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Identifying the Psychological Dimensions of Academic Resilience through Principal Component Analysis

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Abstract:
This study aims to identify the core dimensions underlying academic resilience through exploratory confirmatory factor analysis. A total of 27 items representing psychological aspects such as perseverance, self-regulation, self-efficacy, and social support were analyzed using Principal Component Analysis (PCA) with Varimax rotation and Kaiser normalization. The results revealed ten principal components with significant factor loadings on several items, with rotation converging in 21 iterations. These components represent essential aspects of academic resilience, including adaptability, emotional control, achievement motivation, and social support. The findings provide empirical evidence for developing a valid and reliable instrument for measuring academic resilience within the context of higher education in Indonesia.
Keywords*: sexual violence, psychoeducation, university students*

1. Introduction

Academic resilience is the ability of a person to deal with and bounce back from problems they face in school. As educational demands rise globally, there is an increasing necessity to create programs that foster resilience in students (Hart & Heaver, 2015). Resilience is widely characterized as the process, capacity, or result of effective adaptation in the face of adversity or threats (Masten, Best, & Garmezy, 1990). Nonetheless, resilience is not a static characteristic and may fluctuate in response to varying stressful circumstances, underscoring the necessity of contextualizing resilience, particularly in academic environments (Rutter, 1999). Academic resilience specifically refers to the capacity to surmount acute and/or chronic academic obstacles that jeopardize educational advancement (Martin, as cited in Cassidy, 2016). Previous studies have predominantly examined academic resilience within minority or disadvantaged student populations, particularly those hailing from rural locales and immigrant backgrounds (Tudor & Spray, 2017; Yavuz & Kutlu, 2016; Li et al., 2017; Anagostaki et al., 2016). Nonetheless, conventional student demographics encounter considerable academic pressures, particularly those balancing dual responsibilities, such as university students residing in pesantren who juggle concurrent academic and religious obligations. This dual responsibility necessitates substantial adaptive capacity and mental resilience to sustain equilibrium and productivity.

There are a number of tools that can be used to measure resilience, such as the Connor-Davidson Resilience Scale (CD-RISC). However, critics have pointed out that these tools don't always show the link between hardiness and resilience (Hoge, Austin, & Pollack, 2007). Cassidy (2016) created the Academic Resilience Scale–30 (ARS–30) to measure how people think, feel, and act when they face academic challenges. The scale is based on real-life academic situations

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and includes risk, protective factors, and positive adaptation (Tudor & Spray, 2017). The ARS–30 has been validated globally across various contexts, including Spain and Iran (Trigueros et al., 2020; Ramezanpour et al., 2019), and its implementation has commenced in Indonesia (Luthfiyanni & Kumalasari, 2020; Oktaviany, 2018). Nevertheless, a significant gap persists, as no research has explicitly validated the construct structure of the Indonesian-adapted ARS–30 in the context of university students residing in pesantren, who face unique academic and spiritual challenges concurrently.

This study posits that the Indonesian-adapted ARS–30 will exhibit construct validity, mirroring the original multidimensional structure when administered to pesantren students. The aim is to validate the ARS–30 within this distinct cultural and educational context through Confirmatory Factor Analysis (CFA), fulfilling the requirement for a culturally pertinent and psychometrically robust instrument. This research aids in the creation of valid and reliable instruments that assess the academic resilience of students encountering diverse pressures within Indonesia's pesantren context, thereby addressing a significant deficiency in resilience measurement literature.

2. Method

2.1 Research Design

This study employed a quantitative research design to examine academic resilience among university students. The method entailed modifying a recognized instrument to assess particular aspects of resilience in an academic setting.

2.2 Participants and Sampling

The participants were 172 university students aged 18 to 24 who resided in pesantren. They were chosen through purposive sampling, which means that they met certain criteria that were set in advance to make sure that the sample was relevant to the research goals. Table 1.1 has a lot of information about demographics.

