



The Role of Lecturers in Building Student Resilience

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Abstract

Lecturers have a role in the academic field and building student resilience. Academically, lecturers are obliged to teach, research and serve. In addition, students really need the role of lecturers in building student resilience. The purpose of this study is to provide knowledge to lecturers that in addition to teaching, researching and serving, lecturers also have a role in building student resilience. This research uses a qualitative descriptive approach with SWOT analysis. The results of the study said that there were six student respondents who became student resilience in lectures. Factors that become student resilience in lectures from several respondents can be seen that student resilience is related to finance in paying tuition fees, self-development, mental heal and motivation. Meanwhile, at the Ahmad Dahlan Institute campus, the role of lecturers in building student resilience consists of four types, namely a) Character Development, b) Academic Guidance, c) Emotional Support and d) Stress Management. In addition, the role of lecturers in building student resilience has four categories, namely i) Integrative-Collaborative, ii) Innovative-Communicative, iii) Innovative-Collaborative and iv) Integrative-Communicative.

INTRODUCTION

Higher education is the main vehicle for students to develop themselves, explore their potential, and prepare themselves to face various challenges in the real world. Along the way, the role of lecturers becomes very crucial in guiding and helping students build resilience. Student resilience is the ability to bounce back after facing difficulties or pressures, as well as the ability to learn and grow from these experiences. Lecturers as academic leaders play a major role in shaping the foundation of student resilience through interaction, support, and mentoring (Alkiromah & Warsah, 2023).

Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers is as follows: “*Teachers and Lecturers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education, as well as continuing education*”. The role of the teacher is closely related to the main tasks and functions he performs in the learning

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process. If a teacher carries out the main tasks and functions well, then he has fulfilled the role of a professional educator, teacher, trainer, examiner, and guide for students. To fulfill this role, teachers must be able to plan the learning process (Winata et al., 2020).

Lecturers not only act as teachers, but also as mentors and facilitators of students' personal development. They have the responsibility to create a learning environment that supports students' overall growth and development. In this context, resilience is a very important quality to build, considering that the world today is full of changes and uncertainties. At least the role of lecturers can provide motivation for students to be enthusiastic about learning (Mulder et al., 2015).

As mentors, lecturers have the opportunity to provide inspiration, direction, and encouragement to students. The learning process not only includes the transfer of knowledge, but also strengthening character, independence, and the ability to overcome obstacles (Ratnawati et al., 2024). Lecturers can help students understand that failure is not the end of the world, but rather an opportunity to grow and learn. By providing moral and pedagogical support, lecturers can build students' confidence to face challenges with their heads held high.

The importance of the role of lecturers in building student resilience also lies in their ability to provide an understanding of the importance of adaptability (Askeland et al., 2020). Lecturers can help students develop the ability to adapt to change, deal with failure, and find creative solutions to problems. Through inclusive and supportive learning approaches, lecturers can create an environment where students feel accepted, valued and encouraged to find solutions to the difficulties they face. Delany et al (2015) defines Resilience as effective coping and positive adaptation to challenges and stress. According to Richardson, Resilience is the process of coping with stress, adversity, change, and challenges under the influence of protective factors. Resilience reflects a person's strength and resilience. Psychological resilience is characterized by the ability to recover from negative emotional experiences. Resilient people use their skills to face and recover from various stressful situations (Kirana et al., 2022).

Academic resilience refers to resilience in the learning process, namely the ability to recover from negative emotional experiences when facing stressful and difficult situations or facing meaningful obstacles in the learning activities carried out, is a dynamic process that reflects the strength and resilience of a person. Academic resilience is the ability of students to utilize internal and external strengths during the learning process to overcome various negative experiences, pressures, and obstacles, as well as adapt to all academic requirements and perform well (Hendriani, 2017). The importance of human resilience should not be underestimated. It is important to know that one of the most important factors that determine a person's level of resilience is themselves. This explains why academic resilience is so important for all students. Resilience is needed when facing certain points in the academic world, such as when students experience challenges and pressures and reduced enthusiasm for learning (Widuroyekti et al., 2023).

