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The Influence of Self-Regulation on Students' Academic Resilience: A Curriculum Development Perspective

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ABSTRACT

Several educational experts assert that self-regulation is a critical factor influencing students' academic resilience. This study aims to test that thesis by investigating the influence of self-regulation on the academic resilience of pesantren students. This influence is framed within curriculum development perspective seeing curriculum as the broadening meaning comprising list of subjects and learning experiences. The research employed a quantitative approach, utilizing an associative survey method involving 168 second-year female students at Pesantren Gontor Putri, Campus 3, Ngawi, East Java. Data were analyzed using descriptive statistics and simple linear regression. The findings revealed that 81 students demonstrated a high level of self-regulation, while 115 students exhibited a high degree of academic resilience. Furthermore, the regression analysis produced a significance value of 0.00, which is below the 0.05 threshold, indicating that alternative hypothesis (H_a) is accepted. This means, there is an influence of self-regulation on academic resilience among female students at Gontor Putri. These findings underscore the importance fostering students' self-regulation skills as a means to sustain academic resilience within pesantren curricular systems.

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Keywords:

Self-regulation;
Academic resilience;
Curriculum development.

INTRODUCTION

The majority of students in Islamic boarding schools (pesantren) are adolescents, who are in a transitional phase between childhood and adulthood (Sari, 2021). This adolescent phase is considered tricky period since individuals in this period undergo a process of self-discovery and identity formation. Adolescents face various pressures and difficulties, which can result in stressors (Indarjo, 2009). Certain types of mental disorders in adolescents can trigger the emergence of maladaptive behaviors such as drowsiness, social withdrawal, cheating, untidy appearance, classroom disruptions, tardiness, disrespect towards others and teachers, and depression (Sary, 2011). On the contrary, mentally healthy individuals are able to manage their behaviors, confront challenges, and possess the ability to bounce back from difficult situations, known as resilience (Rahman, 2019).

In educational context, academic resilience refers to an individual's ability to bounce back in challenging conditions, overcome difficulties, and positively adapt to academic pressures and demands (Harahap et al., 2020; Hendriani, 2017). Similarly, Cassidy (2015) states that academic resilience is defined as the adaptive, sensible, and innovative response to difficulties, threats, and challenges. Academic resilience consists of emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. Thus, Resilient individuals in an academic context are able to face four conditions: setbacks, challenges, difficulties, and pressures (Martin & Marsh, 2006).

Self-regulation is understood as the ability to plan and manage one's own behavior in a flexible manner, in line with desired outcomes (Brown et al. (2014). According to Pintrich (2000), self-regulation is a process in which students actively and constructively set goals for their learning and then strive to monitor, organize, and control their cognition, motivation, and behavior. Some scholars believed that the level of academic resilience is influenced by two main factors: internal factors, which include self-regulation (Poerwanto & Prihastiwi, 2017) and religiosity (Cahyani & Akmal, 2017), and external factors, which consist of social support (Bilgin & Taş, 2018;

Narayanan & Weng Onn, 2016), the quality of teacher-student relationships and parenting styles (Bagdžiūnienė et al., 2025; Deng et al., 2023; Yang et al., 2025).

Many studies have been conducted to investigate the correlation between students' self-regulation and their academic resilience. Students with good self-regulation skills could solve the problems they encounter, thereby avoiding stress and various negative emotions that may lead them to quit the school. Self-regulation in learning enables individuals to set goals, evaluate them, and make necessary adaptations, thus supporting academic achievement (Rachmah, 2015). (Poerwanto & Prihastiwi, 2017) found that self-regulation has significant influence on individual resilience. Similarly, research conducted by Perdana & Wijaya (2021) indicated that individuals who exhibit high level of self-regulation tend to have high level of academic resilience.

In more detailed studies, the importance of self-regulation in achieving goals lies in its role as a controller that directs self-efficacy improvement and academic achievement (Perdana & Wijaya, 2021). The more complex the desired goals, the more an individual engages in self-regulation. Individuals with high self-regulation exhibit positive reactions in their work, while those with low self-regulation tend to experience high levels of stress (Nurchayani & Prastuti, 2020).

