JURNAL PSIKOLOGI INTEGRATIF

Cultivating Academic Resilience through Self-Efficacy: A Correlational Study in Juvenile Prisons

Sriwiyanti [1], Wahyu Saefudin[2], Siti Hajar binti Mohamad Yusoff[3]

[1,3]Universiti Sultan Zainal Abidin, Malaysia, [2]The Ministry of Law and Human Rights, Indonesia
e-mail: [1]sriwiyanti1993@gmail.com, *[2]wahyusae1992@gmail.com, [3]shajarmy@unisza.edu.my

ARTICLE INFO

Abstract. This study aims to analyze the correlation and impact of self-efficacy on academic resilience among juvenile offenders in juvenile detention centers. The study uses a quantitative research methodology with a sample of 100 juveniles from 6 juvenile detention centers in Indonesia. Correlation data were analyzed using Pearson's correlation and regression analysis with SPSS version 25.0. The results show a significant relationship and impact between the two independent variables—self-efficacy and academic resilience—and the dependent variable. The study finds that self-efficacy contributes 47.2% to academic resilience. Juveniles with high academic resilience tend to have high academic involvement, good interpersonal relationships, appreciation for their education, happiness, and strong academic performance.

Keywords: Self-Efficacy, Academic Resilience, Juvenile Prison.

Abstrak. Penelitian ini bertujuan untuk menganalisis korelasi dan pengaruh efikasi diri terhadap ketahanan akademis di antara pelaku kejahatan remaja di lembaga pemasyarakatan remaja. Penelitian ini menggunakan metodologi penelitian kuantitatif dengan sampel 100 remaja dari 6 lembaga pemasyarakatan remaja di Indonesia. Data korelasi dianalisis menggunakan korelasi Pearson dan analisis regresi dengan SPSS versi 25.0. Hasil penelitian menunjukkan hubungan dan pengaruh yang signifikan antara dua variabel independen—efikasi diri dan ketahanan akademis—terhadap variabel dependen. Penelitian ini menemukan bahwa efikasi diri menyumbang 47,2% terhadap ketahanan akademis. Remaja dengan ketahanan akademis yang tinggi cenderung memiliki keterlibatan akademis yang tinggi, hubungan interpersonal yang baik, penghargaan terhadap pendidikan mereka, kebahagiaan, dan kinerja akademis yang kuat.

Kata kunci: Efikasi Diri, Ketahanan Akademik, Penjara Anak.

Juvenile Justice System Act mandates the Indonesian government to educate children in the justice system process from pre-adjudication to post-adjudication (Lumowa, 2017). Children can obtain personal development and intelligence education based on their talents and interests (Republic of Indonesia, 2002a). Under child protection law, a child is defined as any human being under the age of 18 years who is not yet married, including a child still in the womb if it is in their best interest. The government realizes that education is a plotted and designed effort to vigorously create a learning environment and approach to mature their prospect. Accordingly, juvenile education focuses on the agenda in the 2020-2024 correctional strategic program (Directorate General of Corrections, 2021).

In Indonesia, children who break the law, known as juveniles, undergo rehabilitation in juvenile prison (Mahfud et al., 2019; Republic of Indonesia, 2012). Under the Juvenile Criminal Justice System Law, a child in conflict with the law is defined as a child who is at least 12 years old but not yet 18 years old, who is suspected of committing a criminal offense. A juvenile prison is an institution under the directorate general of corrections where juveniles serve their criminal duration (Republic of Indonesia, 2012). In the juvenile prison, children undergo a rehabilitation program to complete their functions, restore social roles, accomplish their obligations, and evolve into acknowledged human beings (Adipradipto et al., 2019; Ferdiawan et al., 2020). Indonesia owns 33 correctional facilities across every province, excluding North Kalimantan (Direktorat Jenderal Pemasyarakatan, 2021).

Education strives for juveniles to own spiritual stability, pleasing personality, self-control, noble character, intelligence, and mastery required by themselves, their community, and their country (Sriwiyanti & Saefudin, 2022). Unluckily, their status as lawbreakers is implicated in a lack of physical limitation (Borah, 2020). Consequently, the juveniles encounter problematic psychological conditions such as fear and anxiety, sadness, physical symptoms, well-being, guilt, poor self-esteem, lack of trust, self-efficacy, and insecurity during the rehabilitation process (Desai, 2020; Helm et al., 2009; Khoiriyah, 2019). Juveniles also face external obstacles, incomplete textbooks, a lack of teaching staff, and instructor quality (Ardinda & Valiant, 2019). Student academic resilience is fundamental to explaining how juveniles adapt to juvenile prison, schools, and prisoners (Saefudin & Sriwiyanti, 2023). In the education that juveniles undergo as part of a rehabilitation program, academic resilience is a factor that will affect achievement in the learning process. In addition, if juveniles endure to understand and complete the educational

