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Self-Efficacy as A Psychological Resource for Academic Resilience among Open University Students

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ABSTRACT: Academic resilience is an important psychological capacity that enables students to persist and adapt when confronted with academic difficulties. In distance-learning contexts, students may encounter challenges related to independent learning, time management, and the demands of balancing academic responsibilities with other activities. This study aimed to examine the relationship between self-efficacy and academic resilience among students at Universitas Terbuka Palembang. A quantitative correlational design was employed involving 205 students from the Information Systems Study Program, cohort 2023. Data were collected using self-efficacy and academic resilience scales and analyzed using simple linear regression. The results demonstrated a positive and statistically significant relationship between self-efficacy and academic resilience ($r = 0.725$, $p < 0.001$). The coefficient of determination ($R^2 = 0.526$) indicated that self-efficacy explained 52.6% of the variance in academic resilience, whereas the remaining 47.4% was attributable to other factors not examined in this study. These findings indicate that students with higher levels of self-efficacy tend to exhibit greater academic resilience. The findings further highlight the importance of self-efficacy as a psychological resource that may support students in maintaining persistence, adapting to academic demands, and overcoming challenges in distance-learning environments.

KEYWORDS: Self-efficacy, Psychological Resource, Academic Resilience

I. INTRODUCTION

Academic resilience is an important psychological capacity that enables students to persist, adapt, and recover when confronted with academic difficulties, setbacks, and pressure. In higher education, students are expected to manage various academic demands, including understanding learning materials, completing assignments, maintaining motivation, and achieving academic goals. The ability to remain persistent and recover from academic difficulties is therefore essential for maintaining effective academic functioning. Martin and Marsh (2006) identified academic resilience as an important factor in students' ability to cope with academic adversity and highlighted self-efficacy as one of the factors associated with academic resilience.

The importance of academic resilience becomes increasingly relevant in open and distance higher education. Students in distance-learning environments are required to manage various aspects of their learning independently, including organizing study schedules, understanding learning materials, completing assignments, and maintaining motivation. Limited face-to-face interaction may further require students to assume greater responsibility for their academic activities. Consequently, students may experience difficulties in maintaining concentration, managing competing responsibilities, and sustaining their commitment to academic tasks. These conditions highlight the importance of psychological resources that enable students to respond adaptively to academic challenges.

This issue is particularly relevant to students at Open University Palembang. Preliminary observations and interviews conducted in the present study indicated that students experienced several difficulties throughout their studies. These difficulties included challenges in understanding course materials due to limited direct explanations from lecturers, managing time between academic activities and employment or other responsibilities, limited opportunities for rest, and difficulties maintaining concentration during learning. Some students also reported delays in submitting assignments, declining academic performance, feelings of panic and being overwhelmed, and doubts about their ability to complete their studies on time. These conditions suggest that students require adequate psychological resources to remain persistent and adaptive when facing academic demands.

One psychological resource that may support students in coping with these challenges is self-efficacy. Self-efficacy refers to an individual's assessment of their capability to organize and execute the actions required to achieve a particular level of performance (Lyons & Bandura, 2019). In academic contexts, self-efficacy influences how students perceive their capabilities when facing academic tasks and challenges. Students with stronger self-efficacy tend to demonstrate greater confidence in completing academic tasks, greater willingness to face challenges, and stronger persistence when difficulties arise (Schunk, 1991). These

characteristics are particularly relevant to distance-learning students because their learning environment requires a high degree of independence in managing academic activities.

Previous research has provided empirical evidence regarding the association between self-efficacy and resilience. Anggraini et al. (2023) examined the relationship between self-efficacy and resilience among students facing examinations and reported a positive and significant relationship, with a correlation coefficient of $r = 0.716$. Similarly, Linggi et al. (2021) found that academic self-efficacy and social support significantly contributed to academic resilience among university students participating in online learning, with a combined contribution of 52%.

Other studies have further emphasized the relevance of self-efficacy to academic resilience. Schunk and Mullen (2012) identified self-efficacy as an important predictor of academic resilience, while Cassidy (2016) highlighted self-efficacy as an important factor associated with academic resilience. Furthermore, Oktaningrum and Santhoso (2021) reported that academic self-efficacy contributed 48.7% to students' academic resilience. Collectively, these findings suggest that self-efficacy is consistently associated with students' capacity to cope with academic challenges across different educational contexts.

