

EXPLORING ACADEMIC RESILIENCE AMONG PRE-SERVICE ENGLISH TEACHERS AT TRIDINANTI UNIVERSITY

A Thesis By

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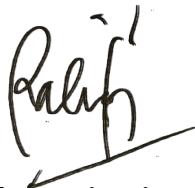
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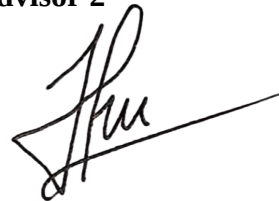
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengcolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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Palembang, Juli 2026

Mahasiswa



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ABSTRACT

This study explored academic resilience among pre-service English teachers at Tridinanti University, Palembang, South Sumatra. The research aimed to identify resilience levels, determine the most dominant construct, and examine coping strategies employed by students. An explanatory sequential mixed-methods design was employed in this study, adopting Dalimunthe's (2021) seven-dimensional framework of academic resilience. Data were collected through the Academic Resilience Scale and semi-structured interviews. Quantitative data were analyzed using mean scores and frequency analysis, while qualitative data were analyzed thematically. Findings revealed that students demonstrated moderate levels of academic resilience, with commitment emerging as the most dominant construct. Coping strategies such as social support, emotional regulation, and adaptive help-seeking were found to strengthen resilience among pre-service teachers. This research highlights the importance of academic resilience in sustaining students' academic engagement and professional readiness.

Keywords: academic resilience, pre-service English teachers, coping strategies, Tridinanti University, teacher education

TABLE OF CONTENT

MOTTO.....	iv
DEDICATION	v
PERNYATAAN	viii
ACKNOWLEDGEMENTS	ix
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER I	14
INTRODUCTION	14
1.1 Background of the Study	14
1.2 Problem of the Study	18
1.2.1. Limitation of the Problem.....	18
1.2.2. Formulations of the Research Problem	18
1.3 Objectives of the Study.....	19
1.4 Significance of the Study.....	19
CHAPTER II.....	21
LITERATURE REVIEW.....	21
2.1 Concept of Academic Resilience	21
2.2 Resilience versus Academic Resilience through Psychological Lens.....	22
2.3 Key Dimensions of Academic Resilience	24
2.4 Importance of Academic Resilience for Pre-service English Teachers.....	26
2.5 Institutional Context and Academic Resilience.....	28
2.6 Factors Influencing Academic Resilience	29
2.7 Coping Strategies.....	32
2.7.1 Problem-Focused Coping	32
2.7.2 Emotion-Focused Coping	33
2.7.3 Avoidance	34

2.8 Levels of Academic Resilience	34
2.9 Previous Related Studies	36
2.10 Theoretical Framework.....	38
CHAPTER III	42
METHODOLOGY	42
3.1 Research Method and Design	42
3.2 Research Procedures	43
3.3 The Operational Definitions.....	46
3.4 Population and Sample.....	47
3.4.1 The Population of the Study.....	47
3.4.2 Sample	48
3.5 Data Collection Techniques	50
3.5.1. Quantitative Data Collection.....	50
3.5.2. Qualitative Phase	53
3.5.2.1. Qualitative Instrument	53
3.5.2.2 Validity and Reliability of the Questionnaire.....	54
3.6 Data Analysis Techniques	57
3.6.1 Quantitative Analysis	57
3.6.2. Qualitative Phase	58
CHAPTER IV	62
FINDING AND INTERPRETATION.....	62
4.1 Findings	62
4.1.1 Quantitative Findings.....	62
4.1.1.1 The Descriptive Data Analysis.....	63
4.1.1.2. Students' Academic Resilience Levels.....	63
4.1.1.3 Analysis of Academic Resilience Constructs.....	65
4.1.1.4 Qualitative Data Analysis Procedures and Findings	67
4.1.2. Coping Strategies Among Pre-Service English Teachers	72
4.1.2.2 Theme 1. Academic Challenges	73
4.1.2.3 Theme 2. Problem-Focused Coping	80
4.1.2.4 Theme 3. Emotion-Focused Coping.....	86
4.1.2.5 Theme 4. Avoidance	93

