversity Quotient (AQ) (β = 0.547, t = 9.694, p < 0.05) and School Engagement (β = 0.116, t = 2.035, p < 0.05), significantly predicted students' academic resilience. These findings suggest that AQ and School Engagement play substantial roles in predicting academic resilience among students. Conversely, the two demographic factors in this step did not significantly contribute to predicting academic resilience. In Step 1, the model achieved a coefficient of determination (R^2) of 0.032, which was statistically significant (F(2, 259) = 4.305, p = 0.014), indicating that the included demographic factors collectively explained a significant proportion of the variance in academic resilience. Step 2

further improved the model's predictive capacity, with an R^2 value of 0.390 and a highly significant overall model ($F(2, 257) = 75.267$, $p = 0.000$), emphasizing the substantial contribution of psychological factors in explaining academic resilience.

Discussion

The results of the hierarchical regression analysis found that in step 1, demographic factors, including age and gender, did not show a significant influence on students' academic resilience, with a coefficient of determination (R^2) of 0.032 and significance ($F(2, 259) = 4.305$, $p = 0.014$). However, when viewed from one of the demographic factors, namely age, it has a significant influence ($\beta = 0.175$, $t = 2.846$, $p < 0.05$). In contrast, demographic factors in the form of gender do not show a significant influence on academic resilience. This result is interesting because it contradicts the initial assumption that demographic factors play a role in shaping students' academic resilience.

Based on the results of the analysis, demographic factors in the form of age show a significant influence on academic resilience. Ueno et al. (2018) supported this finding: age positively influences resilience. In the context of research in dormitories, age shows a significant influence because students who have passed the early days of boarding school will face adjustments (Haiffahningrum & Satiningsih, 2022). This adjustment will make students resilient as they move up to the next grade because age is a variable that is often associated with the condition of a person's psychological development. As developmental stages change, resilience changes with age (Lundman et al., 2007). Individuals who have gone through various stages of development tend to be more resilient and have stronger adaptive mechanisms. In line with Cassidy's (2016) statement, resilient individuals in the academic sphere will show how these individuals can respond adaptively when overcoming academic difficulties experienced, both affectively, cognitively and behaviorally.

Meanwhile, the results of this study show that gender does not significantly influence students' academic resilience. Many factors contribute to this. In other words, gender is not an absolute factor determining a person's resilience. Numerous external factors influence academic resilience, including educational levels, culture, social factors, traumatic experiences, life pressures, family support, and mental health (Andriani & Listiyandini, 2017; Elnaem et al., 2024). In the boarding school students in this study, both male and female students faced relatively the same rules, activities, and social demands, from admission selection to daily activity structure and social expectations, which create homogeneous conditions in the formation of student resilience. Amoadu et al. (2024) emphasized that men and women have the same expectations and social norms related to gender roles, meaning that this homogeneity results in differences based on gender not being prominent.

In addition, Dwiastuti et al. (2021) added that students' involvement in academic tasks and discipline in participating in school activities can be protective factors

that increase resilience, regardless of their gender. As a result of the formation of the same system between the two sexes and the goals and determination of each student, which have been measured according to the targets set by the school, students' academic resilience will be formed depending on how much effort students make to continue to be actively involved in education, which applies to all students. Furthermore, internal motivation and personality factors also affect students' academic resilience (Cholili, 2021; Ridho et al., 2023), so the complex interplay of personality and internal motivation among different students makes their academic resilience less prominent when viewed from a gender perspective. Resilience is formed through environmental and individual protections such as emotional support and institutional programs, not from static characteristics such as gender (Ungar et al., 2019).

Mwangi and Ireri (2017) found differences in resilience between males and females regarding gender. However, in the context of this study, it does not show a significant effect on academic resilience. Safitri and Arswimba (2024) revealed no significant difference in resilience levels between male and female students. Moreover, gender was found to have no significant effect on students' academic resilience, in contrast to studies such as Afshari et al. (2021) and Sagone et al. (2020), which reported gender-related differences in academic resilience. Latif and Amirullah (2021) conducted a study involving 103 students from Macassar State University, consisting of 77 (74.8%) females and 26 (25.2%) males, with an average age of 20.5 years. The findings showed no significant difference in academic resilience between male and female students.

Resilience is not formed quickly, but through a continuous process influenced by the quality of social support and student interaction patterns with academic and social challenges. Amoadu et al. (2024) support this statement, nothing that when students feel supported, safe, and healthy, they are more likely to engage in learning and achieve positive educational outcomes. Diana (2024) and Irawan et al. (2022) added that social support from family, peers, and teachers contributes positively to forming self-confidence, resilience, learning motivation, and stress management. The relatively balanced challenges and support in a structured boarding system allow students to accept this.

The hypothesis testing results for psychological factors revealed that Adversity Quotient (H1b) and School Engagement (H2b) significantly influence students' academic resilience. The Adversity Quotient significantly influenced academic resilience ($\beta = 0.547$, $t = 9.694$, $p < 0.05$). This finding is consistent with previous research by Gayatri and Isrofin (2021), which indicated that internal and external protective factors are needed for good academic resilience. Gayatri and Isrofin (2021) used the Adversity Quotient variable as an internal protective factor to examine its relationship with academic resilience. The Adversity Quotient, an internal factor, shows a positive and significant relationship with student academic resilience. Ramadhana and Indrawati (2019) explained that the Adversity Quotient is a form of cognitive skill that serves as an internal factor in

individual resilience, as indicated by students who can view the academic difficulties they experienced as challenges to be faced.