The role of lecturers in building student resilience is not only limited to academic aspects, but also includes psychosocial and personality aspects. Lecturers have a unique opportunity to shape students' character, guide them through obstacles, and inspire them to reach their full potential (Engkizar et al., 2018; Yusnita et al., 2018). Through positive interactions, encouragement, and support, lecturers become a key pillar in helping students develop the resilience needed to deal with the complexities of the modern world. The reasons for

accepting the drop out problem include failure to pay tuition, grade point average below 2.00, and other offenses. Other factors such as family factors, environmental and social factors, or the surrounding community also play a role and influence a person, especially adolescents as students (Eccles & Roeser, 2010). Student problems on campus require assistance from lecturers who are their guardians while on campus. The role of guardian lecturers on campus can provide enlightenment as well as a way out when students experience a problem on campus.

Based on observations regarding cases that occurred on the campus of the Ahmad Dahlan Institute in Probolinggo City regarding students who have been registered on campus but drop out in the middle of the journey. So that it does not complete the lecture until the undergraduate stage. This condition is very concerning. Given the reasons put forward by students to stop the lecture process due to work factors, heavy coursework, killer lecturers, bullying, economic limitations, family factors, material is too difficult and so on.

METHODS

This research uses a qualitative method with a Strength, Weakness, Opportunities, Threats analysis approach. Strength, Weakness, Opportunities, Threats analysis is the systematic identification of various elements to formulate a strategy. Strength, Weakness, Opportunities, Threats is an acronym for the “internal strengths and weaknesses” environment and the external “opportunities” and “threats” environment faced. Strength, Weakness, Opportunities, Threats analysis involves identifying the strengths, weaknesses, opportunities, and threats that determine performance (Mashuri & Nurjannah, 2020). This research was conducted on the campus of Institut Ahmad Dahlan Probolinggo City. Data collection using interviews and observations.

The lecturers and students who will be the subjects to be studied. How to collect data by doing several ways, namely by means of observation, interviews and documentation. In this study using data validity test with credibility test and with triangulation (Flick, 2014; Rachman et al., 2024; Yusuf, 2019). Triangulation is checking data from various sources in various ways and times. There are three kinds of triangulation in qualitative research, namely source triangulation, technique triangulation, and time triangulation (Engkizar et al., 2024; Yusuf, 2019).

RESULT AND DISCUSSION

The Role of Lecturers in Higher Education

Higher education is the highest formal educational institution for the community to develop human resources capable of achieving high integrity and professionalism in the scientific field. There is a general understanding that higher education is not just a place of learning, but also a place to grow humans who crave intelligence, integrity, creativity and the ability to innovate in various scientific studies. Moreover, if these scientific achievements can be implemented in the community, it will enrich the community and ultimately deliver a society where higher education is always a place of honor and trust (Megawati & Damayanti, 2022).

Higher education as an education provider means that the highest level of education is held after elementary school, junior high school, and senior high school. According to the National Education System Law Number 20 of 2003, education is defined as providing an atmosphere and learning process so that students can actively develop the potential for spiritual strength, self-

control, individuality, intelligence, and noble character. The college states that it is a conscious and deliberate effort to create. As well as the skills needed by himself, society, state and nation (Sedyati, 2022).

Academically, the role of lecturers is useful for providing knowledge and explaining things that students feel they have not mastered in the field of science. In the lecture class, lecturers will guide students regarding academic matters and complement the lack of knowledge possessed by students. Each student has a different view and way of thinking. The role of this lecturer can help students in perfecting and completing thoughts that are deemed deviant or less directed. Lecturers play an important role in practicing learning. Lecturers play an important role, investing considerable time and energy to improve quality, relevance and performance while on campus. For a lecturer must be able to practice learning in a more intense study program. This means that the lecturer must be able to prepare these abilities as well as possible. After all, the ability of a lecturer reflects his track record and ability to teach in the classroom. Therefore, the more competent a lecturer is, the greater the potential possessed by students (Damayanti et al., 2023).

Student character can be formed from the touch of lecturers in fostering their students. With the care that is established between students and lecturers, it has a positive impact in the lecture class. In addition to including religious and citizenship courses, the personal attitudes of lecturers can help direct and inspire students in running their lives. Through the character screening process, students are expected to become a superior generation with noble character. On the campus of Institut Ahmad Dahlan, besides teaching, lecturers also provide motivation and direction to their students. Be it in terms of student privacy or regarding work and campus. Many students who study at Institut Ahmad Dahlan have a background as workers. They work not only to fulfill their needs but also to upgrade their knowledge to a higher level.