Another research indicates a strong relationship between self-regulation and academic resilience in students. Self-regulation has been found to negatively predict procrastination, which in turn positively predicts academic stress and anxiety (Ragusa et al., 2023). Studies show that self-regulation, along with psychological resilience, contributes to academic self-efficacy in university students (Sayın Kılıç et al., 2024). Furthermore, self-regulated learning partially mediates the influence of social support on students' academic resilience (Nadeak et al., 2024). Therefore, efforts to increase academic resilience through strengthening self-regulation capabilities have shown promise, with students reporting high levels of resilience and motivation when faced with academic challenges (Gumiandari & Ulya, 2023). These findings emphasize the

importance of developing self-regulation strategies to help students manage emotions, foster motivation, and overcome academic difficulties (Ragusa et al., 2023). Overall, enhancing self-regulation appears to be a key factor in promoting academic resilience among students.

Despite wide-ranging research that highlights the meaningful relationship between self-regulation with academic resilience within various educational contexts (Nadeak et al., 2024; Perdana & Wijaya, 2021; Poerwanto & Prihastiwi, 2017; Ragusa et al., 2023; Sayın Kılıç et al., 2024); there remains a noticeable gap in the literature concerning this relationship within Islamic boarding schools or pesantren with its distinct curricular system. Most pesantren in Indonesia employs full boarding system which requires students to live in the dormitory within the campus. This contributes to unique learning environments as students not only learn in the classroom, but also outside the classroom through various cocurricular and extracurricular programs (Raihani, 2001; Rohmani, 2017; Steenbrink, 1986; Zarkasyi, 2005). This learning experience typically takes place in student organizations, dormitories, mosques, and other pesantren's environmental systems (Saifulloh, 2021). Existing studies have primarily focused on conventional schools or university students (Gumiandari & Ulya, 2023; Nurcahyani & Prastuti, 2020), where learning environments and student experiences differ significantly from those in pesantren. These institutions combine religious and general education under unique curricula, socio-cultural and disciplinary frameworks, which may shape the development and application of both self-regulation and academic resilience in distinct ways. To date, no known empirical study has examined the influence of self-regulation on academic resilience especially among modern pesantren students like Gontor. Therefore, this research aims to fill that gap by investigating the influence of self-regulation on students' academic resilience within the context of Pesantren Gontor Putri 3, offering new insights into how these constructs operate in Islamic educational settings with its unique holistic curriculum design.

Pesantren Gontor Putri 3 is one of Pesantren Gontor's branches located in Karangbanyu, Ngawi, East Java. As the branch of Pesantren Gontor, all educational systems, programs, activities, and curricula at Pesantren Gontor Putri 3 are same with Pesantren Gontor. All teachers are also assigned by Pesantren Gontor. However, this pesantren has distinct characteristics compared to other branches of Pesantren Gontor.

The data obtained from the Guidance and Counseling Department of Pesantren Gontor Putri 3 Ngawi show that some students of class two choose to discontinue their education at pesantren. Within one academic year, 13 students were expelled from pesantren, and 86 students left, unable to continue their education at Pesantren Gontor Putri 3.¹ This is because many students are found to be drowsy, socially withdrawn, untidy in appearance, causing disruptions in the classroom, coming late to class, and displaying disrespect towards others. These phenomena indicate that second-grade students have low resilience. The emergence of such behaviors is rooted in the students' inability to adapt to the rules of pesantren, new environment, as well as their desire for freedom without constraints. These data indicate gaps between the curriculum's developmental expectations and students' self-regulatory capabilities. Therefore, this research aimed to examine the level of self-regulation and academic resilience among second-grade female students at Pesantren Gontor Putri 3, as well as investigate the influence of self-regulation on their academic resilience.