The relevance of self-efficacy may be particularly pronounced in distance-learning environments. Students who are required to study independently must rely on their ability to organize academic activities, maintain effort, and respond effectively to difficulties. Students who are confident in their academic capabilities may be more likely to remain engaged in academic activities despite experiencing obstacles. Conversely, doubts about their capabilities may make it more difficult to sustain persistence when academic demands increase. This perspective is consistent with previous findings indicating that self-efficacy is associated with students' ability to remain resilient in demanding academic situations (Martin & Marsh, 2006; Schunk & Mullen, 2012; Cassidy, 2016).

Although previous studies have established an association between self-efficacy and academic resilience, further research is needed to examine this association among students in open and distance higher education. Previous studies have focused on students facing examinations, students participating in online learning, and students in other higher-education contexts (Anggraini et al., 2023; Linggi et al., 2021; Oktaningrum & Santhoso, 2021). However, students at Open University Palembang experience a distinctive learning environment that places substantial demands on independent learning, time management, and personal responsibility for academic activities. Examining self-efficacy and academic resilience in this population may therefore provide further evidence regarding the psychological resources associated with students' capacity to cope with the demands of distance higher education. Accordingly, the present study aims to examine self-efficacy and academic resilience among students at Open University Palembang.

II. THEORETICAL FRAMEWORK

Self-efficacy refers to an individual's belief in their capability to organize and execute the actions required to achieve particular levels of performance (Bandura, 1997). In an academic context, self-efficacy reflects students' beliefs regarding their ability to manage academic tasks, overcome difficulties, and achieve learning goals. Self-efficacy influences how individuals think, feel, and behave when facing various situations, including academic challenges. Students with stronger self-efficacy tend to demonstrate greater confidence in completing academic tasks, greater willingness to face challenges, and stronger persistence when difficulties arise (Schunk, 1991).

Self-efficacy is not merely related to students' perceptions of their abilities but also influences how they approach and respond to academic demands. Students who perceive themselves as capable are more likely to set challenging goals, invest greater effort, and persist when their initial attempts do not produce the expected outcomes. In contrast, students who doubt their capabilities may be more likely to avoid challenging tasks, experience uncertainty, and reduce their efforts when difficulties arise. Thus, self-efficacy represents an important psychological mechanism through which students regulate their responses to academic demands.

In addition, self-efficacy has an important role in students' engagement with the learning process. Schunk and Mullen (2012) explain that self-efficacy is closely related to students' engagement because beliefs about one's capabilities influence motivation, effort, persistence, and participation in learning activities. Students who have stronger self-efficacy are more likely to remain involved in academic activities and continue their efforts when encountering obstacles. This characteristic is particularly relevant to students in distance-learning environments, where successful academic participation requires considerable independence and personal responsibility.

Academic resilience refers to students' capacity to persist, adapt, and recover when confronted with academic difficulties, pressure, and setbacks. Academic resilience enables students to maintain their academic functioning despite experiencing obstacles throughout the learning process. Martin and Marsh (2006) identified self-efficacy as one of the factors associated with academic resilience, together with planning, control, low anxiety, and persistence. This relationship is particularly relevant in distance-learning environments, where students are required to manage their academic activities with a high degree of independence.

Self-Efficacy as A Psychological Resource for Academic Resilience among Open University Students

Academic resilience reflects students' ability to maintain positive academic functioning even when they experience situations that could potentially interfere with their learning. Students with academic resilience are expected to remain focused on their academic goals, maintain their efforts, and adapt their strategies when faced with academic setbacks. Therefore, resilience does not imply the absence of academic difficulties; rather, it reflects the capacity to respond constructively to those difficulties and continue functioning effectively within the academic environment.

The relationship between self-efficacy and academic resilience can be understood from the role of students' beliefs in shaping their responses to academic challenges. Students who believe in their academic capabilities are more likely to persist when encountering difficulties, maintain their efforts, and continue pursuing academic goals. Conversely, students with weaker self-efficacy may experience greater uncertainty regarding their capabilities and may be less persistent when faced with demanding academic situations. Thus, self-efficacy may serve as an important psychological resource that supports students' capacity to respond adaptively to academic adversity.

