Increasing the Resilience of Students in Educational and Economic Inequalities from a Psychological and Human Capital Point of View

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Abstract : This study is a psychological study with a human capital development approach. This research uses a mixed-methods approach qualitative and quantitative. The quantitative method plays a role in making measurements and the qualitative is to confirm the results of quantitative measurements using the ethnographic method carried out in two colleges consisting of 50 students and triangulated with 571 students in Indonesia using a questionnaire system, FGD and observation. The sampling system was carried out randomly from two different groups, the first group from the 19-year-old group who were still new students and the second group aged 23 years to 25 years who were final year students. The data obtained from this questionnaire shows that the results of the in-depth interviews with 50 students are valid or in accordance with the results of the questionnaire as triangulation, and display some predictive validity that meets the requirements. Students who score significantly higher on the Trust, Planning and Persistence measures have the potential to continue their studies to the end despite economic constraints. The results of the study concluded that increasing student resilience or resilience was by encouraging the best student competencies according to their talents and interests without labelling deficiencies negatively in both the academic and non-academic fields. This requires the attention and support of lecturers as the closest supervisor, especially students who live outside the city or abroad. Student self-esteem is a key factor in student success in academics and life. When their self-esteem is well developed it will increase the student's resilience and fortitude in facing problems and tend to solve problems. And vice versa when his self-esteem is destroyed or destroyed by other people will behave and respond to problems in different ways..

1 INTRODUCTION

Social class or socio-economic inequality is something that is often found in the world of education around the world so that it needs attention related to this problem. Inequality of education creates a gap in access to education. This is certainly something that needs to be endeavoured so that there is equality in education throughout the world. For example, there is a reference to high school students who are "at-risk" of leaving College early reference such as risk are also often found in the academic literature on early leave from college (Meloche, et al., 2020). The words "risk" and "loss of education" are often used interchangeably. Unfair identification of students makes unnecessary discrimination against students. Discrimination in education in certain groups or communities often occurs in education that should be eliminated. Students or children who live in very poor communities often experience educational discrimination because of their lack of ability to pay tuition fees. Of course, this is very worrying. Children who have unemployed parents sometimes find it difficult to get proper educational opportunities because of economic difficulties, and many other things that trigger educational discrimination. There needs to be social support from both the community and the government to eradicate educational inequality for certain communities, such as the existence of tuition funds to educate these "at-risk" students so that they can continue their education until they become graduates (Halpern-Manners, et al., 2020).

Educators' anxiety about the risk of student achievement levels in academics should not be a reason for educators to reject students. No student is stupid, because all students are smart and intelligent as long as they have the opportunity to meet teachers or educators who are able to direct, guide and teach according to their interests and talents. Learning opportunities should be something that all human children around the world can get without exception (Meesters, 2014). Educators need to help students who are at risk of difficulty attending lectures by providing intensive guidance and moral support. Moral support is appropriate and needs to be able to generate interest in learning and encourage academic achievement and student endurance to continue studies and succeed in the future (Creaven, et al, 2020).

Education is not only about the transfer of knowledge but also the development of morals and student personality. The development of student personality and morale can

encourage students to be more active and develop their own knowledge so that they can follow lessons well and be able to develop their own knowledge. Learning methods that can be applied to develop student personalities such as cooperative learning which consists of "self-efficacy", "coordination" (planning), "control", "calm" (low anxiety), and "commitment" (persistence). This disposition has been found to be related to the lecture process, as well as general self-esteem (Boyle & Scanlon, 2018). The personality model is five factors (Murphy, et al., 2021) and, as like that, it can be assessed as improving human relations between lecturers and students so that they can jointly develop better and more acceptable learning methods for students so that in the end these students are able to become students who excel both academically and in the real world.

The aim of this study was to develop an understanding of students' resilience processes in the face of economic and non-economic inequality and to develop an inventory of resilience factors that would meet the basic criteria for reliability and psychometric validity and be used instead. to label or "diagnose" students as "at-risk" but rather to help lecturers and students to reflect on and develop skills and dispositions related to students' endurance in self-development in educational mechanisms.