METHOD

This study employed a quantitative research method using an associative (survey) approach with a simple regression analysis. This method of analysis is appropriate because it not only identifies the direction and strength of the relationship between the two variables but also estimates the magnitude of the effect of self-regulation on academic resilience through a regression coefficient. Therefore, simple linear regression provides a suitable statistical method for testing the hypothesis that

¹ Result of interview with staff of Guidance and Conseling Department, Pesantren Gontor Putri 3.

higher levels of students' self-regulation contribute to higher levels of academic resilience (Cohen et al., 2007; Creswell, 2018). Therefore, the purpose of this study was to assess the level of students' self-regulation and their academic resilience. It also aimed to examine the influence of students' self-regulation on their academic resilience. The population of this study consisted of 432 second-grade students of the *Kulliyatul Mu'allimin Al-Islamiyyah* (similar to junior high school level) at Pesantren Modern Gontor Putri 3, Ngawi, East Java. A sample size of 168 students was determined using a 10% margin of error based on the Isac and Michael table. The sampling technique used was Stratified Random Sampling.

This study utilized two types of questionnaires as instruments for collecting data. Self-regulation was measured using the Motivated Strategies for Learning Questionnaire MLSQ scale, which was developed based on the aspects of self-regulation proposed by Zimmerman (1995). The scale consists of three aspects: metacognition, motivation, and behavior. Metacognition refers to the ability to plan, organize, self-evaluate, and self-instruct during the process of behavior. Motivation is the function of basic needs to control and is related to the abilities inherent in each individual. Behavior represents an individual's efforts to self-regulate, select, and utilize or create an environment that supports their activities. The self-regulation scale consists of 19 favorable statements and 21 unfavorable statements, with a Cronbach's Alpha coefficient of 0.867. This means that the questionnaires have very high reliability.

To make sure that the items of questionnaire used in this research are valid, a Pearson product-moment correlation validity test was conducted during a pilot phase involving 168 respondents. The validity test results showed that critical r -value ($df = 168 - 2 = 166$, $\alpha = 0.05$) = 0.151 and all 40 items showed correlation coefficients (r) greater than 0.151. Therefore, all items of the questionnaire to examine students' self-regulation are valid.

Academic resilience was measured using the ARS-30 scale developed by Cassidy (2015), which was based on the aspects of academic resilience including perseverance,

seeking adaptive help, and negative influence and emotional response. The academic resilience scale consists of 30 favorable statements and 19 unfavorable statements, with a Cronbach's Alpha coefficient of 0.921 indicating their high reliability. The same validity testing procedure was applied. Since the critical r-value ($\alpha = 0.05$, $n = 168$) = 0.151 and all 49 items met or exceeded the threshold, the questionnaire used to assess students' academic resilience is valid. After making sure that all items of questionnaire are valid and reliable, the score classification formula was set to help researches analyze the data.

Table 1. Score Classification for Self-Regulation Scale

Score Range	Classification	Interpretation
154-200	High	Strong self-regulatory skills
101-153	Moderate	Adequate but inconsistent self-regulation
40-100	Low	Weak or underdeveloped self-regulation

Table 1 explains the score classification for self-regulation scores based on students' total responses to the 40 questions. Using 5 points Likert scale, the total possible score students can achieve ranges from 40 to 200.

Table 2. Score Classification for Academic Resilience Scale

Score Range	Classification	Interpretation
180-245	High	Strong academic resilience across all dimensions
115-179	Moderate	Moderate resilience with potential fluctuations
49-114	Low	Weak resilience and vulnerability to challenges

Meanwhile, table 2 was used to classify the level of students' academic resilience. The classification was set based on students' total possible score they obtained from 49 questions.

The collected data in this study was analyzed using descriptive statistical analysis and simple regression analysis. In detail, the statistical analytical techniques

used in this research included frequency distribution, normality test, and simple linear regression. The latest technique was used to test the Alternative Hypothesis (H_a) of this research (there is a significant influence of self-regulation on students' academic resilience) and determine the magnitude of the contribution of self-regulation to academic resilience among the students. The data analysis was conducted using SPSS 25.0 software.

