

Self-esteem and academic resilience of student organization's functionaries: Changes in academic development.

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Abstract: Engaging in organizational activities fosters individual growth; nonetheless, active participation necessitates individuals to invest their time, energy, cognitive effort, perseverance, and motivation. This correlational study aims to examine the relationship between self-esteem and academic resilience among student council functionaries in vocational high schools in Salatiga. By employing the quota sampling technique, a total of 143 student councils functionaries from six vocational high schools were recruited as participants. Data were collected using the Self-esteem Inventory and the Academic Resilience Scale (ARS-30) and analyzed utilizing the Pearson Product Moment correlation coefficient. The result demonstrated a positive, significant relationship between self-esteem and academic resilience ($r = 0.363$ $\alpha = 0.000$). In other words, self-esteem emerges as a contributing factor to increased academic resilience among student council functionaries in vocational high schools in Salatiga. It is necessary for the schools to provide a problem-solving-based program to improve the self-esteem of students engaging in student council activities. Having a higher level of self-esteem, students will likely possess higher academic resilience.

Keywords: Self-esteem, Academic Resilience, Functionaries, Student council

Introduction

Vocational high schools play a crucial role in cultivating competent and skilled human resources that align with the demands of the labor market (Tanjung et al., 2021). These institutions provide students with theoretical knowledge and vocational competences, preparing them to navigate the professional world (Edi et al., 2017). Furthermore, to maximize students' potential, the classroom-based knowledge transfer process can be complemented by the development of basic skills through participation in school organizations.

Organizations can serve as a foundation for facilitating individuals' growth (Rohmah, 2019). Engaging in organizational activities requires not only energy, time, and thought but also perseverance, motivation, and determination (Yuana & Triwahyuningsih, 2014). Within the school environment, organizations can be categorized into two types: intra-curricular activities conducted during school hours and extracurricular activities taking place after school hours (Lestari, 2016). Student councils, as one type of school organization, play a significant role in nurturing students' skills and creativity while providing valuable training in organizational skills (Toni & Mediatati, 2019). These organizations contribute to students' development in alignment with the school's visions and missions, making them an integral part of the internal school structure (Pujianti & Suhendar, 2020). However, participating in a student council potentially presents challenges and risks that may impact one's academic activities.

Findings from our interviews with twelve students, who were also functionaries of the student council in six vocational high schools in Salatiga, revealed that ten of them acknowledged the challenging nature of their roles. These students expressed the need to be vocal in expressing their opinions during meetings, to possess problem-solving skills, and to effectively manage their time between organizational responsibilities and academic studies. Students who participated in the student council reported experiencing an overwhelming workload, leading to a lack of sufficient sleep, missed assignment deadlines, and even class

absences. Some students chose to leave the council due to a perceived lack of recognition, while others departed to prioritize their academic studies.

The challenges reported by student council functionaries highlight potential indicators of their limited resilience. Resilient individuals, as described (Jowkar et al., 2014), demonstrate the capacity to overcome difficulties and effectively cope with challenges. In the academic context, academic resilience refers to an individual's ability to persevere and thrive despite unfavorable learning conditions (Utami, 2020). It reflects a student's capability to navigate and overcome academic difficulties encountered along the way

Previous studies have indicated that academic resilience plays a crucial role in students' ability to persist in overcoming academic challenges and successfully completing their studies (Sholichah et al., 2019). Students with higher levels of academic resilience tend to display optimism when confronted with academic difficulties, whereas those with lower levels of academic resilience have been reported to exhibit pessimism in the face of such challenges (Murtiningrum & Pedhu, 2021).

In a study by Aza, Atmoko, and Hitipeuw (2019), it was found that students who possess positive thoughts and hope tend to exhibit higher levels of resilience. Resilience plays a significant role in stress management as it enables individuals to develop strength and grow despite facing difficulties (Rojas, 2015). Furthermore, the level of resilience has been identified as a determining factor in students' risk of experiencing school burnout (Sari et al., 2020).

According to Cassidy (2015), academic resilience encompasses three important dimensions: perseverance, reflective and adaptive help-seeking, and negative affect and emotional responses. Perseverance reflects students' ability to persist and work diligently towards their academic goals. Reflective and adaptive help-seeking behavior refers to individuals' capacity to seek appropriate support and assistance to overcome challenges and achieve their objectives. The third dimension, negative affect and emotional responses, pertains to individuals' ability to manage and regulate their negative emotions and demonstrate appropriate responses to them.