2 METHOD AND RESULT

This study used a two-stage mixed methods approach. This method is carried out through a two-stage approach where the first stage is to answer the question of whether in Indonesia academic buoyancy can be detected in second-degree students so that it can be identified, and the second stage is to find answers to whether the concept of buoyancy can help to understand the decisions made by students and lecturers. to develop learning. This study focuses on examining students and the interaction between lecturers and students on the object under study. In the first phase, data collection was carried out using a qualitative approach, the results were continued to the second stage with a quantitative method approach.

2.1 Phase One
The first stage of data collection focused on two groups of students. We involved observing the two groups carefully where the two groups were grouped according to the same study time at the university so that group one was a new student (C1) and group two was a final year student (C2). In collecting data in the first stage we conducted interviews with the same questions to each audience from group one (C1) and group two (C2). We conducted in-depth interviews regarding interests in continuing higher education, plans after graduation, burdens or difficulties in lectures. The number of students observed was n = 50 (n = 20 in C1, n = 30 in C2). This study aims to see how much the students' fighting power to survive until

graduation and continue to a higher level or quit and leave the university. This study uses an ethnographic method that has received approval from the chancellor, lecturers, and students who have an interest in maintaining the confidentiality of data. student privacy. All individuals concerned are free to refuse consent prior to data collection, as well as withdraw their consent before data collection is complete. Higher education staff assist researchers in providing background information on the academic history of students involved in research, as well as assessing the likelihood of students completing coursework. Classroom observations are carried out carefully and carefully, all student activities under study are observed and recorded every day without the knowledge of the students so that all student activities at the university can be recorded as naturally as possible so that the pattern of each student's academic activity is known. To support the observation, the focus group discussion method (FGD) was carried out, of course, the FGD was carried out after an in-depth observation of each student so that they could confirm all recorded activity patterns naturally. FGDs are conducted outside of academic time and outside the university and obtain approval by all students who are research subjects. FGD aims to provide an understanding to researchers about the patterns and activities of each student, including what students feel during the lecture process. This is the stage where the process of mixing is carried out between quantitative methods based on numbers and qualitatively based on taste.

By observing two groups with different lecture periods, a comparison can be made under different conditions. Of course, the comparison here is the time and conditions that arise over time. Of the two groups studied, there were groups that had a pattern of academic activities that tended to complete all academic activities including problems that occurred in academic life at the university, including love affairs. In the group in these two groups, about 25% of the C1 group had a tendency to delay academic completion and were more likely to do fun things outside of academic activities and only 2.5% of C2 tended to do so. This can be concluded that students who have almost finished their study period tend to focus more on completing their studies and get pressure both within students and from outside students, both parents, friends and spouses who already have it. These pressures are responded to differently by each individual but can be grouped into two where some of them tend to try hard to finish their studies and some apply the opposite. However, all individuals who are research subjects have the same need, namely motivation and support from lecturers or academic supervisors to complete their academic studies.

The lecture process is not always a scary thing, but many of the lecturing processes that are felt by students who are research subjects admit to having pleasant experiences while in university life. The relationship

between lecturers and students in academic activities has a very big role. This needs to be confirmed by conducting trials with the metacognition method where the lecturer provides a fun learning in his courses. The second important finding is that every student who is considered by some lecturers to fail in academics will fail and drop out, it turns out that after a metacognitive approach and psychological therapy are carried out on problems in academics and are resolved gradually in psychological methods in helping these students to recover, they can improve their academic achievement. 80% of students both from group C1 and group C2 who experience academic problems have a psychological burden and pain in themselves, whether they realize it or not, a kind of social metacognition that is not different from those predicted. On the other hand, those who seemed unlikely to finish college showed no desire to "play games" or have fun outside the classroom. When their inner problems, especially their inner ones, are resolved they can focus on lectures and reduce playing games or having fun outside the classroom. So that the C2 group who has a 95% drop out type is able to complete their academic studies on time, of course, this cannot be separated from the attention and hard work of the supervisors.