The relationship can also be understood through the process of persistence. Academic difficulties often require students to invest sustained effort rather than relying solely on their initial abilities. Students with strong self-efficacy are more likely to interpret difficult academic tasks as challenges that can be managed through effort and appropriate strategies. This perception may encourage them to continue working toward their academic goals even when they experience failure or temporary setbacks. Consequently, self-efficacy may contribute to the development of academic resilience by strengthening students' willingness to remain engaged with academic demands.

Furthermore, self-efficacy is associated with students' ability to regulate their academic behavior. Students who believe that they are capable of managing their learning are more likely to organize their academic activities, monitor their progress, and make adjustments when their learning strategies are ineffective. Such behaviors are relevant to academic resilience because resilient students need to adapt their responses when conventional approaches do not produce satisfactory results. Therefore, self-efficacy may provide students with the confidence necessary to evaluate difficulties and attempt alternative ways of dealing with academic problems.

Previous empirical findings support this relationship. Anggraini et al. (2023) found a positive and significant relationship between self-efficacy and resilience among students facing examinations, with a correlation coefficient of $r = 0.716$. Linggi et al. (2021) also reported that academic self-efficacy and social support significantly contributed to academic resilience among university students experiencing online learning, with a combined contribution of 52%. Furthermore, Oktaningrum and Santhoso (2021) found that academic self-efficacy contributed 48.7% to academic resilience. These findings provide empirical support for the proposition that stronger self-efficacy is associated with greater academic resilience.

The consistency of these previous findings suggests that self-efficacy may play an important role in students' ability to cope with academic adversity across different educational contexts. Although the educational settings and characteristics of the participants may differ, the findings generally demonstrate that students' beliefs in their own academic capabilities are associated with their ability to persist when facing academic challenges. This provides a theoretical and empirical basis for examining the relationship between self-efficacy and academic resilience among students in a distance-learning context.

In the context of students at Open University Palembang, self-efficacy is particularly relevant because the distance-learning system requires students to independently manage their learning activities, academic responsibilities, and time. Students who possess confidence in their academic capabilities may be better positioned to remain persistent and adaptive when encountering difficulties in understanding learning materials, completing assignments, maintaining concentration, and managing academic responsibilities. The relatively independent nature of distance learning may therefore make students' beliefs about their own capabilities particularly important in determining how they respond to academic challenges.

Students in distance-learning environments may also experience academic situations that require them to make decisions and solve problems independently. When difficulties arise, such as problems in understanding learning materials or completing assignments within a specified period, students need to determine how to respond and whether to continue their efforts. Strong self-efficacy may encourage students to perceive these situations as manageable challenges, thereby supporting persistence and adaptive responses. In contrast, insufficient confidence in one's academic capabilities may make students more vulnerable to giving up or avoiding difficult academic tasks.

Therefore, the theoretical relationship between the two variables can be understood through a sequence in which self-efficacy influences students' perceptions of their academic capabilities, which subsequently affects their effort, persistence, self-regulation, and responses to academic difficulties. These characteristics are closely related to the ability to remain academically functional when facing setbacks, which constitutes an important element of academic resilience. In this sense, self-efficacy can be positioned as an important psychological resource that may support students in developing and maintaining academic resilience.

Nevertheless, academic resilience is not assumed to be determined by self-efficacy alone. Martin and Marsh (2006) indicate that academic resilience is also associated with planning, control, low anxiety, and persistence. In addition, Linggi et al. (2021) demonstrate that social support is relevant to academic resilience among students in online learning. Therefore, self-efficacy

represents one important factor within a broader set of individual and contextual factors that may contribute to students' capacity to cope with academic adversity.