Table 1
Demographic Characteristics of Participants (N = 172)

Category	Frequency (n)	Percentage (%)
Gender		
Male	65	38.2
Female	107	61.8
Length of Stay in Islamic Boarding School		
1 year	14	7.7
2 years	12	7.0
3 years	67	39.3
4 years	22	12.8
5 years	17	9.8
6 years	29	16.9
7 years	5	2.9

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Category	Frequency (n)	Percentage (%)
8 years	3	1.7
9 years	2	1.2
10 years	1	0.6

2.3 Instrument

The research instrument was an adapted version of the Academic Resilience Scale (ARS-30), which was first created by Cassidy in 2016 and changed by Kumalasari et al. in 2020. The scale has 30 questions that are split into three groups: perseverance (14 questions), reflecting and adaptive help-seeking (9 questions), and negative affect and emotional response (7 questions). The tool was carefully changed to fit the cultural and academic backgrounds of the people who used it.

2.4 Data Collection

The adaptation and data collection process consisted of five essential stages: (1) preparation and project approval by the supervising lecturer, (2) adaptation of the ARS-30 scale, (3) distribution of the questionnaire to participants, (4) data processing, which included validity and reliability testing through Confirmatory Factor Analysis (CFA), and (5) analysis and interpretation of the collected data. Figure 1.1 shows the whole process.

2.5 Analyzing and Validating Data

After gathering data, we used CFA to test the adapted instrument's validity and reliability to make sure the measurements were accurate and consistent. The final analysis offered comprehensive insights into the academic resilience levels of the participants and corroborated the study's conclusions.

Results

The results of the confirmatory factor analysis (CFA) are shown in a series of steps that show how the Indonesian version of the Academic Resilience Scale (ARS–30) was tested for psychometric validity. The initial step entailed evaluating the data's suitability for factor analysis through the Kaiser–Meyer–Olkin (KMO) measure and Bartlett's Test of Sphericity.

The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity were used to check the sample size and the quality of the data before the factor analysis. The KMO value was 0.764, which is higher than the minimum recommended value of 0.60, as shown in Table 1.2. This means that the sampling is good enough for factor analysis (Kaiser, 1974). Moreover, Bartlett's Test of Sphericity yielded a significant outcome ($\chi^2 = 1370.142$, df = 435, $p < .001$), indicating that the correlation matrix is not an identity matrix. This finding validates the data's suitability for subsequent factor extraction and the identification of significant factors.

Table 1.2
Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity

Jurnal Psikologi Terapan [JPT], Vol 8, No 1 (2025): Hal 81-92
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Test	Statistic	Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	—	0.764
Bartlett's Test of Sphericity	Approx. Chi-Square	1370.142
	df	435
	Sig. (p)	0.000

After this, we used the Anti-Image Correlation Matrix to check the Measure of Sampling Adequacy (MSA) to make sure that each item met the minimum standard (> .50). All items surpassed this criterion, indicating that each variable sufficiently contributed to the factor structure and may be incorporated in subsequent analyses (see Table 1.3).

Table 1.3
Anti-Image Correlation Matrix and Measures of Sampling Adequacy (MSA)

Item	MSA Value	Interpretation
P1	0.751	Acceptable
P2	0.793	Good
P3	0.801	Good
P4	0.722	Acceptable
A1	0.758	Acceptable
A2	0.776	Acceptable
A3	0.743	Acceptable
P5	0.809	Good
P6	0.772	Acceptable
P7	0.836	Good
P8	0.804	Good
P9	0.777	Acceptable
P10	0.790	Acceptable
P11	0.825	Good
P12	0.784	Acceptable
P13	0.748	Acceptable
R1	0.770	Acceptable
R2	0.759	Acceptable
R3	0.811	Good
R4	0.783	Acceptable
R5	0.806	Good
R6	0.788	Acceptable
R7	0.835	Good
R8	0.774	Acceptable
R9	0.801	Good
R10	0.768	Acceptable

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The Anti-Image Correlation Matrix was examined to evaluate the adequacy of each variable for inclusion in the factor analysis. The Measures of Sampling Adequacy (MSA) values, shown on the diagonal of the matrix, ranged from 0.722 to 0.836. According to the criteria proposed by Kaiser (1974), MSA values above 0.50 indicate that the data are suitable for factor analysis, while values above 0.70 suggest good sampling adequacy. Since all variables in this study had MSA values exceeding 0.70, it can be concluded that each item was appropriate for inclusion in the factor analysis. This result is consistent with the overall KMO value of 0.764 (see Table 1.2), confirming that the data matrix is factorable and the variables are sufficiently correlated to identify latent constructs.