2.2 Phase Two

Every individual has their own uniqueness and different backgrounds so that there are very diverse comparisons in dealing with the same problem. Although C1 and C2 are separate groups, the two groups consist of unique and distinct individuals. Each individual has a different response to the same problem. This shows that every human being responds to something based on the experience he has experienced, his knowledge and expectations. We examined every response given by each audience or student who was the subject of research. We focus on the instruments that form the basis of the response of every process of "Self-Efficacy", "Planfulness", "Anxiety", "Industry" and "Locus of Control". This is to make the research railroad tracks strong and have an objective understanding. Group C1 had a mean age of 19 years. These students make recipes that tend to be uniform with their age uniforms even though they are still unique. Of course, the responses given by the C2 group aged 23 to 25 years were different from the responses of the C1 group. The C2 group, especially those over 23 years of age, had higher levels of anxiety about academic failure than the younger group.

From the results of the study using 50 students, we triangulated using a sample of n = 571 students. We did the same with 50 students and did a 30-minute psychological test. All students are faced with the same exam so that a complete picture of student resilience can be obtained in following the lecture process.

These tests and triangulations are expected to provide acceptable validity and reliability of the instrument.

Following principal component analysis in five very different factors as expected. Five factors accounted for 42.21% of the total variance observed. The name of the factor and the variance calculated respectively are as follows: "Confidence" (19.04% of observed variance), "Poise" (8.72%) "Planning" (7.11%), "Anxiety" (5.14%)) and "Persistence" (4.04%). Convergent validity between items on each scale was assessed using the Rho Spearman analysis and was found to be significant at the 0.01 level (2-tailed, p = .000). The observed correlations ranged from low/moderate to moderate/substantial. Divergent validity was also established using the Rho Spearman analysis, where the highest observed correlation between the two measures was a low/medium correlation between Confidence and Persistence.

N = 571 students who conducted interviews and measured interviews were drawn from an unrepresentative sample of lectures, and therefore this paper does not explore the predictive validity of the instrument in detail. With this in mind, in discussing whether academic buoyancy can help to understand the decision to continue/leave college early, the results show value in further exploration. The results of the estimation on the object of the study show that students are significantly less likely to report that they are likely to leave college early if they show higher scores on the Belief, Planning and Persistence measures. Human resource development in the concept of human capital is very important, especially for the younger generation by developing their competence, providing support and empathy and not labelling deficiencies. So that the endurance and fighting power of students can be formed. Lecturer support for problem students is very important and meaningful for students. 95% of problem students experience psychological pain which causes problems with their academic performance.

Pressure on problem students, especially those who have entered their final semester and especially for students who are almost facing a drop out, is very dangerous. This can be seen from the results of measuring the level of anxiety for this group which is very high and is at risk of becoming depressed. Severe depression has the potential to drive individuals who experience it to take unwanted actions, such as self-harm, worsening depression and the potential for suicide. For this reason, the role of lecturers, family, friends is very important in providing support and morale to problematic groups of students and especially those who are almost facing drop out.

3 CONCLUSION

Discrimination in education is a major problem around the world. Educational achievement problems are often related to psychological problems. Education is very important in developing human capital. In this educational process, there are inner factors that need to be considered. Understanding inner factors are quite

difficult to approach with a number-based quantitative approach. A qualitative approach based on feelings and feelings is needed.

A very vulnerable and vital factor in the success of education in higher education is the factor of student self-esteem. High self-esteem develops self-confidence and the development of thoughts and creations that have an impact on learning comfort and have an impact on academic achievement. The development of self-esteem has an impact on a strong self-concept so as to increase high morale and high endurance in solving every problem. However, what is often faced by problem students is not the support that can develop their self-esteem. But labelling and self-esteem destruction. Ironically, the destruction of the self-esteem of 88% of problem students was carried out by their families, friends, spouses and supervisors who should have played a role as supporters and developers of the problematic students' self-esteem. This is confirmed by important findings in Phase One. This means that student behaviour (staying in college) is positively influenced by the attitude of the lecturer (according to them the students will continue to study). Research has gathered evidence to suggest that attributes and implicit bias can be transferred from recipients to perceptions. Obviously, this can have a negative impact on student success because it can promote stereotypical threats to 'at risk' students. Second, personality factors can be developed through an ongoing process, including psychological therapy in developing self-esteem which turns out to be able to help 92% of problem students solve academic problems and of course needs to be supported by supervisors at the university.

Lecturers and students are two parties who work together in developing knowledge and it is appropriate to respect and support each other in the academic process. It turns out that the success of students in academics and their lives related to their studies is influenced by the relationship between students and their lecturers.

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