School Engagement and Academic Resilience of High School Students in Klungkung Regency Bali

Komang Merisa Naraswari Zarinathi[1] and Arthur Huwae[2]
Psychology Study Programme, Faculty of Psychology,
Universitas Kristen Satya Wacana, Indonesia[1]
Psychology Study Programme, Faculty of Psychology,
Universitas Kristen Satya Wacana, Indonesia[1]
E-mail: merisanaraswari@gmail.com[1], arthur.huwae@uksw.edu[2]
Correspondent Author : Komang Merisa Naraswari Zarinathi,
merisanaraswari@gmail.com

Abstract

This study explores the correlation between school engagement and academic resilience among high school students in Klungkung Regency, Bali, using a quantitative approach with a correlational analysis design. 243 students from five high schools were selected via simple random sampling. Measures included the School Engagement Measure (SEM)-MacArthur ($\alpha = 0.851$) and the Academic Resilience Scale-30 (ARS-30) ($\alpha = 0.884$). Hypothesis testing revealed a Pearson correlation value of 0.615, with a significance level of 0.000 ($p<0.01$), These findings demonstrate that school engagement is a factor that significantly correlates with academic resilience among high school students in Klungkung Regency, Bali.
Keywords: school engagement, academic resilience, high school students.

Abstrak

Studi ini mengeksplorasi korelasi antara keterlibatan sekolah dan resiliensi akademik di antara siswa SMA di Kabupaten Klungkung, Bali, menggunakan pendekatan kuantitatif dengan desain analisis korelasional. Sebanyak 243 siswa dari lima SMA dipilih melalui teknik pengambilan sampel acak sederhana. Pengukuran meliputi School Engagement Measure (SEM)-MacArthur (α = 0,851) dan Academic Resilience Scale-30 (ARS-30) (α = 0,884). Pengujian hipotesis mengungkapkan nilai korelasi Pearson sebesar 0,615, dengan tingkat signifikansi 0,000 (p<0,01). Temuan ini menunjukkan bahwa keterlibatan sekolah adalah faktor yang secara signifikan berkorelasi dengan ketangguhan akademis di antara siswa SMA di Kabupaten Klungkung, Bali.
Keywords: school engagement, resiliensi akademik, siswa SMA

INTRODUCTION

Bali ranks fourth in Indonesia for best educational attainment at the high school level in 2021 (Badan Pusat Statistik, 2021). However, with the mandatory 12-year education in Bali, several problems have emerged in the education sector. Some students drop out due to illiteracy issues and insufficient school infrastructure, particularly in areas with high poverty rates, such as the Klungkung Regency (Sentana, 2014). The education department in Klungkung Regency recorded 4,994 illiterate individuals in 2015, but by 2021, the number had decreased to 1,614, spread across various subdistricts in Klungkung (Tabelak, 2021). Suardana (2013) suggested that student interactions among groups in Klungkung could be more optimal, with students not actively involved in group discussions and teachers' inadequate reinforcement, leading to students' uncertainty in their understanding. Students' disengagement in school is often due to a lack of motivation in the learning process (Anggraini & Sukartono, 2022; Suardana, 2013).

The decline in student motivation in Klungkung's high schools, particularly in academics, impacts their ability to understand the material from teachers, thus affecting the quality of education in Indonesia (Pambudhi, 2021). The number of students not attending school in Klungkung reached 206, spread across four subdistricts in Klungkung. This is due to family economic factors and low learning motivation (Saputra, 2021). Furthermore, 40% of learning facilities in Klungkung are damaged; although minor, it can create problems in the educational process (Darmawan, 2018). Another issue is the student's lack of interest in reading books. According to Puspendik, student reading literacy in Bali province is dominated by poor (49,66%), sufficient (47,12%), and good (3,22%) categories (Parwati et al., 2019).

Various challenges, including changes in school learning systems such as curriculum changes, zoning systems, and the influence of foreign cultures that are not aligned with Indonesian culture, for instance, consumerism and hedonism, require Klungkung students to be resilient. Students with positive resilience can succeed in education, handle academic stress, and overcome difficult conditions (Kirana et al., 2022; Martin et al., 2022). Academic resilience is a person's ability, in this case, a high school student's ability, to enhance success in education despite difficult conditions (Cassidy, 2016).