Besides, the Communalities table showed how much each item added to the factors that were taken out. Most items showed good communalities (> .50), which means that the items and their factors were strongly related. But one item (P3) had a communality value of .415, which was below the minimum threshold and was therefore not included in the analysis. The other 29 items were kept because they accounted for a large part of the variance in the factor model (see Table 1.4).

Table 1.4
Communalities of Variables

Variable	Initial	Extraction
P1	1.000	0.626
P2	1.000	0.606
P3	1.000	0.415
P4	1.000	0.646
P5	1.000	0.701
A1	1.000	0.577
A2	1.000	0.610
P6	1.000	0.636
P7	1.000	0.640
P8	1.000	0.627
P9	1.000	0.522
A3	1.000	0.683
P10	1.000	0.582
A4	1.000	0.638
P11	1.000	0.725
P12	1.000	0.631
P13	1.000	0.684
R1	1.000	0.605
A5	1.000	0.644
R2	1.000	0.612

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Variable	Initial	Extraction
R3	1.000	0.585
R4	1.000	0.651
A6	1.000	0.645
R5	1.000	0.518
R6	1.000	0.728
R7	1.000	0.666
R8	1.000	0.620
A7	1.000	0.559
R9	1.000	0.732
P14	1.000	0.616

The communalities show how much of each variable's variance is explained by the components that were extracted. Table 1.4 shows that all of the initial communalities were 1.000. This means that each variable added its full variance to the analysis at first. The communalities varied from 0.415 to 0.732 following extraction through Principal Component Analysis. Hair et al. (2019) say that extraction values above 0.50 are acceptable because they mean that the variable shares enough variance with the extracted factors. In this study, the majority of variables exhibited acceptable communalities (≥ 0.60), signifying that the factor solution effectively reflects the data structure. Variable P3 (0.415), on the other hand, had a lower value, which suggests that it may not be as strongly linked to the extracted components. The results overall show that the variables are good enough to be used in the factor analysis.

The Total Variance Explained table indicated that the scale had 10 components with eigenvalues greater than 1, with the first factor having an eigenvalue of 1.052. These factors explained most of the total variance, suggesting that academic resilience is multidimensional. The Scree Plot confirmed this through its point of inflection (see Table 1.5 and Figure 1.2).

Gambar 1.2 *Scree Plot*

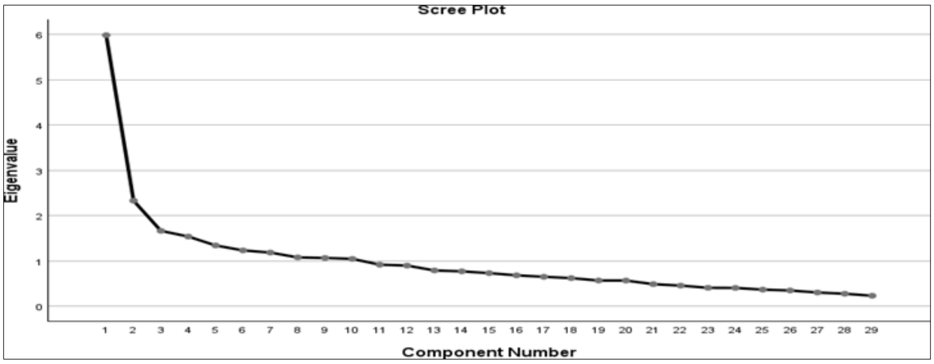

Table 1.5
Total Variance Explained

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https://ojs.unimal.ac.id/jpt/index

Jurnal Psikologi Terapan [JPT], Vol 8, No 1 (2025): Hal 81-92
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Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	5.988	20.649	20.649	5.988	20.649	20.649	2.374	8.185	8.185
2	2.333	8.046	28.694	2.333	8.046	28.694	2.354	8.119	16.304
3	1.667	5.747	34.442	1.667	5.747	34.442	2.073	7.148	23.452
4	1.541	5.314	39.756	1.541	5.314	39.756	1.953	6.733	30.185
5	1.344	4.635	44.390	1.344	4.635	44.390	1.945	6.705	36.890
6	1.235	4.259	48.649	1.235	4.259	48.649	1.888	6.511	43.401
7	1.187	4.092	52.742	1.187	4.092	52.742	1.698	5.856	49.258
8	1.080	3.725	56.466	1.080	3.725	56.466	1.424	4.909	54.167
9	1.068	3.682	60.149	1.068	3.682	60.149	1.398	4.820	58.987
10	1.047	3.611	63.760	1.047	3.611	63.760	1.384	4.773	63.760