process correctly, they can decrease the risk of reoffending when undergoing a reintegration program (Baggio et al., 2020). Success in educational programs can also be interpreted as instilling morals, character, intellectual abilities and ensuring juveniles can continue to develop according to their potential. Therefore, academic resilience is essential that every juvenile must possess. Resilience positively encourages individuals to survive, cope, become more assertive, improve, and grow even under challenging circumstances (García-Crespo et al., 2021; Martin & Marsh, 2009).

Moreover, several findings and elucidations underscore the influence of academic resilience on good educational components. Academic resilience improves educational engagement, interpersonal relationships, respect for the educational process, satisfaction, and academic success (Abukari, 2018; Hwang & Shin, 2018; Kumalasari & Akmal, 2020; Romano et al., 2021; Wills & Hofmeyr, 2019). Furthermore, academic resilience affects the ability to maintain healthy behaviours and productivity in the face of difficult and adverse situations (Muslimin, 2021; Reivich & Shatté, 2003). This conclusion is further supported by Sriwiyanti et al. (2021), which asserts that resilient individuals will develop the skills required to regulate their emotions, attention, and conduct.

Academic resilience is crucial for comprehending how teenagers adjust to correctional facilities, educational institutions, and prisons (Brown, 2020b; Choi, 2019b). If juveniles persist in understanding and successfully completing their education, they may diminish their likelihood of reoffending while engaged in a reintegration programme. Baggio et al. (2020). Moreover, resilience can provide teenagers with the capacity to articulate their thoughts and emotions to others and to address academic, professional, personal, and social challenges (Amalia & Nuqul, 2020). Finally, adolescents possessing this ability generally maintain a positive perspective on their situations, which might enhance their life evaluation (Septiani et al., 2021). Consequently, the capacity to recover from academic losses is essential and should be inherent in every adolescent.

Given the significance of academic resilience, it is essential to better understand the factors that may influence it. In this context, one pertinent characteristic is self-efficacy, as numerous research indicate that it can serve as a therapeutic intervention for various illnesses. (Wulandari & Istiani, 2021) stated that the low level of academic resilience caused students to fail to follow lessons and dropouts. Meanwhile, self-efficacy affects the power to overcome, endure, and even

Jurnal Psikologi Integratif
Vol. 12, No. 2, 2024
Halaman 266-282

JURNAL
PSIKOLOGI
INTEGRATIF

create amid problems, thus preventing students from dropping out. Low resilience students are considered individuals who have not taken a group of features allowing them to achieve good psychological well-being, solve something they do not comprehend (engagement), and negotiate with the outcomes of their efforts. In contrast, with high resilience, they can modify their behaviors to correspond with the concern (adaptability), comprehend their mistakes (control), manage to peek for insight into challenging circumstances, and maintain pressure with a sense of humor. The components positively affect an individual's self-efficacy perception (Sagone et al., 2020).

Unfortunately, there is a lack of previous studies discussing self-efficacy and academic resilience in juvenile correctional facilities. Studies on self-efficacy and academic resilience have been conducted worldwide, such as among high school students in Iran (Akbari, 2019), university students and staff in Spain (Galindo-Domínguez et al., 2020; León et al., 2019), undergraduate students in Indonesia (Riswantyo & Lidiawati, 2021), teacher students in Norway (Hatlevik & Bjarnø, 2021), an international student in Malaysia (Sabouripour et al., 2021), junior and high school in Italy (Sagone et al., 2020), a secondary school student in Lebanon (Mozahem et al., 2020), and university student in Canada (Wilson et al., 2019). The previous studies examine there is influence between self-efficacy and resilience.

In summary, the objective of this research endeavor is to explore the relationship of self-efficacy on academic resilience. The study involves the testing of two hypotheses. Initially, the alternative hypothesis posits a significant influence of self-efficacy on academic resilience among incarcerated adolescents. Subsequently, the null hypothesis posits that there is no meaningful effect of intellectual resilience on the self-efficacy of incarcerated adolescents. This investigation has been conducted in accordance with these defined objectives and hypotheses, with the aim of addressing inquiries and substantiating the formulated hypotheses.

Method

Research methods

The research approach employed in this investigation was quantitative and utilized a non-experimental design. Specifically, a structured questionnaire was used to systematically collect data relevant to the study's aims and objectives. Enumerators were strategically placed across various regions to ensure a comprehensive data collection process.