Student Resilience in College

Resilience is an individual's ability to face and adapt to the pressures or challenges faced, including in the academic context. The dimensions of resilience include emotion regulation, impulse control, optimism, relaxed analytical skills, empathy, self-efficacy, and social connectedness. Emotion regulation allows students to remain calm in stressful situations, while impulse control relates to the ability to control personal urges and desires. Optimism plays a role in building confidence that challenges can be faced and resolved properly (Hertinjung et al., 2022).

One important component in resilience according to Reivich and Shatte is self-efficacy, which is the belief that a person is able to complete tasks or overcome problems independently. High self-efficacy is often associated with better academic performance, as individuals feel they have control over the success of their studies (Salim & Fakhurrozi, 2020). Conversely, students with low levels of resilience tend to have difficulty adapting to academic pressures, which can lead to prolonged stress. The large academic load and off-campus responsibilities, such as work, are also factors that affect student resilience (Kirana et al., 2022).

This condition is seen in students of Institut Ahmad Dahlan Probolinggo, where most of them not only follow lecture activities, but also have to work to meet financial needs independently. Working part-time alongside academic obligations presents its own challenges in terms of time and energy management. Some students are even forced to miss some lecture sessions because they have to complete work assignments, which ultimately has an impact on their academic performance (Sukardi et al., 2022).

Based on the results of in-depth interviews with six informants who are active students at the higher education level, various findings were obtained related to motivation, personal resilience, and survival strategies in completing their studies. All informants are students who study while working, with most of them financing their studies independently. In this context, resilience appears to be an important factor that allows them to survive the challenges of college. The most visible dimensions of resilience include self-efficacy, emotional stability, and intrinsic motivation. The following are excerpts from the interview narratives that have been organized academically:

Informant 1 (Islamic Family Law student, 7th semester) explained that his motivation to pursue higher education arose from the social pressure he experienced. He stated, *"I was often underestimated by the environment because I was not a university graduate. Therefore, I want to prove that I can finish college even though I have to work alone to pay for it."* This statement reflects a personal drive to prove one's capacity and to confront negative stereotypes from the social environment.

Informant 2 (Islamic Family Law, 7th semester) revealed that religious and affective drives were the main motivations in pursuing education. He said, *"I study so that I can make my parents happy and improve my future. I believe that with a bachelor's degree, I can get better job opportunities."* This informant also emphasized that he financed his studies independently without support from his family, and maintained psychological stability in undergoing the academic process.

Informant 3 (Islamic Elementary School Teacher Education, 7th semester) emphasized the importance of education as a means of developing self-capacity. She stated, *"By going to college, I can increase my knowledge and insight. The knowledge in college is different from the previous level. I want to become a better person."* Like the other informants, she also finances her education independently and shows good emotional stability.

Informant 4 (Islamic Family Law, 7th semester) said that his main motivation in completing his studies was to make his parents proud. He said, *"I don't want to disappoint my parents. Even though there is no financial support from them, I still want to finish my studies."* He did not mention any other motivation, either personal or academic, other than the emotional drive to fulfill family expectations.

Informant 5 (Islamic Elementary School Teacher Education, 7th semester), who received the Kartu Indonesia Pintar (KIP) Lecture scholarship, said that his desire to make a positive contribution to society was the main reason for pursuing higher education. She said, *"I want to be a useful person for religion, nation and state. That's the main reason I went to university."* Good academic resilience is demonstrated by independence in dealing with lectures, without relying too much on other external support.

Informant 6 (Islamic Family Law, 5th semester) stated that studying is a means to improve the quality of life economically and intellectually. He said, *"I want my life to be better in the future, both in terms of knowledge and economy. So, studying is an investment in my future."* This informant financed his entire university process independently and demonstrated psychological stability in maintaining his study commitments.

Of the six informants interviewed, three indicated that personal motivation was the main factor that encouraged them to complete their studies and earn a bachelor's degree. This result shows that resilience factors are not only internal, but also influenced by social pressure, economic background, and life goals. This finding is in line with previous research which confirms that student resilience is influenced by personal, social, family, and institutional

factors (Nkansah & Ikbal, 2024). Based on motivation mapping, three informants emphasized the importance of self-development, three others mentioned motivational encouragement, and some made mental health stability the main foundation. Interestingly, none of the informants attributed their academic success directly to social support from family or neighborhood.