Building academic resilience covers three dimensions. First is perseverance, which describes a high school student who works hard, is persistent, sticks to plans or goals, accepts and utilizes feedback, seeks solutions creatively and imaginatively, and views difficulties as opportunities for growth. Second is reflecting and adaptive help-seeking, which means students can reflect on their strengths and weaknesses and seek help, support, and encouragement from others to adopt adaptive behaviors. Third is negative affect, which refers to anxiety, negative affection, optimistic attitudes, desperation, and negative acceptance experienced by students throughout their lives (Cassidy, 2016).

The impact of low academic resilience on high school students can lead to a pessimistic attitude when facing academic difficulties, a tendency towards negative thinking, and heightened emotional responses (Romano et al., 2021; Putri & Laksmiwati, 2022). Individuals with low academic resilience tend to struggle to handle academic pressure and changes, which could lead to mental issues. Conversely, students with high academic resilience have better learning skills and stress management and can achieve higher academic performance. These students can have a better quality of life and lower anxiety and depression, enabling them to activate coping mechanisms when faced with academic difficulties (Abubakar et al., 2021; Ye et al., 2021).

A high school student's academic resilience is not inherently formed; several factors influence it, including risk factors and protective factors (Darmaja & Wilani, 2021; Devi & Huwae, 2023). Risk factors include low economic status and poverty, family dysfunction, family issues, lack of social support, discipline levels, and insufficient parental skills. Besides, the protective factors include low family stress levels, emotional bonds with parents, high expectations, intelligence, supportive environments, and good communication. Environmental factors play a role in encouraging high school students to engage in school activities, such as extracurricular activities (Rojas, 2015; Darmaja & Wilani, 2021; Kumalasari & Huwae, 2023).

Research conducted by Giavana and Kathryn (2014), found that several environmental factors influence academic resilience, including the roles of family, school, and community. The school is one key factor in the success of students' learning process, one aspect of which relates to school engagement (McKeering et al., 2021). School engagement assists high school students in fostering a sense of belonging, making students who participate more likely to remain in school, engage in school activities, and adhere to school rules. This way, students will likely have good resilience when facing difficult situations (McKeering et al., 2021).

High school student should complete their academic tasks, even in challenging situations. Students' success in school, both in academic and non-academic fields, is closely related to school engagement. School engagement is the behavior of individual high school students who are involved in academic and non-academic fields and can follow the rules at school. It is manifested through behavior, emotions, and cognition within the school environment (Fredricks et al., 2004).

The formation of school engagement consists of three dimensions. Firstly, behavioral engagement is defined as positive behavior, such as compliance with rules and classroom norms, regular school attendance, and no involvement in conflict. Secondly, involvement in academic fields such as effort, perseverance, concentration, attention, actively asking questions, and participating in classroom discussions. Thirdly, participation in school activities, both academic and non-academic (Fredricks et al., 2004). Emotional engagement refers to students' affective reactions in the classroom, such as interest, boredom, happiness, sadness, and anxiety (Fredricks et al., 2004). Cognitive engagement emphasizes the psychological quality of learning, suggesting more than mere behavioral involvement. It relates to the student's interest in the classroom learning process, demonstrating attentiveness, concentration, focus, participation, understanding, and striving beyond established standards (Fredricks et al., 2004).

High school students with low school engagement have lower school satisfaction, skip school, have school absences, participate less in school activities, involve themselves in issues, and exhibit negative attitudes that can intensify when they feel inferior and unsuccessful (Romano et al., 2021). On the other hand, students with high school engagement are less likely to be involved in disruptive behaviors such as truancy or deviance (Santos et al., 2023). These students also have a higher quality of life and school satisfaction and lower school-related stress (Santos et al., 2023; Utari et al., 2017). The ability of a high school student in Klungkung to demonstrate academic resilience is partly influenced by school engagement. School engagement seems to play a critical role for high school students in following learning, in which students can concentrate, be active, participate in discussions, submit tasks on time, solve problems in learning activities, self-regulate, participate in non-academic fields, and adhere to the school rules (McKeering et al., 2021).