JURNAL PSIKOLOGI INTEGRATIF

Instrument of The Study

This research employs a compilation of questionnaires sourced from diverse outlets to acquire data pertaining to self-efficacy and academic resilience. The selection of questionnaires is grounded in the demonstrated quality of the instruments, as evidenced by their tested validity and reliability (Creswell & Creswell, 2018). The first instrument is General Self-Efficacy (GSE) Scale that is a 10-item psychometric scale created to set hopeful self-beliefs to cope with challenging life demands. Schwarzer and Jerusalem (1995) developed the scale in Germany in 1981 based on the self-efficacy theory by Bandura (Jerusalem & Mittag, 2009; Schwarzer & Born, 1997). The second instrument use the ARS-30 scale that developed by Cassidy (2016). It has been used in many studies, including in Indonesian. All instruments used in this research have obtained permission from their creators. Permission requests were made to the respective researchers prior to the data collection process.

Research subject

The employed sampling approach was proportionate stratified random sampling. This method was selected due to variations in characteristics and occupant numbers among respondents at each correctional facility (Gravetter & Forzano, 2016). After identifying various subgroups within the population through systematic sampling, the researcher will ascertain the proportional representation of each subgroup. Additionally, the inclusion criteria involve individuals aged 12 to 18 who have been convicted of diverse offenses, completed their sentences in a juvenile facility, and are presently enrolled in an educational program (elementary, junior high, or senior high school) or the Pendidikan Kesetaraan (Package A, Package B, or Package C).

According to the Directorate General of Correction (2023), there are 492 juveniles enrolled in education. To ensure that the sample aligns with the overall proportions of the population, a study was conducted using a sample of 100 juveniles from six correctional facilities in Indonesia. These facilities are: Sungai Raya Correctional Facilities, Tangerang Correctional Facilities, Manokwari Correctional Facilities, Karang Asem Correctional Facilities, Samarinda Correctional Facilities, and Jakarta Correctional Facilities. The table below shows the distribution of survey participants across these different facilities."ional Facilities, Karang Asem Correctional Facilities, Samarinda Correctional Facilities, and Jakarta Correctional Facilities. The subsequent table delineates the distribution of survey participants across different facilities.

JURNAL
PSIKOLOGI
INTEGRATIF

Table 1. Correctional Facilities

No	Correctional Facilities	Regional	Respondent
1.	Samarinda	East Kalimantan	29
2.	Jakarta	Jakarta	22
3.	Tangerang	Banten	21
4.	Manokwari	West Papua	6
5.	Karang Asem	Bali	10
6.	Sungai Raya	West Kalimantan	4
7.	Mataram	West Nusa Tenggara	6
	Total sample		**100**

Analysis Techniques

Furthermore, two distinct statistical analysis methodologies were employed in examining the collected data for this study. Initially, to substantiate the assumptions, assessments of normality and linearity were conducted. The normality test, a prerequisite for advancing to subsequent analytical stages, assessed whether the study data originated from a population with a normal distribution. The linearity test aimed to determine the linear association of the dependent variable (George & Mallery, 2020). The second analytical approach employed in this study involved hypothesis testing through regression analysis, conducted using version 25 of SPSS for the data analysis process.

Result

Normality

The examination of the normality assumption can be conducted both graphically and statistically. Graphically, this involves scrutinizing histograms, boxplots, normal probability plots, and Q-Q plots. Additionally, the assessment encompasses the computation of skewness and kurtosis values. The normality test results in SPSS are presented using the Kolmogorov-Smirnov table. A probability value exceeding 0.05 indicates adherence to a normal distribution, while a value below 0.05 suggests non-normal distribution. The skewness or kurtosis value divided by the standard error must not exceed 1.95% or 2.58%.

In this investigation, Skewness and Kurtosis scores were utilized to evaluate the normal distribution of the data. The data is considered normal if Z Skew and Z Kurt fall within the range

of +/- 1.96. The Z Skew and Z Kurt values for each variable in the study are presented in the following table. The computation of Z Skew and Z Kurt follows a specific formula.

Z Skewness = Skewness / Std. Error

Z Kurtosis = Kurtosis / Std. Error

Table 2. *Normality*

Descriptive	Statistic	Std. Error	Z Score
Skewness	-.297	.241	-1.2323
Kurtosis	.641	.478	1.3410

The variables in this study exhibit Z scores falling within the range of +/- 1.96 (Z Skew: -1.2322 and Z Kurt: 1.3410), as indicated in the provided table. Consequently, it can be inferred that both variables in this study conform to a normal distribution.