Resilience has been consistently linked to self-esteem, which refers to an individual's perception of their own abilities. Self-esteem plays a pivotal role in determining an individual's level of academic resilience. In a study by Suryani and Wulandari (2021), it was found that individuals with higher self-esteem reported higher levels of academic resilience, while those with lower self-esteem exhibited lower levels of resilience. Positive self-esteem has also been recognized as a contributing factor to one's mental health, as individuals with higher self-esteem tend to have more positive views and attitudes (Kurniawan, Neviyarni, & Solfema, 2018).

The dynamics observed in previous studies on self-esteem and academic resilience are also evident among student council functionaries in vocational high schools in Salatiga. Balancing the dual roles of being a student and an organization's functionary presents a significant challenge for students who are in a period of identity exploration. The workload associated with their functionary responsibilities and academic demands does not necessarily yield positive impacts on these students. They often have different study schedules compared to other students, which may lead to difficulties in coping with academic challenges. These circumstances contribute to lower self-esteem and an increased risk of poor academic resilience among functionaries. Empirical evidence of this phenomenon is crucial to provide school management with an objective understanding for optimizing programs that effectively enhance students' skills. Consequently, this study aims to investigate the relationship between self-esteem and academic resilience among student council functionaries in Vocational high schools in Salatiga. It hypothesizes a positive relationship between self-esteem and academic resilience among student council functionaries in Vocational high schools in Salatiga.

Method

This correlational study aimed to investigate the relationship between self-esteem and academic resilience among student council functionaries in vocational high schools in Salatiga. To achieve this objective, a sample of 143 student council functionaries from six vocational high schools in Salatiga was recruited as participants using the quota sampling technique.

Two psychological scales were employed in this study. The Self-Esteem Inventory, originally developed by Coopersmith,(1967), was adapted to Bahasa Indonesia. The adapted version consists of four aspects of self-esteem: significance, power, virtue, and competence. The scale was adjusted to fit the specific context of the study and underwent validation by experts. It comprises a total of forty-four items. All items met the minimum criteria, demonstrating total correlation values ranging between 0.301 and 0.781, with a Cronbach's alpha coefficient of 0.897, indicating high reliability

Participants' academic resilience was assessed using The Academic Resilience Scale (ARS-30) developed by Cassidy (2015). This scale consists of three dimensions: perseverance, reflective and adaptive help-seeking, and negative affect and emotional responses. Similar to the adaptation process of the Self-esteem inventory, the academic resilience scale was adjusted to align with the specific context of the study and underwent validation by experts. It comprises a total of twenty-four items. All items met the minimum criteria, demonstrating total correlation values ranging between 0.306 and 0.719, with a Cronbach's alpha coefficient of 0.884, indicating high reliability

The data were analyzed using the Pearson product-moment correlation test. Prior to conducting the correlation test, descriptive statistics were employed to illustrate the categorization of each variable, along with normality and linearity tests to assess the assumptions of the analysis.

Results and Discussion

Table 1 presents the results of the Pearson product-moment correlation analysis, indicating a positive and significant correlation coefficient of 0.363 ($p < 0.01$) between self-esteem and academic resilience among student council functionaries in Vocational high schools in Salatiga. This finding suggests that participants with higher self-esteem tend to exhibit higher levels of academic resilience. The variance explained by self-esteem in relation to academic resilience was 13.2% (r^2), indicating that self-esteem is a contributing factor to academic resilience among the participants.

Table 1. Hypothesis Test Result.

Variable	<i>r</i>	<i>Sig.</i>	Description
Self-esteem and Academic Resilience	0,363**	0.000	Accepted

The results of the study revealed a positive and significant relationship between self-esteem and academic resilience among student council functionaries in the six Vocational high schools in Salatiga. This finding indicates that participants with higher levels of self-esteem tend to demonstrate higher levels of academic resilience. These findings support the findings of (Sholichah et al., 2019), who also highlighted the inseparable connection between self-esteem and academic resilience.

Most of the participants in the study exhibited a high level of academic resilience, indicating their capability to effectively manage their school routines. This finding aligns with previous research by (Lavy and Naama-Ghanayim (2020), Peng et al. (2019) and Tarsini, (2019), who have demonstrated that individuals with higher academic resilience tend to adapt better to the demands and daily routines of their academic lives. Furthermore, the student council functionaries in this study demonstrated strong problem-solving skills, attributed to their high level of academic resilience. Their resilience enabled them to effectively balance their academic assignments and organizational responsibilities, as evident from their perseverance and diligent work. Additionally, these functionaries exhibited a strong commitment to their future career goals. This finding aligns with the research of Suprihatin and Rohmatun (2020), who found that persistent individuals tend to develop positive thoughts when facing challenges. The student council functionaries reported that they were able to complete their assigned tasks optimally without making significant errors, supporting the assertion by Prawitasari and Antika (2022) that persistent students tend to carry out their academic tasks effectively.