4.1.2.6. Additional Findings: Students' Expectations from the Institution.....	97
4.1.3. Integration of Qualitative Findings.....	101
4.1.4. Interpretation of the Study	103
CHAPTER V	108
CONCLUSION AND SUGGESTION.....	108
5.1. Conclusion	108
5.2. Suggestion	109
REFERENCES.....	111

LIST OF TABLES

Table 1. Population of The Study	36
Table 2. Sample for Qualitative Phase	38
Table 3. Constructs and Items of the Academic Resilience Scale.....	39
Table 4. Likert Scale	40
Table 5. Construct Validity and Reliability of the Instrument.....	41
Table 6. Criteria for Interpreting Aiken's V Coefficient.....	44
Table 7. The Analysis of Interview Guide Validation.....	44
Table 8. Academic Resilience Level Categories	46
Table 9. Descriptive Data Analysis	51
Table 10. Percentage Analysis of Students' Academic Resilience Levels	52
Table 11. Mean Scores of Academic Resilience Constructs	53
Table 12. Initial Coding Framework	56
Table 13. Coding Framework.....	58

LIST OF FIGURES

Figure 1. Theoretical Framework of Academic Resilience	29
Figure 2. Research Procedure Design.....	34
Figure 3. (Aiken, 1980).....	43
Figure 4. Percentage Analysis.....	47
Figure 5. Interactive Models Framework (Miles and Hubberman, 1994)	49
Figure 6. Six-phase Thematic Analysis (Braun and Clarke's, 2021)	49
Figure 7. Percentage Analysis of Students' Academic Resilience Levels.....	52

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) limitation of the problem, (3) formulations of the research problem, (4) objectives of the study, and (5) significance of the study.

1.1 Background of the Study

Pre-service English teachers undergo various academic experiences throughout their teacher education programs. According to Le Cornu (2009), teacher education is a developmental process that prepares students to become future educators through academic learning, professional preparation, and teaching-related experiences. During this period, pre-service English teachers are expected to develop pedagogical competence, English language proficiency, classroom communication skills, and teaching abilities through activities such as coursework, presentations, microteaching, teaching practicum, and other academic responsibilities. These experiences form an important part of their academic life as prospective teachers and contribute to their professional development.

Throughout their academic preparation, pre-service English teachers encounter various academic challenges that may affect their learning experiences. Mansfield et al. (2016) reported that pre-service teachers frequently experience academic workload, performance pressure, time-management difficulties, teaching anxiety, and challenges associated with balancing multiple academic

responsibilities. In the context of English language education, students may also face language anxiety, difficulties in classroom presentations, teaching practicum demands, and thesis-writing requirements. These challenges require students to continuously adapt to changing academic demands while maintaining their academic performance and professional preparation as future teachers.

The academic challenges faced by pre-service teachers deserve attention because students respond differently to academic difficulties. Some students can adapt positively, maintain their motivation, and continue their progress toward their academic goals despite setbacks. However, others may experience difficulties in managing academic pressure, which can negatively affect their academic engagement, learning experiences, and overall academic performance and development. Understanding how students respond to academic challenges is therefore important because it provides insight into their ability to overcome difficulties and persist in demanding educational environments.

One concept that explains students' ability to respond positively to academic difficulties is academic resilience. Cassidy (2016) defined academic resilience as an individual's ability to effectively deal with academic setbacks, stress, and pressure while maintaining motivation and academic performance. Similarly, Hendriani (2018) described academic resilience as a process of positive adaptation that enables students to maintain well-being and academic success despite facing various academic demands. Academic resilience is not merely an innate characteristic but a dynamic capacity that develops through students' interaction with academic challenges and learning environments. Consequently, academic

resilience has become an important concept in understanding how students persist and succeed despite adversity.

In the context of teacher education, academic resilience plays a significant role not only in supporting students' academic success but also in preparing them for their future professional careers. Pre-service English teachers are expected to manage academic responsibilities while simultaneously preparing themselves to become competent educators. Academic resilience enables them to cope with demanding workloads, language anxiety, classroom performance pressure, teaching practicum requirements, and other academic challenges. Furthermore, resilience contributes to the development of emotional regulation, adaptability, perseverance, and problem-solving skills, which are essential qualities for future teachers. Therefore, academic resilience serves as an important psychological resource that supports both academic achievement and professional readiness.