The Role of Lecturers in Building Student Resilience

The role of lecturers in student resilience is very important in supporting students' mental and emotional development. Lecturers not only function as teachers, but also as mentors who can help students face various academic and personal challenges. Resilience can be described as a tendency to improve oneself that motivates a person to develop into a normal person despite facing the most difficult situations (Theron & Theron, 2014). In addition, support from peers and lecturers plays an important role in building resilience. Positive interactions and emotional support from the surrounding environment provide the moral boost and self-confidence needed to persist in difficult situations (Sukatin et al., 2023).

The importance of lecturers' social support for students' change process for the better, makes students work harder in completing their assignments, and makes students become academically resilient. Furthermore, the study found significant results related to the effect of lecturers' social support on students' academic resilience when students can reflect their positive perceptions of lecturers regarding the support that lecturers provide, they tend to increase their effective behavior in their academics so that it can increase their academic resilience (Ahmed et al., 2018). Apart from that, the importance of lecturers' social support to increase the process of changing students' abilities for the better, helping students to work harder, and increasing the struggle for their tasks. Using this, based on the results of a number of studies that have been described, it appears that students' perceptions of lecturers' social support are crucial for the formation of resilience in students (Abdulkareem, 2013).

While on the campus of Institut Ahmad Dahlan there are several roles of lecturers in building student resilience consisting of four types, namely a) Character Development, b) Academic Guidance, c) Emotional Support and d) Stress Management. Character development has a very crucial role in the development of student character. In addition to brain capacity, students are required to have emotional qualities such as self-control, enthusiasm, and the ability to motivate themselves (Al Fikri, 2022). Lecturers have an important role in developing student character through various ways. One example is by applying learning methods that emphasise ethical and moral values. Lecturers can hold group discussions that discuss social issues, so that students can learn to think critically and empathise with others. In addition, lecturers can also serve as role models by providing professional behaviour and integrity in every interaction. Providing constructive feedback and supporting students in overcoming academic challenges is an important step. Lecturers can organise extracurricular activities that focus on developing leadership and teamwork. In this way, students not only learn academic material, but also develop a powerful and positive character. Lecturers' involvement in social activities or civic dedication can also inspire students to contribute to society. All of which contributes to the formation of a better student character (Bali & Fadilah, 2019; Han & Abdrahim, 2023; Johannes et al., 2024).

Academic advising is one of the most important aspects of a student's educational experience in higher education (Kalén et al., 2010). Academic advising can control students while delivering necessary information

throughout the student's educational path (Williamson et al., 2014). For example, the Islamic Family Law department established the Waris Centre as an academic centre in the field of inheritance rights distribution. The reason for the establishment of the waris centre is due to the many complaints from the community and also the number of students who have difficulty dividing inheritance rights in their families. So that led to the initiation of the creation of the Waris Centre on campus.

Emotional support is a form of assistance provided to someone to help them cope with difficult feelings or situations. Difficult situations when students experience personal and academic problems. Among them are bullying, stopping halfway and even students who experience broken homes. Students who experience the above problems can consult the Student Psychology Bureau which is led and initiated directly by Mrs. Aries as the head of the Human Resources section (Angeli et al., 2022). With the Student Psychology Bureau, it can help students ease the psychological burden they experience. Whether it's personal problems in terms of academics or external problems related to family. Students certainly appreciate the existence of this psychology bureau because with this they really get emotional support from the campus. The student psychology bureau is also expected to maximize its existence so that it really facilitates students well.

Stress is a common phenomenon that adolescents, including university students, are vulnerable to, especially those at the end of their studies. Stress is a distressed emotional response that can indicate physical and mental health conditions. Stress in university students can arise from various sources, such as academic demands, social pressure, and uncertainty about the future (Jaha & Prasetya Ate, 2024). The *Rumah konsultasi keluarga sakinah* (RUKOGASAK) was present and established because of the background of students who experienced broken homes. Not a few of the students are married. This is certainly able to facilitate students more optimally in academic activities. So it is hoped that the consultation can alleviate the stress experienced by students. It turns out that the existence of *Rumah konsultasi keluarga sakinah* (RUKOGASAK) is even able to accommodate not only students who experience broken homes but more than that. Among them, students often experience stress because; 1) the number of assignments, is a necessity because indeed every lecturer must give assignments in every course because of the demands of the value. 2) confusion in dividing time, meaning confusion in managing time between work and study. 3) Personal problems (broken up by his girlfriend) which is no stranger if students experience location love, namely liking the opposite sex whether it is in one department or another department. Or there are even students who have committed infidelity. The *Rumah konsultasi keluarga sakinah* (RUKOGASAK) turned out to be able to accommodate various student stress problems to reduce student risk as well as to avoid the worst possibility.