The results of the *Principal Component Analysis (PCA)* presented in *Table 1.5* show the total variance explained by each extracted component. Based on the Kaiser criterion, which retains components with eigenvalues greater than 1.00, nine components were initially identified. The first component accounted for 20.649% of the total variance, while the second and third components explained 8.046% and 5.747%, respectively. Together, the first nine components explained 60.149% of the total variance before rotation.

The Rotated Component Matrix showed that most items had strong correlations with their factors, with factor loadings between .513 and .788. However, some items had weak correlations, with loadings between .075 and .045. This means that these items may not accurately represent the underlying constructs (see Table 1.6).

After applying the Varimax rotation, the distribution of explained variance became more balanced across the retained components. The rotated solution revealed that the first component explained 8.185% of the variance, followed by 8.119%, 7.148%, 6.733%, 6.705%, and smaller proportions for the remaining components. The cumulative variance explained after rotation was 63.760%, indicating that the factor structure captured a substantial portion of the total variance within the data set. Overall, these results suggest that the extracted factors provide a meaningful representation of the observed variables and that the data structure is suitable for further interpretation in terms of underlying constructs.

Finally, we used Cronbach's Alpha to test the reliability of the last 29 items to see how consistent they were with each other. George and Mallery (2003) say that the overall Cronbach's Alpha coefficient of .610 is only slightly acceptable for exploratory studies. The result shows an acceptable level of reliability for a preliminary psychometric evaluation, even though it is slightly below the ideal threshold of .70 (see Table 1.7).

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Table 1.6
Rotated Component Matrix of the Academic Resilience Scale (N = 29)

	Component									
	1	2	3	4	5	6	7	8	9	10
P1	-.292	.091	.550	.353	.021	-.022	.188	.026	.058	.261
P2	-.068	.197	.041	.071	-.032	.129	.741	.092	.053	.194
P4	-.082	.219	.168	.688	.076	.111	.000	-.037	-.209	-.117
P5	.045	-.024	.310	.544	.126	.078	.094	.211	.298	-.267
A1	.045	-.445	-.501	-.014	-.285	-.099	-.071	.034	.075	-.154
A2	.084	-.079	-.080	-.033	-.041	-.765	-.048	.017	-.002	-.037
P6	-.076	.279	.656	.185	.128	-.002	-.194	.077	-.107	.124
P7	-.054	-.124	.195	-.006	.207	.535	.132	-.085	-.407	-.259
P8	.007	.295	.129	.047	.698	.043	.121	-.066	.031	-.225
P9	.084	-.155	-.101	-.145	-.011	-.060	-.106	-.008	.768	-.078
A3	.071	-.101	-.002	-.165	-.161	-.218	-.548	.245	.272	.350
P10	.095	-.106	.013	.493	.537	-.118	.071	.057	-.038	.131
A4	.005	-.687	-.051	-.152	-.173	-.040	-.096	.260	.241	-.059
P11	.220	-.691	-.014	.000	-.230	-.190	-.074	-.262	.088	.120
P12	.063	.193	.220	-.057	.660	.188	.057	-.111	-.063	.218
P13	-.119	.149	.028	.694	-.062	.153	.074	-.206	-.125	.257
R1	.064	.427	-.030	.261	.146	.513	.200	.033	-.027	.142
A5	.111	-.131	-.222	.028	-.284	.078	-.580	.056	.323	-.180
R2	-.050	.584	.269	.121	.009	-.023	.359	-.089	.082	.127
R3	-.189	.072	-.136	.142	.480	.406	-.086	-.104	-.035	.303
R4	.031	.449	.248	.226	-.055	.485	.019	-.312	.026	-.025
A6	-.059	.054	.164	.045	.126	.049	.202	.028	-.075	.744
R5	.644	-.038	-.053	-.096	.173	.081	.107	.050	.261	.031
R6	.418	.038	.098	.007	.060	.047	.015	.670	-.241	.132
R7	.788	-.017	.072	-.094	-.072	-.119	-.034	-.104	-.021	.005
R8	.707	.046	-.176	-.071	.006	-.172	-.154	.156	.074	-.051
A7	.633	-.213	-.064	.172	-.065	.086	-.106	.192	-.104	-.111
R9	.022	-.065	.737	.032	.053	.219	.291	-.158	-.133	-.092
P14	.016	-.123	-.127	-.068	-.243	-.168	-.039	.653	.213	-.052

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 21 iterations.