Academic resilience is influenced by various internal and external factors. Internal factors include self-efficacy, motivation, emotional regulation, perseverance, and mindset, which help students maintain effort and confidence when facing academic difficulties. External factors involve support from peers, family members, lecturers, and the broader academic environment. According to Ungar (2011), resilience develops through interactions between individuals and their social environments, while Cohen and Wills (1985) emphasized that social support can buffer the negative effects of stress. These factors collectively contribute to students' capacity to adapt positively when encountering academic challenges.

Within the context of Tridianti University, preliminary observations conducted among students of the English Education Study Program indicated that students experienced various academic challenges related to assignment completion, classroom performance, academic workload, microteaching activities, and balancing multiple academic responsibilities. Some students appeared capable of adapting to these challenges and maintaining their academic engagement, whereas others experienced difficulties in managing academic pressure. These observations suggest that students may possess different levels of academic resilience and employ different ways of responding to academic difficulties encountered throughout their studies.

Previous studies have examined academic resilience from various perspectives. Zahra (2023) investigated the relationship between academic resilience and academic stress among university students and found that most participants demonstrated a moderate level of academic resilience. Hidalgo-Andrade et al. (2024) examined students' coping strategies when dealing with academic pressure and reported differences in the strategies employed to manage academic challenges. Furthermore, Scheffert and Henson (2025) found that resilience develops through the interaction of internal and external factors, while Liu, Fan, and Jiang (2025) reported that adaptive coping strategies, particularly social support and positive reinterpretation, contributed significantly to strengthening students' resilience when facing academic stress.

Although previous studies have discussed academic resilience levels, resilience development, and coping strategies among university students, limited

research has specifically investigated academic resilience among pre-service English teachers within the context of Tridianti University. In particular, little is known about the level of academic resilience, the most dominant construct of academic resilience, and the coping strategies employed by pre-service English teachers across different levels of academic resilience. Therefore, this study aimed to identify the level of academic resilience among pre-service English teachers at Tridianti University, determine the most dominant construct of academic resilience, and explore the coping strategies employed by students across different levels of academic resilience.

1.2 Problem of the Study

1.2.1. Limitation of the Problem

This study was limited to students in the English Education study program at Tridianti University, located in Palembang, South Sumatra. The research focused on identifying the level of academic resilience, analyzing the most dominant construct of academic resilience, and exploring the coping strategies used by pre-service English teacher students of Tridianti University.

1.2.2. Formulations of the Research Problem

Grounded in the problem limitations, the problems of the study were formulated as follows:

- 1) What was the level of academic resilience among pre-service English teachers at Tridianti University?

- 2) What construct of academic resilience was the most dominant among pre-service English teachers at Tridianti University?
- 3) How did pre-service English teachers with different levels of academic resilience describe the coping strategies they employed in facing academic challenges?

1.3 Objectives of the Study

Based on the problem formulations above, the objectives of this study were:

- 1) To identify the level of academic resilience among pre-service English teachers at Tridianti University.
- 2) To analyze the most dominant construct of academic resilience among pre-service English teachers at Tridianti University.
- 3) To explore how pre-service English teachers with different levels of academic resilience described the coping strategies they employed in facing academic challenges. .

1.4 Significance of the Study

1.4.1 For Students

Theoretically, this study may contribute to the understanding of academic resilience among pre-service English teachers. Practically, the findings may help pre-service English teachers recognize their resilience and develop better strategies for dealing with academic challenges and pressure.

1.4.2 For Educators

Theoretically, this study may contribute to a better understanding of academic resilience among pre-service English teachers, particularly in the context of higher education. Practically, this study may help lecturers understand students' academic challenges and provide more supportive learning environments, academic guidance, and mentoring to strengthen students' academic persistence and well-being.

1.4.3 For the Researcher

Theoretically, this study may enrich the researcher's understanding of academic resilience among pre-service English teachers and broaden knowledge of how students respond to academic challenges. Practically, this study may provide the researcher with valuable experience in conducting educational research and a deeper understanding of students' academic development and professional preparation.

1.4.4 For Other Researchers

Theoretically, this study may serve as a reference for future researchers interested in academic resilience among university students, particularly pre-service teachers. Practically, the findings may provide useful information for future studies and encourage researchers to explore academic resilience in different educational contexts, institutions, and student populations.

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