III. METHODS

This study employed a quantitative correlational design to examine the relationship between self-efficacy and academic resilience among students at Open University Palembang. The participants were 205 students enrolled in the Information Systems Study Program, cohort 2023, who met the predetermined research criteria and voluntarily agreed to participate. Self-efficacy was measured using a self-developed Self-Efficacy Scale based on Bandura's (1997) conceptualization, while academic resilience was assessed using a self-developed Academic Resilience Scale based on the theoretical framework of Martin and Marsh (2006). Both instruments were presented in Likert-type formats ranging from 1 (*strongly disagree*) to 4 (*strongly agree*), with higher scores indicating higher levels of self-efficacy and academic resilience. Prior to the main data collection, both instruments were subjected to item validity analysis using corrected item-total correlations, with a coefficient of 0.30 used as the minimum criterion for item acceptance, while reliability was assessed using Cronbach's alpha coefficients.

Data were collected using Google Forms. Before completing the questionnaires, participants were provided with information regarding the purpose of the study and participated voluntarily. The collected data were analyzed using SPSS version 27.0. The analysis began with descriptive statistics to describe the levels and distribution of self-efficacy and academic resilience, followed by assumption testing, including normality and linearity tests. Simple linear regression analysis was subsequently employed as the main inferential analysis to examine the relationship and contribution of self-efficacy to academic resilience. In the regression model, self-efficacy was treated as the independent variable, while academic resilience was treated as the dependent variable. The simple linear regression analysis was used to determine the direction and magnitude of the relationship and contribution of self-efficacy to academic resilience, as indicated by the correlation coefficient (r) and coefficient of determination (R^2). Statistical significance was set at the 0.01 level.

IV. RESULT AND DISCUSSION

A. RESULTS

The descriptive analysis indicated that the majority of students at Universitas Terbuka Palembang demonstrated relatively high levels of self-efficacy and academic resilience. The categorization results showed that 52.2**%** of participants were classified in the high self-efficacy category, while 47.8% were classified in the low category. Similarly, 52.7% of participants were categorized as having high academic resilience, whereas 47.3% were classified in the low category. These findings indicate that more than half of the students demonstrated relatively high levels of confidence in their academic capabilities and the ability to persist when facing academic difficulties.

Prior to hypothesis testing, assumption tests were conducted to determine whether the data met the requirements for parametric analysis. The results of the normality test indicated that both variables were normally distributed, with significance values of p = .066 for academic resilience and p = 0.200 for self-efficacy. The linearity test also indicated a linear relationship between self-efficacy and academic resilience, with F = 228.139 and p = .000, indicating that the data met the assumptions for regression analysis.

Table 1. Hypothesis test results

Model Summary[b]				
Model	r	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725[a]	.526	.524	14.86312
a. Predictors: (Constant), Efikasi Diri				
b. Dependent Variable: Resiliensi Akademik				

The hypothesis testing using simple linear regression revealed a strong, positive, and significant relationship between self-efficacy and academic resilience. The analysis yielded a correlation coefficient of r = 0.725 with p = 0.000. Furthermore, the coefficient of determination was $R^2 = 0.526$, indicating that self-efficacy accounted for 52.6% of the variance in academic resilience, while the remaining 47.4% was associated with other factors outside the present research model. These findings indicate that students with higher self-efficacy tended to demonstrate higher academic resilience and provide support for the proposed research hypothesis.

B. DISCUSSION

The present study demonstrates a strong positive relationship between self-efficacy and academic resilience among students of Universitas Terbuka Palembang. The finding indicates that students who have stronger beliefs in their academic capabilities tend to demonstrate greater capacity to persist and adapt when facing academic difficulties. This relationship is theoretically consistent with the concept of self-efficacy, which refers to an individual's belief in their capability to organize and perform the actions required to achieve particular levels of performance (Lyons & Bandura, 2019). In the academic context, such beliefs are relevant because students are required to manage learning activities, complete academic tasks, and respond to difficulties that arise throughout the learning process.

The relationship between self-efficacy and academic resilience can be explained by the role of students' beliefs in determining how they respond to academic challenges. Schunk (1991) explains that self-efficacy influences how individuals think, feel, and behave when facing different situations. Students with stronger self-efficacy tend to have greater confidence in their ability to complete difficult tasks, are more willing to confront challenges, and demonstrate greater persistence when difficulties occur. Within the context of Universitas Terbuka, these characteristics are particularly relevant because students are expected to take substantial responsibility for their own learning process. Consequently, confidence in their academic capabilities may help students maintain their efforts when they encounter academic obstacles rather than responding to difficulties by withdrawing or reducing their engagement.