School engagement refers to a student's involvement in academic activities, which can be described through student behaviors, emotions, and cognition (Laudya & Savitri, 2020). Students involved in school activities likely have good academic resilience. This aligns with a study by Martin et al. (2022), which found that good school engagement positively impacts high school students involved cognitively and behaviorally, particularly in enhancing their academic resilience. Also, research by Satyaninrum (2014) found that high school students involved in the school environment are more capable of planning and reflecting on learning activities as a way to control academic issues, and they are also more motivated, thereby enhancing academic resilience that affects student achievement. However, high school students with low school engagement are likely to have poor academic resilience, showing a lack of effort and persistence in and out of class, negative emotions such as annoyance and boredom, and inattentiveness when the teacher explains lesson material (Amalia & Hendriani, 2017).

Research conducted by Satyaninrum (2014) found that school engagement positively correlates with academic resilience in adolescents, with a value of r = 0.98. This is more dominant in the aspect of behavioral engagement, as seen in students' involvement in academic learning and adherence to school rules. Additionally, a study by Martin et al. (2022) found that school engagement positively correlates with academic resilience in immigrant students, where the value of r for behavior is 0.948 and emotional is 0.907, due to students' involvement in school both behaviorally and emotionally. On the other hand, research by Giavana and Kathryn (2014) found no significant correlation between school engagement and academic resilience due to family demands on students to take responsibility at home, which results in students being unable to get involved in school activities.

Considering the existing phenomena, high school students in Bali fall in the low category of reading literacy. In addition, high school students who are not actively involved in school and have low resilience will impact their sense of belonging in the school, potentially leading to truancy, academic difficulties, and even school dropouts. This can be seen in illiterate students, school dropouts, and inadequate school facilities, especially in areas with high poverty rates, which affect the quality of education, particularly for high school students in Klungkung. In contrast, vocational high school (SMK) students are more actively involved in school because they learn more practically both in school and outside. Based on the description, it is clear that students need something to support them in achieving academic resilience.

Thus, this study examines the relationship between school engagement and academic resilience in Klungkung Regency, Bali high school students. Furthermore, the researcher hypothesizes a positive relationship between school engagement and academic resilience among high school students in Klungkung Regency, Bali. The higher the level of school engagement by high school students in Klungkung Regency Bali, the higher will be their academic resilience, and vice versa. In this study, it was found that in the dimensions of behavioral engagement, emotional engagement, and cognitive engagement, they have a positive influence on academic resilience, unlike the research conducted by (Satyaninrum, 2014) which found that only the dimensions of behavioral engagement and cognitive engagement have a positive influence on academic resilience, whereas emotional engagement does not have an influence on academic resilience.

METHOD

The method used in this study is quantitative with a correlational analysis design. The population of this study comprises all high school students in Klungkung, Bali. The sampling technique used in this study is simple random sampling, resulting in the selection of 243 participants from 5 high schools in Klungkung Regency, Bali. All participants were initially asked to complete an informed consent form relating to the research procedures. Overall demographic data are presented in Table 1.

Table 1.
Demographic Data of Research Participants

	Description	Frequency	Percentage
Sex	Male	80	33
	Female	163	67
Age	15 Years Old	48	20
	16 Years Old	130	53
	17 Years Old	56	23
	18 Years Old	8	3
	19 Years Old	1	1
School	SMA N 1 Semarapura	57	24
	SMA N 2 Semarapura	110	45
	SMA N 1 Banjarangkan	14	6
	SMA Pariwisata PGRI	3	1
	SMA Pariwisata Saraswati	57	24
Major	Science	80	33
	Social	15	6
	Language	30	12
	Merdeka Curriculum	118	49
Grade	X	150	62
	XI	82	34
	XII	11	4

In collecting the data for this study, the researchers used a psychological scale measurement survey method through questionnaires. In distributing the questionnaire, the researchers asked for the school's assistance in distributing it to the students. Teachers from high schools in Klungkung Regency distributed the questionnaire link within the student WhatsApp groups. The questionnaire was distributed from April 6, 2023, until May 5, 2023.