Linearity

The Linearity test aims to ascertain the adequacy of the linear model in explaining the relationship between variables. If the linearity is statistically significant (p < 0.05), it implies that a linear model can effectively elucidate the association between variables. Conversely, a statistically significant deviation from linearity (sig < 0.05) indicates a departure from a linear pattern. However, if this deviation is not statistically significant (sig > 0.05), it suggests no discernible distinction between the data and an ideal linear pattern, signifying the linearity of the data.

Table 3. *ANOVA*

Variable		F	Sig.
Academic resilience *	(Combined)	5.208	.000
Self-Efficacy	Linearity	88.517	.000
	Deviation from Linearity	1.042	.426

Given the F linearity value of 88.517 (0.00 < 0.05), it can be inferred that the linear model adequately captures the relationship between variables. Furthermore, the insignificance of the deviation from linearity score (0.426 > 0.05) suggests no meaningful difference between the data and an ideal linear pattern, supporting the conclusion that the data demonstrates linear characteristics.

JURNAL
PSIKOLOGI
INTEGRATIF

Pearson Correlation

The objective of correlation analysis is to ascertain both the strength and direction of the relationship between variables. The correlation coefficient, denoted as 'r,' quantifies the magnitude of this association. A positive or negative correlation signifies the direction of the relationship. In cases of a positive correlation between two variables, an increase in one variable corresponds to a higher value in the other, whereas in a negative correlation, an increase in one variable aligns with a decrease in the other. All variables are equal in status within the correlation, with no designation as influencing (independent) or influenced (dependent).

Table 4. Pearson Correlation

Variable		Academic Resilience
Self-Efficacy	Pearson Correlation	.687[**]
	Sig. (2-tailed)	.000
	N	100
**. Correlation is significant at the 0.01 level (2-tailed).		

In this study, researchers conducted a Pearson Product Moment correlation test. The results of the correlation test were statistically significant ($p < 0.01$), and the correlation coefficient between the two variables was 0.687, indicating a noteworthy positive association between spiritual well-being and academic resilience.

Regression

The results from the regression analysis indicate an R-square value of 0.472, suggesting that 47.2% of the variability in academic resilience can be accounted for by fluctuations in self-efficacy. Furthermore, the ANOVA or F test yielded an F value of 87.757, with a significance level of $p < 0.01$, indicating a robust predictive relationship between self-efficacy and academic resilience. Additionally, the outcomes of the t-test reveal that self-efficacy is a significant predictor of academic resilience (t = 9.36; $p < 0.01$), with a β coefficient of 0.687.

Table 5. Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687[a]	.472	.467	11.246
a. Predictors: (Constant), Self-Efficacy				

Table 6. *ANOVA Test*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11098.340	1	11098.340	87.757	.000[b]
	Residual	12393.770	98	126.467		
	Total	23492.110	99			

Regarding the regression equation, typically expressed as Y = a + bX, the specific equation derived is Academic resilience = 53.666 + 1.771 Self-Efficacy. This formulation illustrates that in the absence of any self-efficacy, the anticipated academic resilience is 53.666. Conversely, for each one-unit increase in self-efficacy, the predicted increase in academic resilience is 1.771 among juveniles.

Table 7. *Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.666	7.785		6.894	.000
	Self-Efficacy	1.771	.189	.687	9.368	.000

Discussion

The Relationship of Self-efficacy towards Academic Resilience

According to the findings, there is a statistically significant connection between the self-efficacy variable and academic resilience. The concept of self-efficacy has been shown to correspond with a wide range of psychological problems (Sabouripour et al., 2021). The findings of a previous study by (Sagone et al., 2020), which explained the connection between self-efficacy and academic resilience, are supported by this new research, which provides credibility to those findings. The objective of this study was to determine whether or not there is a connection between resiliency and an individual's perceived self-efficacy in various life skills. Students enrolled in one of Italy's 302 state junior or senior high schools participated in the study.

Furthermore, the relationship between family communication patterns and academic resiliency is a mediator between the two concepts of academic self-efficacy. Based on the findings of this study, conversation orientation appears to have direct, indirect, and indirect influences on academic resilience while also increasing academic resilience through the mediation of academic

self-efficacy (Akbari, 2019). Conversely, resilience also mediated self-efficacy and burnout among faculty members (Galindo-Domínguez et al., 2020). The results reveal that self-efficacy correlated positively with resilience. In line, the research conducted by (Wulandari & Istiani, 2021) on students in Jakarta also ensures the results of previous research, which stated a positive relationship between self-efficacy and academic resilience.