The finding is also consistent with the theoretical perspective of Martin and Marsh (2006), which places self-efficacy among the factors associated with academic resilience. Academic resilience involves students' ability to respond adaptively to academic difficulties, including failure, pressure, stress, and challenging academic demands. In addition to self-efficacy, Martin and Marsh identify planning, control, calmness, and persistence as important components related to students' capacity to cope with academic adversity. From this perspective, self-efficacy can be viewed as an internal psychological resource that supports students in maintaining their academic efforts when they encounter setbacks. Students who believe that they are capable of managing academic demands may be more likely to persist, regulate their responses, and continue pursuing their academic goals.

The present finding is supported by previous empirical research. Anggraini et al. (2023) found a significant positive relationship between self-efficacy and resilience among students facing examinations, with a correlation coefficient of $r = 0.716$. This result is highly comparable with the correlation identified in the present study, suggesting that the association between students' beliefs in their capabilities and their ability to cope with academic challenges may occur across different academic contexts. Similarly, Linggi et al. (2021) reported that academic self-efficacy and social support significantly contributed to academic resilience among students involved in online learning, with a contribution of approximately 52%. This finding is particularly relevant to the present research because students in both contexts are required to demonstrate considerable independence in managing their learning.

The findings are also consistent with Prawitasari and Antika (2022), who reported that self-efficacy contributed 54.9% to academic resilience. The contribution identified in the present study is relatively comparable, indicating that self-efficacy may represent a consistently important factor in explaining differences in students' academic resilience. The consistency between the present findings and previous studies strengthens the argument that students' beliefs regarding their academic capabilities are closely associated with their capacity to persist and adapt when experiencing academic difficulties.

The substantial contribution of self-efficacy, however, should not be interpreted as evidence that academic resilience is determined solely by self-efficacy. The findings indicate that a considerable proportion of academic resilience remains associated with other factors that were not examined in the present study. This interpretation is consistent with Martin and Marsh (2006), who emphasize planning, control, calmness, and persistence as other factors relevant to academic resilience. Social support may also play an important role, as demonstrated by Linggi et al. (2021). Thus, academic resilience should be understood as a multidimensional capacity that develops through the interaction of individual psychological resources and contextual conditions.

This perspective is particularly important for understanding students at Universitas Terbuka. The academic context requires students to independently manage their learning activities, understand course materials, complete assignments, and organize their academic responsibilities. Such demands may create situations in which students need not only confidence in their abilities but also effective planning, self-regulation, persistence, and appropriate support. Therefore, self-efficacy may provide an important psychological foundation for resilience, while other personal and environmental resources may determine how effectively students respond to specific academic challenges.

Overall, the findings reinforce the theoretical and empirical proposition that self-efficacy is an important psychological resource associated with academic resilience. Students who possess stronger beliefs in their academic capabilities may be better positioned to maintain effort, respond constructively to setbacks, and continue pursuing academic goals despite difficulties. At the same time, the findings highlight the need for a broader understanding of academic resilience by considering additional factors such as planning, control, calmness, persistence, and social support. This broader perspective is important for future research seeking to explain academic resilience among students in distance-learning environments.

V. CONCLUSIONS

The findings of this study demonstrate that self-efficacy is positively and significantly associated with academic resilience among students of Universitas Terbuka Palembang. The analysis yielded a correlation coefficient of R = 0.725 (p = 0.000), indicating a strong positive relationship between self-efficacy and academic resilience. Furthermore, the coefficient of determination (R^2 = 0.526) shows that self-efficacy contributed 52.6% to academic resilience, while the remaining 47.4% may be associated with other factors not examined in this study.

These findings indicate that students who have stronger beliefs in their academic capabilities tend to demonstrate greater ability to persist, adapt, and cope with academic difficulties. Therefore, self-efficacy represents an important psychological factor in supporting academic resilience among students in the distance-learning context of Universitas Terbuka Palembang. Nevertheless, academic resilience is not determined by self-efficacy alone, highlighting the importance of considering other factors, such as social support, planning, control, calmness, persistence, motivation, and the academic environment, in future research.

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