RESULTS

The level of students' self-regulation skills

This study employed the Motivated Strategies for Learning Questionnaire (MLSQ) adapted for the self-regulation construct. The questionnaire comprised from favorable and unfavorable questions with detailed number of 19 and 21 respectively. Each question was measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The questionnaire was developed based on Zimmerman's (1995) three-aspect model of self-regulation consisting metacognition, motivation, and behavior. The obtained data from research samples (168 second grade students of KMI) using questionnaire were analyzed using descriptive statistical analysis. The analysis focused on examining the level or classification of students' self-regulation.

Table 3. Classification and Frequency of Students' Self-Regulation

Classification	f	%
High	81	48,21 %
Moderate	87	51,79 %
Total	168	100 %

Table 3 shows the distribution of self-regulation levels among 168 second-grade female students at Pesantren Gontor Putri 3. The classification is based on total scores from the self-regulation scale, which categorizes students into moderate and high self-regulation levels, as no students fell into the low category. The data illustrate that most students (87 students or 51.79%) achieve a moderate level of self-regulation. This suggests that these students are generally capable of managing their learning process, motivation, and behaviors. However, their self-regulatory practices may not always

be consistent or optimal. This could be affected by various factors such as environmental distractions, fluctuating motivation, or academic pressure that may influence their ability to apply self-regulation strategies effectively in all situations.

On the other hand, a substantial number of students (81 students or 48.21%) demonstrated a high level of self-regulation. These students consistently exhibit strong metacognitive skills (e.g., planning, monitoring, and evaluating), intrinsic motivation, and the ability to create and maintain a conducive learning environment. Their high scores reflect their ability to maintain the autonomous learning and resilience in the face of academic challenges at pesantren environment.

Moreover, the absence of students in the low category indicates a generally positive trend in the development of self-regulation skills within this pesantren education. This may be attributed to the conducive milieu of Pesantren Gontor Putri 3 where headmaster, boarding masters, teachers and students live together in an integrated campus. The various activities comprising extracurricular activities, volunteering programs, and community services could also contribute to students' ability to be independent and self-monitoring students.

The level of students' academic resilience

To assess the level of students' academic resilience, 49 questions were developed using Cassidy's (2015) Academic Resilience Scale (ARS-30). The scale assesses three key dimensions of academic resilience: perseverance, adaptive help-seeking, and emotional response to academic difficulty.

Table 4. Classification and Frequency of Academic Resilience

Classification	f	%
High	115	68,45 %
Moderate	53	31,55 %
Jumlah	168	100 %

Table 4 indicates that the majority of students (115 students or 68.45%) achieve the high academic resilience category. This finding suggests that most students

demonstrate a considerable capacity to cope with academic challenges during their learning process. Academic resilience is generally associated with students' ability to persist in the face of academic difficulties, adapt to demanding learning environments, and recover from setbacks (Cassidy, 2015; Martin & Marsh, 2006). Previous studies have also shown that students with high academic resilience tend to maintain engagement in learning activities and continue striving for academic success despite experiencing pressure or failure (Martin et al., 2014). The remaining 53 students (31.55%) are classified as having moderate academic resilience, indicating that they are somewhat able to manage academic difficulties. Nevertheless, their responses may be inconsistent or situational. These students might experience emotional distress, hesitation in seeking help, or reduced persistence when confronted with setbacks. Although not at risk, they may benefit from targeted interventions aimed at strengthening their resilience skills.

Similar to independent variable (students' self-regulation), no students fell into the low resilience category. This reflects positively on the overall psychosocial development of students in the Pesantren Gontor Putri 3 environment. The structured routines, religious grounding, communal support, and teacher guidance typical of Pesantren Gontor may contribute to fostering resilience and emotional regulation. These findings suggest that the pesantren setting provides a nurturing environment for developing cognitive and emotional competencies that support academic resilience. Furthermore, the high proportion of resilient students aligns with findings from previous studies that associate high self-regulation with greater academic resilience. This trend supports the theoretical framework of this study and reinforces the hypothesis that self-regulation is a significant predictor of academic resilience in pesantren students.