On the other hand, findings from an earlier study conducted by Amalia (2020) suggested that self-efficacy does not have a significant relationship on academic resilience. For the purpose of the study, the researcher questioned 102 young people. The purpose of this study was to investigate the relationship between adolescents in Indonesia's self-efficacy and their level of resiliency. According to the findings of the regression analysis, there is no significant connection between self-efficacy and resiliency among lawbreakers who are juveniles in Indonesia.

When it comes to the maturation of one's capabilities in the face of adversity, self-efficacy is crucial. People are more likely to keep fighting through challenges when they are convinced that their actions can bring about their chosen goals (Hamill, 2003). Various studies also strengthen the evidence related to this role. For example, (Hatami et al., 2019) researched the subject of nurses and proved the relationship between resilience and self-efficacy. However, none of the studies on resilience in juvenile correctional facilities in Indonesia have associated it with self-efficacy.

The Influence of Self-Efficacy towards Academic Resilience

The study results demonstrate a significant influence between self-efficacy and academic resilience. The study outputs also align with other studies, which explain that self-efficacy affects resilience and different variables such as motivation, learning, and self-regulation (Multon et al., 1991; Schunk & Dibenedetto, 2016; Wulandari & Istiani, 2021). The significant effect of self-efficacy on resilience was already introduced by Bandura (1977), who authored (that self-efficacy) affects both initiation and endurance of coping behavior. Self-efficacy is an essential trait in improving competence when facing an obstacle. When individuals believe they can create expected goals through their performances, they endure in the face of adversity, thus impacting their resilience (Speight, 2009).

Furthermore, self-efficacy significantly influences academic resilience, making students overcome difficulties and avoid dropout. Regarding students, self-efficacy is the consequence of one's accomplishment in overcoming difficulties and shows a confidence that students can solve the challenges they experience and achieve success. It may also be defined as the belief that

students can achieve success despite the problems they experience. As a result, self-efficacy is a factor that originates within an individual and plays a significant role in the development of resilience (Wulandari & Istiani, 2021). Again, self-efficacy is a vital predictor of student resilience (Yada et al., 2021).

Another study, conducted by (Riswantyo & Lidiawati, 2021), aims to explain the influence of self-efficacy on resilience in a student's working thesis. The results showed that the level dimension does not influence resilience, which signifies that the level dimension is not one of the causes of student participants in this study's resilience. Other dimensions that cause students in this study to have good resilience are generality and strength. According to this study, juveniles with flourishing self-efficacy perform to determine more demanding actions and present their commitment to achieving goals. Furthermore, juveniles with self-confidence can endure difficulties, be assured that they have control over their thoughts, and strive to persevere in achieving their goals.

The study concerning juvenile self-efficacy and psychological resilience has been considered a critical issue of positive adjustment of developmental age (Sagone et al., 2020). Developing coping abilities is vital to helping juveniles control positive adaptation to stressors during adolescence. For juveniles, practicing inner resources may be essential in applying coping strategies in their lives (Hamill, 2003). In addition, self-efficacy is identified as internal beliefs contributing to adolescent coping skills (Speight, 2009).

Jaeh and Madihie (2019) also investigated the relationship between self-efficacy and adolescents' resilience. The result discovered that self-efficacy significantly influences resilience in meaningfulness, self-reliance, perseverance, and equanimity dimensions. In other studies, self-efficacy and resilience also significantly affect students' procrastination. Therefore, high self-efficacy and resilience can enhance students' abilities to finish successfully, improving well-being and academic performance (Brando-Garrido et al., 2020; Tip et al., 2020; Wu et al., 2020). Furthermore, self-efficacy and academic resilience influence student engagement (Mozammel et al., 2018).

According to the study results and the description above, self-efficacy strongly predicts academic resilience (Sagone et al., 2020). First, juveniles consider themselves capable of figuring out things they do not understand (engagement). Then, adolescents tend to face the significance of their actions and modify their behavior to be more adaptable. In addition, self-efficacy adolescents

JURNAL PSIKOLOGI INTEGRATIF

consider themselves capable enough to understand when they are qualified at something (competence). For juveniles in correctional facilities, their self-efficacy would affect participation in education and an improved level of education (Jones & Manger, 2020).

Conclusion

The research concludes that there is an influence of self-efficacy on the degree of academic resilience, as individuals with higher self-efficacy scores exhibit stronger academic resilience. Consequently, it is recommended that the juvenile correctional facility focuses on ensuring the success of personality development and independence programs that foster a harmonious relationship between juveniles and the four dimensions of self-efficacy.