Singh and Sharma (2017) found that the Adversity Quotient can help individuals navigate unfavorable situations and increase motivation. Joglekar (2021) and Stoltz (2007) explained that the Adversity Quotient is the ability to face difficulties as opportunities. This response changes how individuals deal with their problems, allowing them to persevere in facing various possible obstacles and challenges. Those who view difficulties as opportunities to improve their abilities tend to show more flexible efforts, meaning they try various approaches rather than sticking to one solution (Dina et al., 2018). Students with a higher Adversity Quotient also demonstrate creative thinking ability (Putri et al., 2019) and problem-solving ability (Hulaikah, 2020) when faced with challenges. The Adversity Quotient possessed by students in this study becomes their protective factor for becoming academically resilient. Thus, when faced with difficult situations in the dormitory, such as adjustment problems and busy study hours and activities, they can adapt positively because they see difficulties as opportunities to improve their abilities, leading academic resilience.

Dwiastuti et al. (2021) proposed that academic resilience can also be influenced by internal factors originating from within individuals, such as school engagement, self-confidence, and responsibility, as well as external factors from the outside, such as students' relationships with teachers, peers, and society in general. School engagement, as a form of student involvement in school, is a factor among the students themselves that contributes positively to their academic resilience. Students who remain engaged with school, attend consistently, and diligently complete all assigned tasks are protective factors supporting the development academic resilience. Ungar (2019) stated that academic success, an outcome of academic resilience, further improves with a high level of student-school attachment and well-structured school programs.

Another study by Garcia-Crespo et al. (2021) also asserted that students' academic resilience improves when schools effectively foster students' attachment to the school environment, with teachers playing a significant role. When students have a strong sense of ownership of their school, behave positively within the school, and complete all tasks diligently, these behaviors shape them into academically resilient students (Garcia-Crespo et al., 2021). Students with strong academic resilience can effectively persevere and adapt to challenging academic situations. Meanwhile, engaged and attached students continue participating in school activities and completing assigned tasks. If students remain engaged even in consistently challenging academic situations, they become accustomed to and more resilient in facing future academic challenges.

School engagement plays a significant role in shaping academic resilience. Fredricks et al. (2004) and Satyaninrum (2019) explained that behavioral engagement, such as participation in learning activities, compliance with school

rules, contribution to both academic and non-academic activities, and emotional and cognitive involvement, positively contributes to academic resilience. These conditions are particularly relevant in the boarding school context, where students spend time together in the school environment.

The emotional and cognitive closeness between students and the school ecosystem encourages the formation of intense and cohesive social support, thereby building and strengthening students' psychological resilience. Unique social dynamics arise as students interact with peers from diverse backgrounds (Rohman et al., 2025). These interactions foster positive relationships with peers, develop solidarity, and support each other in dealing with academic and social pressures (Hadisi et al., 2022). Emotional and cognitive attachments that develop through intense interactions in the school environment can further strengthen resilience. Students not only undergo a formal learning process but also a character-building process.

Psychological factors, such as adversity quotient and school engagement, were found to influence the academic resilience of boarding school students. The adversity quotient possessed by students can serve as a protective factor, enabling them to be academically resilient. Through the adversity quotient, students can turn difficulties into opportunities for success. This positive response helps students process the academic stressors they face as opportunities for growth and adaptation to the various academic demands of boarding schools. The role of school engagement in this context supports academic resilience through closeness to the school ecosystem including the intensity of interaction with peers and involvement in school activities. This combination enhances students' ability to adapt and withstand academic pressures. Thus, the adversity quotient and school engagement are two important psychological factors that contribute to the academic resilience of students in boarding schools.

Overall, demographic factors such as age and gender do not significantly affect academic resilience in boarding school students, which may be due to homogeneity in the boarding school environment. Meanwhile, psychological factors such as adversity quotient and school engagement have been shown have a significant effect on academic resilience. Students perceive challenges as opportunities to develop themselves in relation to the adversity quotient. Students also have emotional and cognitive attachments to the school environment related to school engagement. The findings of this study emphasize the importance of psychological factors in forming students' academic resilience to pressure in a boarding school environment.

This study has limitations, including the limited number of schools participating, which could be expanded to include a broader range of schools that align with the research categories. Future researchers may also consider incorporating additional demographic factors that are thought to better predict academic resilience, thereby revealing new insights to support enhancing students' academic resilience. Furthermore, future researchers could explore alternative

analytical techniques beyond the scope of this study to delve deeper into the topic of academic resilience.

CONCLUSIONS

This study has revealed that demographic factors, namely age and gender, do not significantly influence students' academic resilience. These findings are somewhat surprising, as they contradict previous research that had predicted these factors would affect academic resilience. The study demonstrated no difference in students' academic resilience from an age perspective. Furthermore, there is no difference in resilience between male and female students. On the other hand, the psychological factors examined in this study, namely adversity quotient and school engagement, impact students' academic resilience.

Based on these findings, it is evident that psychological factors influencing behavior play a pivotal role in academic resilience. Students' ability to view challenges as opportunities to hone their skills is an asset in helping them adapt to the academic challenges they encounter. The involvement and attachment of students to the school, which prevents them from avoiding or consistently facing any challenges that arise, are also crucial in supporting students' ability to adapt to the academic environment. The discovery of the role of psychological factors in academic resilience should serve as a recommendation and input for schools to continuously improve the quality of educational support, such as providing moral and psychological support services to students. Schools should pay more attention to the psychological development of students, especially those who have difficulty adapting to competitive and challenging academic environments, to enhance students' academic resilience, ultimately leading to improved academic outcomes for them.

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