The influence of students' self-regulation on their academic resilience

After examining the level of students' self-regulation and their academic resilience, researchers analyzed the influence of students' self-regulation on their academic resilience by testing the Alternative Hypothesis (H_a). Before doing that

analysis, normality test was conducted to determine whether the data of this research are normally distributed or not. The normality of the data distribution was tested using the Kolmogorov-Smirnov test and analyzed using the statistical software SPSS 25. A data set can be considered normal if the p-value or Asymp.Sig (2-tailed) is greater than 0.05. Conversely, if the p-value or Asymp.Sig (2-tailed) is less than 0.05, the data is considered non-normal. The normality test values for the distribution of the self-regulation variable yielded a value of 0.060 with an Asymp.Sig (2-tailed) value of 0.200 ($p > 0.05$). For the academic resilience variable, the obtained value was 0.057 with an Asymp.Sig (2-tailed) value of 0.200 ($p > 0.05$). Based on these values, the data for both variables in this study are normally distributed.

Since the data of both variables in this research are normally distributed, the Simple Regression Analysis can be used to test the hypothesis.

Table 5. Results of Simple Regression Analysis

Var X	Var Y	R square	f	Sig	T
Self-Regulation	Academic Resilience	0,421	120,509	0,000	10,978

Based on Table 5, the results of the simple regression analysis between the independent variable (self-regulation) and the dependent variable (academic resilience) yielded an F value of 120.509 with a significance of 0.000. The obtained F value has a significance of 0.000 ($p < 0.05$) indicating that H_a is accepted. Therefore, there is a significant influence of students' self-regulation on their academic resilience. Moreover, the coefficient of determination (R-square) value is 0.421, meaning that self-regulation contributes effectively to academic resilience by 42.1%, while the remaining variance is influenced by other factors not included in this study.

Based on the above analysis, the Alternative Hypothesis (H_a) that there is a significant influence of self-regulation on academic resilience among second-year students at Pesantren Gontor Putri 3 is supported or accepted.

DISCUSSION

The research findings indicate that a significant number of second-year students have a moderate level of self-regulation. This suggests that some students have self-management skill and goal-oriented behavior. However, they may still encounter challenges in consistently controlling their thoughts, emotions, and actions. These difficulties may hinder their ability to effectively design and implement learning strategies and plans necessary for achieving their academic goals. Nevertheless, it is noteworthy that none of the second-grade students at Pesantren Gontor Putri 3 were classified in the low self-regulation category. This means that all students demonstrated at least a foundational capacity to identify appropriate learning strategies aligned with their skills and objectives.

This finding underscores the critical role of self-regulation in academic success. Students with higher levels of self-regulation are better equipped to monitor their progress, adapt strategies when necessary, and maintain motivation in the face of challenges. The results of this study are consistent with Zimmerman's (2008) conceptualization of self-regulated learning as a proactive process, wherein students actively engage in setting goals, selecting strategies, monitoring performance, and adjusting actions to optimize learning. Zimmerman emphasizes that self-regulation is not a passive reaction to external pressures but rather an internally driven mechanism that fosters academic development.

Similarly, Pintrich (2000) describes self-regulation as an active and constructive process in which learners set academic goals and regulate their cognition, motivation, and behavior to achieve those goals. This regulation is influenced by both personal intentions and environmental contexts. The moderate self-regulation found among the students in this study suggests a need for further support and educational strategies to help students enhance their ability to manage and direct their learning more effectively.

Moreover, according to Zimmerman & Pons (1986), self-regulation in learning encompasses three aspects: Metacognition, which involves planning, organizing, self-

monitoring, and self-instructing as necessary during the learning process; Motivation, which is the process by which desires can drive individuals to actively engage in activities towards their goals (Naomi, 2007); and Behavior, which refers to an individual's efforts to select, arrange, and create a balanced social and physical environment to optimize the achievement of their activities (Zimmerman & Pons, 1986). In the context of Pesantren education system, there are several factors that may contribute to the lack of self-regulation among female students. Firstly, a lack of awareness of the pressures they will face in their learning process. Secondly, an imbalance between their desired goals and their actual self-regulation abilities. Additionally, insufficient efforts in goal planning and management can lead to the selection of inappropriate strategies.