In conclusion, although this investigation was meticulously prepared, it has inherent limitations that could be addressed in future research endeavors. Given the quantitative nature of this study, future research is advised to adopt a mixed-methods approach. This methodology offers several advantages, including the generation of more comprehensive data, the exploration of alternative perspectives, the examination of complex research questions, and the implementation of triangulation, which enhances the credibility of the research findings. Furthermore, employing a mixed-methods approach can provide insights into the diverse and intricate rationales behind each child's responses.

Bibliography

Abukari, Z. (2018). "Not giving up": Ghanaian students' perspectives on resilience, risk, and academic achievement. *SAGE Open*, *8*(4). https://doi.org/10.1177/2158244018820378.

Adipradipto, E., Windayani, T., & Adipradana, N. (2019). Pelaksanaan pemenuhan hak narapidana anak di Lembaga Pembinaan Khusus Anak Kelas IA Tangerang. *Jurnal Perkotaan*, *11*(1), 83–100. https://doi.org/10.25170/perkotaan.v11i1.703.

Akbari, A. (2019). The causal role of family communication patterns in academic self-efficacy and academic resilience. *Studies in Learning & Instruction*, *10*(1), 95–110.

Amalia, R., & Nuqul, F. L. (2020). Resiliensi pada anak berkonflik dengan hukum (ABH) di Indonesia ditinjau dari efikasi diri. *Jurnal Psikologi Islam Al-Qalb*, *11*(2), 38–48.

Ardinda, A. A., & Valiant, R. (2019). Analisis faktor-faktor penyelenggaraan kebijakan sekolah filial bagi anak didik pemasyarakatan di Lembaga Pembinaan Khusus Anak Palembang.

PUBLIKAUMA: Jurnal Ilmu Administrasi Publik, *7*(1), 72–86. https://doi.org/http://dx.doi.org/10.31289/publika.v7i1.2465.

Baggio, S., Weber, M., Rossegger, A., Endrass, J., Heller, P., Schneeberger, A., Graf, M., & Liebrenz, M. (2020). Reducing recidivism using the reasoning and rehabilitation program: a pilot multi-site-controlled trial among prisoners in Switzerland. *International Journal of Public Health*, *65*(6), 801–810. https://doi.org/10.1007/s00038-020-01372-9.

Borah, K. (2020). Human rights and good prison management in India. *Studies in Indian Place Names*, *40*(3), 185–191.

Brando-Garrido, C., Montes-Hidalgo, J., Limonero, J. T., Gómez-Romero, M. J., & Tomás-Sábado, J. (2020). Relationship of academic procrastination with perceived competence, coping, self-esteem and self-efficacy in nursing students. *Enfermería Clínica (English Edition)*, *30*(6), 398–403. https://doi.org/10.1016/j.enfcle.2019.07.013

Brown, A. D. (2020a). *Academic resilience of students in a Virginia Residental Treatment Facility*. Northcentra University.

Brown, A. D. (2020b). *Academic resilience of students in a Virginia Residental Treatment Facility*. Northcentra University.

Choi, Y. (2019a). *Pathways of academic resilience: Exploring the multiple developmental trajectories of low-income students during early education requirements for the degree of doctor of philosophy (educational leadership and policy analysis) at the University of Wisco*. University of Wisconsin-Madison.

Choi, Y. (2019b). *Pathways of academic resilience: Exploring the multiple developmental trajectories of low-income students during early education requirements for the degree of doctor of philosophy (educational leadership and policy analysis) at the University of Wisco*. University of Wisconsin-Madison.

Creswell, W. J., & Creswell, J. D. (2018). Research design: Qualitative, quantitative adn mixed methods approaches. In *SAGE Publications* (Fifth). SAGE Publications Inc.

Desai, M. (2020). *Effects of armed conflicts on children and need for integrated child protection centres*. Springer. https://doi.org/https://doi.org/10.1007/978-981-13-8534-6

Directorate General of Corrections. (2021). Decree of the director general of corrections number: PAS-90.KP.04.01 of 2021 concerning the strategic plan of the directorate general of corrections for the year 2020-2024. In *The Ministry of Law and Human Rights*.