The school engagement scale was measured using the School Engagement Measure (SEM)-MacArthur tool, which was created based on the school engagement dimensions by Fredricks et al. (2005), including behavioral, emotional, and cognitive engagement. The School Engagement Measure (SEM)-MacArthur consists of 19 items with both favorable and unfavorable statements. An example item from the school engagement scale is, *"I study at home, even when I am not taking a test*". The response options use a Likert scale model with four choice categories: Strongly Disagree, Disagree, Agree, and Strongly Agree. From the results of the discrimination power test item school engagement scale, obtained 16 item meet the criteria ($p > 0.30$) with a range of item value of total

correlation between 0.340-0.633 and Alpha Cronbach reliability value of 0.851 (very reliable).

The academic resilience scale was measured using the Academic Resilience Scale-30 (ARS-30), which has been adapted into an Indonesian version by Kumalasari et al. (2020) based on the academic resilience dimensions from Cassidy (2016), namely perseverance, reflecting, and adaptive help-seeking, and negative affect. The academic resilience scale consists of 24 items with both favorable and unfavorable statements. An example item from the academic resilience scale is, "*I will use teacher feedback to improve my learning quality*". The response options use a Likert scale model with six choice categories: Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, and Strongly Agree. From the results of the discrimination power test item academic resilience scale, obtained 21 item meet the criteria ($p > 0.30$) with a range of item value of total correlation between 0.335-0.660 and Alpha Cronbach reliability value of 0.884 (very reliable). Hypothesis testing was conducted using Karl Pearson correlation analysis to examine the relationship between school engagement and academic resilience.

RESULT AND DISCUSSION
Descriptive Analysis Test
Based on the results of the test categorization of school engagement variables in Table 2, the lowest score is 32, the highest score is 64, and the average value is 50.30, with a standard deviation of 6.058. Thus, the school engagement of high school students in Klungkung Regency was mainly in the high category (N = 167 / 68.7%).

Table 2.
Categorizaion School Engagement Variables

Interval	Category	Frequency	Percentage
$16 \leq x \leq 32$	Low	0	0
$32 \leq x \leq 48$	Medium	76	31.3
$48 \leq x \leq 64$	High	167	68.7
Total		**243**	**100%**
Min = 32; Max = 64; Mean = 50.30; SD = 6.058			

Based on the results of the test categorization of academic resilience variables in Table 3, the lowest score is 66, the highest score is 126, and the average value is 101.30, with a standard deviation of 12.935. Thus, the academic resilience of high school students in Klungkung Regency was mainly in the high category (N = 201 / 82.7%).

Table 3.
Categorizaion Academic Resilience Variables

Interval	Category	Frequency	Percentage
$21 \leq y \leq 56$	Low	0	0
$56 \leq y \leq 91$	Medium	42	17.3
$91 \leq y \leq 126$	High	201	82.7
Total		**243**	**100%**
Min = 66; Max = 126; Mean = 101.30; SD = 12.935			

Assumption Test
The normality test shows that the school engagement variable has a Kolmogorov-Smirnov Z value of 0.085 with a probability (p) or significance of 0.056 ($p > 0.05$); thus,

the school engagement variable is normally distributed. As for the academic resilience variable, it has a Kolmogorov-Smirnov Z value of 0.067 with a probability (p) or significance of 0.217 (p>0.05). Therefore, the academic resilience variable is also normally distributed. The linearity test also shows a linear relationship between school engagement and academic resilience with a calculated F_{value} of 150.044 with sig = 0.000 (p<0.05).