The student council functionaries in this study demonstrated high levels of academic resilience, as evidenced by their proactive efforts and hard work in seeking adaptive help to mitigate academic challenges. They primarily sought assistance from their teachers or peers. This finding aligns with a previous study conducted by Ramadhana et.al (2021), which highlighted the importance of balanced extrinsic and intrinsic motivations in enhancing students' academic resilience and achieving academic goals. These motivations may serve as driving forces for student council functionaries in their pursuit of academic success

The roles of student council functionaries involve various stressful conditions that can impact their emotions. High levels of academic resilience enable them to effectively control and filter negative responses from their surroundings, thereby reducing the likelihood of engaging in high-risk actions and promoting positive responses when carrying out their academic assignments. Wardah (2020) asserts that individuals who possess appropriate emotional management skills are more likely to motivate themselves in the face of despair, anxiety, and anger. Similarly, Kumalasari and Akmal (2020) state that students who exhibit positive responses to negative emotions tend to experience better psychological well-being

High academic resilience perceived by student council functionaries in this study is inseparable from their high self-esteem. This finding supports Wulandari dan Istiani (2021), who also found that self-esteem is one of the contributing factors of academic resilience. One's self-esteem may be represented by the balance between emotion and self-confidence Balgiu (2017). Participants in this study perceived higher self-confidence and positive energy when they managed to perform their tasks successfully.

In this study, student council functionaries perceive high level of self-esteem. Previous study conducted by Wasono (2021) demonstrated that individuals with high self-esteem tend to possess high self-confidence and actively engage in activities. In the same vein, Lete, Kusuma, dan Rosdiana (2019) argue that individuals with high self-esteem tend to have higher self-pride and self-appreciation. Participants' perceived significance in carrying out their role as student council functionaries allowed them to see themselves as an inseparable part of academic activities. This perceived significance directs them towards care about others, ensuring balance between academic and organizational roles and improving their academic resilience. In a study by Narut dan Nardi (2019), students who care about their surroundings tend to see negative events around them as an important opportunity of potential development.

Student council functionaries in this study demonstrated the development of high self-esteem through the cultivation of self-control to ensure the optimal achievement of their assigned tasks. This positive energy contributes to the enhancement of their competence. As previously mentioned, competence is a crucial dimension of self-esteem that plays a significant

role in achieving one's goals (Hidayat, Ramadhani, Nursyifa, & Afiyanti, 2020). Such achievement in turn helps to strengthen their academic resilience (Ekasari & Andriyani, 2013). Self-esteem, which represents a positive evaluation of oneself, has been consistently linked to academic resilience (Wulandari & Istiani, 2021). Students who possess positive self-evaluation and self-acceptance are more likely to have a better quality of life and are better equipped to overcome academic challenges. In this context, providing rewards can serve as a helpful strategy to further cultivate these positive aspects while also supporting students in coping with the demands and challenges of their academic pursuits (Subakti & Prasetya, 2020).

The relationship observed between self-esteem and academic resilience among student council functionaries in this study highlights their ability to recognize and appreciate their efforts in fulfilling both academic and organizational responsibilities. When encountering failures or setbacks in specific tasks, these individuals demonstrate a capacity to accept failure and view it as a valuable learning experience, as supported by findings from Muhibbin and Wulandari, (2021). Furthermore, Palupi (2020) found that students with high levels of achievement motivation tend to exhibit greater drive and determination towards achieving their goals.

This study highlighted the positive impact of high self-esteem on the academic resilience of student council functionaries. It emphasized their ability to effectively handle academic challenges and fulfill their responsibilities despite their dual roles. However, it is important to note that this study provides only a partial understanding of the academic resilience of student council functionaries. Further research is needed to gain a more comprehensive and nuanced perspective on their resilience, particularly in the context of the post-Covid-19 pandemic transitional period. The changes in the education system and the challenges posed by the pandemic may have influenced the dynamics of their roles as student council functionaries. Therefore, future studies should consider these factors to enhance our understanding of their academic resilience in the evolving educational landscape.

Conclusions and Suggestions

This study revealed a positive relationship between self-esteem and academic resilience among student council functionaries in vocational high schools in Salatiga. The significant correlation coefficient suggests that higher self-esteem contributes to higher academic resilience in these students. It is important for student council functionaries to enhance their self-confidence in addressing academic and organizational challenges while maintaining their high level of academic resilience.

Schools are encouraged to implement problem-solving-based programs that can improve the self-esteem of students involved in student council activities. By developing a higher level of self-esteem, students are more likely to possess greater academic resilience. Future studies should consider conducting applied research on psychological interventions for students engaged in student council roles to strengthen their psychological aspects while balancing their dual roles as students and student council functionaries.

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