Direktorat Jenderal Pemasyarakatan. (2021). *Sistem database pemasyarakatan*. Directorate General of Corrections. http://smslap.ditjenpas.go.id/public/arl/current/monthly/year/2021/month/4

Jurnal Psikologi Integratif
Vol. 12, No. 2, 2024
Halaman 266-282

JURNAL
PSIKOLOGI
INTEGRATIF

Ferdiawan, R. P., Santoso, M. B., & Darwis, R. S. (2020). Hak pendidikan bagi anak berhadapan (berkonflik) dengan hukum. *Jurnal Kolaborasi Resolusi Konflik*, *2*(1), 19. https://doi.org/10.24198/jkrk.v2i1.27044

Galindo-Domínguez, H., Pegalajar, M., & Uriarte, J.-D. (2020). Mediator and *revista de psicodidáctica (English Ed.)*, *25*(2), 127–135. https://doi.org/10.1016/j.psicoe.2020.04.001

García-Crespo, F. J., Fernández-Alonso, R., & Muñiz, J. (2021). Academic resilience in European Countries: The role of teachers, families, and student profiles. *PLoS ONE*, *16*(7 July), 1–21. https://doi.org/10.1371/journal.pone.0253409

George, D., & Mallery, P. (2020). IBM SPSS Statistics 26 step by step (A simple guide and reference). In *IBM SPSS Statistics 26 Step by Step* (Sixteenth). Taylor & Francis. https://doi.org/10.4324/9780429056765

Gravetter, F. J., & Forzano, L.-A. B. (2016). Research methods in the behavioral sciences. In *The American Catholic Sociological Review* (Fifth Edit, Vol. 15, Issue 2). Cengage Learning.

Hamill, S. K. (2003). Resilience and self-efficacy: the importance of efficacy beliefs and coping mechanisms in resilient adolescents. *Colgate University Journal of the Sciences*, 115–134.

Hatami, A., Mahmoudi, R., Nia, D. H., Badrani, M. R., & Kamboo, M. S. (2019). The relationship between spiritual intelligence and resilience with self-efficacy of clinical performance in nurses working in Shoushtar Educational Hospitals. *Journal of Research in Medical and Dental Science*, *7*(3), 8–13.

Hatlevik, O. E., & Bjarnø, V. (2021). Examining the relationship between resilience to digital distractions, ICT eelf-efficacy, motivation, approaches to studying, and time spent on individual studies. *Teaching and Teacher Education*, *102*, 103326. https://doi.org/10.1016/j.tate.2021.103326

Helm, P. van der, Klapwijk, M., Stams, G. J., & van der Laan, P. (2009). "What works" for Juvenile Prisoners: The role of group climate in a Youth Prison. *Journal of Children's Services*, *4*(2), 36–48. https://doi.org/10.1108/17466660200900011

Hwang, E., & Shin, S. (2018). Characteristics of nursing students with high levels of academic resilience : a cross-sectional study. *Nurse Education Today*, *71*, 54–59.

Jaeh, N. S., & Madihie, A. (2019). Self-efficacy and resilience among late adolescent. *Journal of Counseling and Educational Technology*, *2*(1), 27. https://doi.org/10.32698/0411

Jerusalem, M., & Mittag, W. (2009). Self-efficacy in stressful life transitions. In A. Bandura (Ed.), *Self-Efficacy in Changing Societies*. Cambridge University Press.

Jones, L. Ø., & Manger, T. (2020). Literacy skills, academic self-efficacy, and participation in prison education. In D. Perin (Ed.), *The Wiley Handbook of Adult Literacy* (First Edit, pp. 151–169). Wiley & Sons, Inc. https://doi.org/10.1002/9781119261407.ch7

Khoiriyah, L. (2019). Dinamika resiliensi pada narapidana remaja (studi kasus pada anak didik di Lembaga Pembinaan Khusus Anak Klas I Blitar). In *Faculty of Psychology*. State Islamic University of Maulana Malik Ibrahim, Malang.

Kumalasari, D., & Akmal, S. Z. (2020). Resiliensi akademik dan kepuasan belajar daring di masa pandemi covid-19: Peran mediasi kesiapan belajar daring. *Persona:Jurnal Psikologi Indonesia*, *9*(2), 353–368. https://doi.org/10.30996/persona.v9i2.4139

León, A., González, S., González, N., & Barcelata, B. (2019). Stress, Self-Efficacy, Academic achievement and resilience in emerging adults. *Electronic Journal of Research in Educational Psychology*, *17*(1), 129–148.

Lumowa, H. B. (2017). Hak pendidikan bagi narapidana anak ditinjau dari undang-undang nomor 35 tahun 2014 tentang perlindungan anak. *Lex Privatum*, *V*(1), 137–145.