This research also provides empirical evidence that the academic resilience of the second-grade students is categorized as high. These findings are consistent with the study conducted by Nafila (2021), which indicated that self-regulation is one of the influential factors in academic resilience. This is further supported by the research of Fathoni (2021), which demonstrated that individuals lacking good self-regulation may struggle to control their behavior, leading to feelings of pressure and stress in the learning process.

Academic resilience refers to the resilience within the learning process, which is a dynamic process that reflects an individual's strength and ability to bounce back from negative emotional experiences when facing challenging and pressuring situations in their learning activities (Hendriani, 2022). According to Cassidy (2015), academic resilience is defined as a response that enables adaptability, resourcefulness, and innovation in facing difficulties, threats, and challenges. The researchers contend that academic resilience is the process by which students adapt to academic situations by striving to confront academic challenges, difficulties, and demands.

Further, Cassidy (2015) believes that academic resilience consists of three formative aspects. The first aspect is perseverance, which refers to individuals

working hard, not easily giving up, focusing on goal processes, and having determination in facing difficulties. The second aspect is seeking adaptive assistance, which involves individuals reflecting on their strengths and weaknesses and being able to seek help, support, and encouragement from others as a means of adaptive behavior. The third aspect is negative influences and emotional responses, which encompass anxiety, negative emotions, optimism-pessimism, and negative acceptance experienced by individuals throughout their lives (Wibowo, 2018).

Self-regulation can influence the level of academic resilience among students, which means that performance and exam results can be controlled by training self-regulation as a coping strategy (Hendriani, 2022). Effective self-regulation enables individuals to cope with various pressures arising from academic demands, such as social environment, parental expectations, peer pressure, and others. Students with high levels of self-regulation are capable of setting goals with effective strategies and managing their behavior in a way that enables them to achieve academic goals and accomplishments.

Unlike conventional schools, pesantren provide a 24-hour educational environment in which students live, study, and interact within the same institutional setting. This continuous educational and social environment facilitates the internalization of discipline, responsibility, and independence among students. Previous studies have shown that the structured routines and communal living patterns in boarding school environments contribute to the development of academic resilience and adaptive behaviors among students (Jamhari, 2014; Saifulloh & Neoh, 2022). Furthermore, the collective social environment of pesantren, characterized by close relationships with peers, teachers, and religious mentors (kiai and ustadz), provides an important support system for students. Social support from peers and teachers has been widely recognized as a protective factor that strengthens students' ability to adapt to academic stress and environmental demands (Budiman et al., 2023; Budiman & Lathifah, 2019; Kutsiyah, 2020).

The results of the study, using simple regression analysis, further support previous research that self-regulation can predict the level of academic resilience. Self-regulation contributes to 42.1% of the variance in academic resilience, while the remaining 57.9% is influenced by other factors not included in this study. The important implication of these findings is that academic resilience can be enhanced when students improve self-regulation by effectively managing themselves, staying focused and goal-oriented, and regulating their behavior towards goal achievement.

CONCLUSION

Integrating curriculum development perspectives into the analysis reveals that self-regulation is not only a psychological construct but also a curricular outcome shaped by institutional design. Pesantren Gontor Putri 3's unique curriculum comprising academic, religious, and character education delivered through a 24-hour living-learning system naturally cultivates both self-regulation and academic resilience. The results of the study indicate that many second-grade female students at Pesantren Gontor Putri 3, Ngawi, East Java have high levels of self-regulation, and they also exhibit high levels of academic resilience. There is a significant relationship between self-regulation and academic resilience among the second-grade female students at this pesantren. This means that higher levels of self-regulation are associated with higher perceived levels of academic resilience. Self-regulation accounts for 42.1% of the variance in academic resilience, while the remaining 57.9% is influenced by other factors considered in this study.

Based on these findings, the researchers suggest that teachers of pesantren or other educational institutions should pay more attention to students' learning processes, and students themselves will be able to enhance their self-regulation in their learning. Furthermore, it is hoped that the principal or headmaster of pesantren should provide supporting environment for students to maintain students' self-regulation skills.

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