Hypothesis Test

From the Karl Pearson product-moment correlation test results, a correlation coefficient of 0.615 was obtained between school engagement and academic resilience with significance = 0.000, which means there is a significant positive relationship between school engagement and academic resilience among high school students in Klungkung Regency. This indicates that the higher the school engagement, the higher the academic resilience among high school students in Klungkung Regency will be. The depiction of academic resilience by Cassidy (2016), is the ability of a person to enhance success in education even under challenging conditions. Perseverance describes hardworking individuals who can solve problems imaginatively, turning difficulties into opportunities for students to develop. Reflecting and adaptive help-seeking refers to the ability to reflect and adapt in seeking adaptive solutions and to monitor individual efforts and achievements. Negative affect refers to anxiety, negative affection, attitudes of despair, and negative acceptance that an individual possesses throughout their life (Putra & Huwae, 2023).

In Table 4, the results of the correlation test between the aspect of behavioral engagement and academic resilience are 0.469 with a significance of 0.000 (p<0.01), which means there is a significant positive relationship between behavioral engagement and academic resilience among high school students in Klungkung Regency.

Table 4.
Results of the Correlation Test between Behavioral Engagement and Academic Resilience

		Behavioral Engagement	Academic Resilience
Behavioral Engagement	Pearson Correlation	1	0.469[**]
	Sig. (1-tailed)		0.000
	N	243	243
Academic Resilience	Pearson Correlation	0.469[**]	1
	Sig. (1-tailed)	0.000	
	N	243	243

**. Correlation is significant at the 0.01 level (1-tailed).

In Table 5, the results of the correlation test between the aspect of emotional engagement and academic resilience are 0.479 with a significance of 0.000 (p<0.01), which means there is a significant positive relationship between emotional engagement and academic resilience among high school students in Klungkung Regency.

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Table 5.
Results of the Correlation Test between Emotional Engagement and Academic Resilience

		Emotional Engagement	Academic Resilience
Emotional Engagement	Pearson Correlation	1	0.479**
	Sig. (1-tailed)		0.000
	N	243	243
Academic Resilience	Pearson Correlation	0.479**	1
	Sig. (1-tailed)	0.000	
	N	243	243

**. Correlation is significant at the 0.01 level (1-tailed).

In Table 6, the results of the correlation test between the aspect of cognitive engagement and academic resilience are 0.552 with a significance of 0.000 ($p<0.01$), which means there is a significant positive relationship between cognitive engagement and academic resilience among high school students in Klungkung Regency.

Table 6.
Results of the Correlation Test between Cognitive Engagement and Academic Resilience

		Cognitive Engagement	Academic Resilience
Cognitive Engagement	Pearson Correlation	1	0.552**
	Sig. (1-tailed)		0.000
	N	243	243
Academic Resilience	Pearson Correlation	0.552**	1
	Sig. (1-tailed)	0.000	
	N	243	243

**. Correlation is significant at the 0.01 level (1-tailed).

The research results indicate that the hypothesis of this study is accepted. Namely, a significant positive relationship exists between school engagement and academic resilience among high school students in Klungkung Regency. This means the higher the school engagement, the higher the academic resilience of high school students in the Klungkung Regency. This research result aligns with findings from Satyaninrum (2014), stating that academic resilience can emerge if students are engaged at school, such as student participation in school activities, involvement in academic activities and learning tasks, positive behavior, and adherence to school rules.

Student involvement at school will influence academic resilience in students. Students with resilience will find it easier to adapt to changes, demands, and disappointments that arise in life. Resilience is obtained through learning and experience from the school environment; thus, students must be actively involved in school (Zulfikar, 2022). As school engagement among students increases, so does students' academic resilience. School engagement plays a crucial role for high school students in Klungkung in following the learning process, such as students being active in class and being able to

concentrate well, and not violating existing rules at school (McKeering et al., 2021). Students more involved in their academic environment at school are more likely to have academic resilience to succeed academically. Academic resilience can offer a high chance of achieving academic success and achievement, even if environmental difficulties are influenced by character, conditions, and learning environments (Sartika & Nirbita, 2023).

The participants in this study were classified as highly interested in the learning process in class and students interested in the learning process in class. Students who feel comfortable at school have better results than those who do not feel part of the school. Academic success is not only the result of resilience but also influences future life success. In this case, school engagement can significantly impact students' academic resilience because students more connected with their school become more motivated to excel and achieve higher academic achievements (Satyaninrum, 2014).