Table 1.7
Reliable Statistic

Measure	Cronbach's α	Number of Items
Academic Resilience	.610	29

In conclusion, the confirmatory factor analysis validates the construct validity of the Indonesian version of the ARS–30, with 29 items exhibiting satisfactory psychometric properties. One item (P3) was removed because it didn't fit well with the other items, and some small changes are suggested to make the instrument more reliable and culturally appropriate for use with Indonesian university students.

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https://ojs.unimal.ac.id/jpt/index

4. Discussion

The results of this study on the Academic Resilience Scale, which yielded a Cronbach's alpha of .610 for its 29 items, demonstrate a moderate degree of internal consistency. Although this result is slightly below the standard threshold of .70 for high reliability, it is still acceptable for exploratory research and early-stage scale development (Hair et al., 2019). The moderate reliability indicates that the items consistently measure the construct of academic resilience, which is consistent with prior research highlighting the complexity and multidimensionality of resilience as a psychological construct (Cassidy, 2016). The scale's design, which is based on cognitive-affective and behavioral responses to academic challenges, is similar to basic ideas about self-regulated learning and self-efficacy (Bandura, 1997; Zimmerman & Schunk, 2001). This shows that the scale is valid.

In contrast to previous studies that frequently indicate elevated reliabilities (e.g., .70 and above) for mature scales, these results highlight the developmental aspect of this scale adaptation. Cassidy (2016) created a 30-item Academic Resilience Scale that exhibited strong internal reliability and construct validity. This indicates that, despite its potential, additional refinement and testing across varied populations are essential to improve reliability assessments. The current findings enhance the existing literature on academic resilience by offering an empirically validated instrument that aids in identifying student adaptive responses to academic challenges.

The study's strengths encompass the utilization of a theoretically-based scale and a sufficient sample size, thereby offering preliminary psychometric validation for the instrument. However, limitations exist due to the moderate reliability coefficient, which advises against overgeneralizing the results without additional validation. Also, things like the sample size and cultural differences can affect how people answer, and these should be taken into account in future studies.

Future research should focus on enhancing the scale items to increase reliability, potentially by incorporating additional items or rewording current ones to more accurately reflect the complexities of academic resilience. Furthermore, longitudinal studies may examine the stability and predictive validity of the scale over time. Expanding research to diverse educational contexts and cultural environments will improve generalizability and applicability.

In conclusion, the present study offers significant insights into the assessment of academic resilience, validating its moderate internal consistency and theoretical underpinnings. These results underscore the necessity for ongoing scale development and validation to comprehensively encapsulate the dynamic characteristics of academic resilience and its contribution to educational achievement.

5. Conclusion

This study offers significant preliminary evidence regarding the psychometric characteristics of the Academic Resilience Scale, which comprises 29 items and exhibits a Cronbach's alpha of .610, signifying moderate internal consistency. This reliability level is slightly below the preferred threshold of .70 for established instruments, but it is still acceptable for exploratory research and early stage scale validation. The results indicate that the scale items exhibit adequate coherence in assessing the construct of academic resilience, which signifies students' adaptive responses to academic challenges.

The study advances the evolution of academic resilience measurement by conforming to theoretical frameworks that highlight cognitive-affective and behavioral responses to adversity. Despite this, the moderate internal consistency suggests that the scale needs to be improved and tested in a wider range of samples and educational settings to make it more reliable and applicable to a wider range of situations.

This research underscores the necessity of ongoing development of effective instruments to evaluate academic resilience, which is essential for facilitating student success in the face of academic challenges. Increasing the scale and testing its predictive validity can provide better information for educational interventions designed to promote resilience and enhance student outcomes.

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