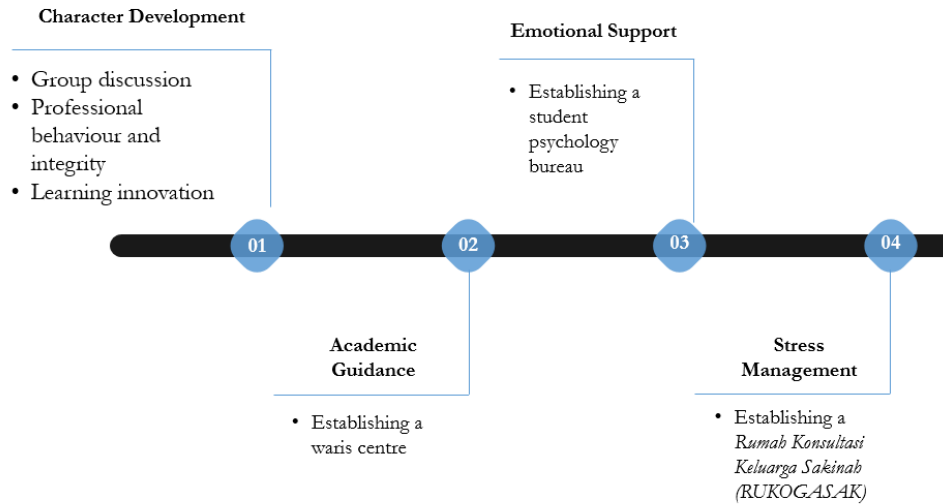


Fig 1. The role of lecturers in building student resilience

From the picture above, we can categorise the roles of lecturers into four categories: i) integrative, ii) collaborative, iii) innovative, and iv) communicative. In character development, the roles carried out by lecturers can be classified under the Integrative-Collaborative category. The integrative role is reflected in professional behaviour and the integration of various lecturer responsibilities. The collaborative role can be seen in group discussions, where ideas from different participants are brought together. As a result, lecturers are able to generate innovations in learning.

In academic guidance, the roles can be categorised as Innovative-Communicative. Innovation is necessary when addressing emerging issues, particularly in the field of inheritance, which often involves complex problems that require resolution. Communication is essential for engaging with community-related issues (Angelia et al., 2020; Skulska et al., 2021; Wang et al., 2023). Through effective communication, it is hoped that challenges surrounding inheritance can be more easily addressed.

Emotional support falls under the Innovative-Collaborative category. The establishment of the Student Psychology Bureau represents an innovation initiated by lecturers. Without innovation, progress in supporting students' emotional well-being would be limited. Furthermore, the Psychology Bureau relies on collaboration with the student affairs department on campus (Hinduan et al., 2020; Jiang et al., 2018; Widuroyeki et al., 2023). This partnership is crucial, as the success of the bureau is largely due to effective cooperation between these two units.

In terms of stress management, the roles align with the Integrative-Communicative category. The establishment of *Rumab Konsultasi Keluarga Sakinah (RUKOGASAK)* in collaboration with P2TP2A and POSBAKUM is an example of this integration. This collaborative initiative is intended to help address students' problems constructively. In such efforts, good communication is essential so that input and guidance from the *Sakinah* family consultants can be well-received.

CONCLUSION

The role of lecturers in higher education, particularly in the academic context, involves providing knowledge and explaining material that students may not yet have fully understood. During the lecture process, lecturers guide students in academic matters and support them in addressing gaps in their understanding. Since each student has unique perspectives and ways of

thinking, lecturers play an important role in helping to refine and redirect thoughts that may be unclear or misaligned. Based on responses from several students, resilience in academic settings is influenced by various factors, including financial challenges related to tuition fees, opportunities for self-development, mental health, and personal motivation. At Institut Ahmad Dahlan, lecturers contribute to building student resilience through four key roles: a) Character Development, b) Academic Guidance, c) Emotional Support, and d) Stress Management. These roles are further categorized into four approaches: i) Integrative-Collaborative, ii) Innovative-Communicative, iii) Innovative-Collaborative, and iv) Integrative-Communicative.

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