The dimension that describes student behavior to be able to participate in school activities, both in academic and non-academic learning, is behavioral engagement. In this dimension, most participants are classified as high, meaning that students are involved or participate in school activities, are involved in academic activities and learning tasks, behave positively and adhere to school rules, and do not skip school or get involved in conflicts (Satyaninrum, 2014).

Tiana and Rahayuningsih (2022) revealed that students who are actively involved and participate in class and other school activities tend to behave well. This might indicate that academic resilience is influenced by student involvement at school, particularly in behavioral engagement. Shao and Kang (2022) stated that students with good academic resilience could show flexibility and persistence in facing challenges and demonstrate more hard work in overcoming difficulties, thus actively participating in learning.

Students with emotional involvement will more likely have good academic resilience, i.e., students who can adapt to the school environment (Kim et al., 2021). Iskandar and Pahlevi (2021) stated that emotional involvement is indirectly related to learning achievement, building students' relationships with the school, and influencing their awareness to do their job.

Students who are emotionally engaged will influence the resilience they have academically. They will not give up when faced with very demanding academic tasks. They will also enjoy being at school and have good self-esteem, making them more confident (Romano et al., 2021; Matakupan & Huwae, 2022). Students who are emotionally engaged will play a role in helping students overcome difficulties so that they can recover from academic failure and achieve success again in challenging situations without losing hope (Zulfikar, 2022; Devi & Huwae, 2023).

The dimension that describes individuals' ability to concentrate, focus, participate, understand, and make an effort beyond the standards they have is cognitive engagement. In this dimension, most participants are classified as moderate, which means that students' cognitive involvement, including their learning ability and willingness to exceed basic requirements to master complex skills, and the involvement of students cognitively closely related to their academic resilience, enabling them to strive for their achievements (Kumalasari & Huwae, 2023; Satyaninrum, 2014). Sartika and Nirbita (2022) stated that cognitive engagement refers to how much mental effort individuals put into completing learning tasks.

The higher students' engagement at school, the more positive their ability to cope with demands and academic problems. Students with good academic resilience will be more successful in academic fields, such as getting achievement (Bahiroh & Madjid,

2022; Awi & Huwae, 2023). Students' cognitive involvement can shape their reactions to challenges and obstacles by performing academic coping, allowing them to take an active role in learning (Skinner & Pitzer, 2012; Bua & Huwae, 2023).

This study found that the dimensions of behavioral engagement, emotional engagement, and cognitive engagement positively influence academic resilience. This differs from the research conducted by Satyaninrum (2014), which found that only the dimensions of behavioral engagement and cognitive engagement positively influence academic resilience, while emotional engagement does not. This means that high school students in Klungkung Regency have high involvement in behavioral engagement. Therefore, they will participate and be academically engaged, reflecting attention, effort, and persistence in tasks. Cognitive engagement means that students are actively involved in learning with a positive psychological status (Shao & Kang, 2022; Bata & Huwae, 2023). School engagement also significantly influences academic resilience because students who are more connected with their schools are more motivated to excel and achieve higher academic success (Satyaninrum, 2014).

In addition, this study showed that the school engagement variable contributes effectively to academic resilience by 37,8%, thus academic resilience in students needs to be improved. Students' ability to improve academic resilience will also influence their academic achievements in the following stages (Irawan et al., 2022). This indicates that school engagement is one of the vital factors related to the increase in academic resilience in high school students in Klungkung Regency.

CONCLUSION

This study concludes that there is a significant positive relationship between school engagement and academic resilience among high school students in Klungkung Regency, Bali. This study found that the level of school engagement is in the high category, as is the level of academic resilience. School engagement contributes effectively to academic resilience by 37,8%. It can be assumed that school engagement is one of the strong factors associated with academic resilience.

For future researchers, it is suggested to further develop this study by looking for other factors related to academic resilience or school engagement. The results of this study could be supporting data to maximize future research.

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