Mahfud, J., Norbani, B. M. N., & Dhanapal, S. (2019). Restorative justice: an alternative process for solving juvenile crimes in Indonesia. *Brawijaya Law Journal*, *6*(2), 157–169. https://doi.org/http://dx.doi.org/10.21776/ub.blj.2019.006.02.03

Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education*, *35*(3), 353–370. https://doi.org/10.1080/03054980902934639

Mozahem, N. A., Boulad, F. M., & Ghanem, C. M. (2020). Secondary school students and self-efficacy in mathematics: gender and age differences. *International Journal of School and Educational Psychology*, 1–12. https://doi.org/10.1080/21683603.2020.1763877

Mozammel, S., Ahmed, U., Slade, H., & Zaman, F. (2018). Digging deep in students' engagement in bahrain: contributions from academic self-efficacy and academic resilience. *International Journal of Management and Business Research*, *8*(1), 136–147.

Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: a meta-analytic investigation. *Journal of Counseling Psychology*, *38*(1), 30–38. https://doi.org/10.1037/0022-0167.38.1.30

Muslimin, Z. I. (2021). Hubungan antara berpikir positif dan resiliensi pada mahasiswa yang sedang menyelesaikan skripsi. *Jurnal Psikologi Integratif*, *9*(1), 115. https://doi.org/10.14421/jpsi.v9i1.2170

Reivich, K., & Shatté, A. (2003). *The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles* (1st Editio). Three Rivers Press.

Republic of Indonesia. (2002). *Child protection act no. 23 of 2002* (23 year 2002).

Republic of Indonesia. (2012). *Juvenile justice system act no. 11 of 2012*.

Riswantyo, A. T., & Lidiawati, K. R. (2021). The influence of self-efficacy on resilience in students who work in thesis. *Widyakala: Journal of Pembangunan Jaya University*, *8*(1), 35. https://doi.org/10.36262/widyakala.v8i1.374

Romano, L., Angelini, G., Consiglio, P., & Fiorilli, C. (2021). Academic resilience and engagement in high school students: the mediating role of perceived teacher emotional support. *European Journal of Investigation in Health, Psychology and Education*, *11*(2), 334–344. https://doi.org/10.3390/ejihpe11020025

Sabouripour, F., Roslan, S., Ghiami, Z., & Memon, M. A. (2021). Mediating role of self-efficacy in the relationship between optimism, psychological well-being, and resilience among Iranian Students. *Frontiers in Psychology*, *12*(June). https://doi.org/10.3389/fpsyg.2021.675645

Saefudin, W., & Sriwiyanti. (2023). Boosting academic resilience through spiritual well-being: a study in juvenile prison in Indonesia. *Restorative : Journal of Indonesian Probation and Parole System*, *1*(1), 14–32. https://doi.org/10.61682/restorative.v1i1.3

Sagone, E., De Caroli, M. E., Falanga, R., & Indiana, M. L. (2020). Resilience and perceived self-efficacy in life skills from early to late adolescence. *International Journal of Adolescence and Youth*, *25*(1), 882–890. https://doi.org/10.1080/02673843.2020.1771599

Schunk, D. H., & Dibenedetto, M. K. (2016). Handbook of motivation at School. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of Motivation at School*. Routledge. https://doi.org/10.4324/9781315773384.ch3

Schwarzer, R., & Born, A. (1997). Optimistic self-beliefs: Assessment of general perceived self-efficacy in thirteen cultures. *World Psychology*, *3*(1–2), 177–190.

Septiani, A. R., Maslihah, S., & Musthofa, M. A. (2021). Resiliensi dan kesejahteraan subjektif anak didik Lembaga Pembinaaan Khusus Anak (LPKA). *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, *26*(1), 143–168. https://doi.org/10.20885/psikologika.vol26.iss1.art8

Speight, N. Peterson. (2009). The relationship between self-efficacy, resilience and academic achievement among African-American Urban Adolescent Students. In *ProQuest*.

Sriwiyanti, S., & Saefudin, W. (2022). Spiritual well-being, self-efficacy, and student engagement of muslim juveniles during educational program in prison. *Muslim Education Review*, *1*(June), 67–89.

Sriwiyanti, S., Saefudin, W., & Yusoff, S. (2021). Social support and academic resilience in online learning during pandemic. *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam*, *10*(2), 95–114. https://doi.org/10.1201/9781315274508-20

Staylor, M. (2019). *Academic resilience and persistence among community college students*. Claremont Graduate University.

Tip, L. K., Brown, R., Morrice, L., Collyer, M., & Easterbrook, M. J. (2020). Believing is achieving: a longitudinal study of self-efficacy and positive affect in resettled refugees. *Journal of Ethnic and Migration Studies*, *46*(15), 3174–3190. https://doi.org/10.1080/1369183X.2020.1737513

Wills, G., & Hofmeyr, H. (2019). Academic resilience in challenging contexts: evidence from township and rural primary schools in South Africa. *International Journal of Educational Research*, *98*(June), 192–205. https://doi.org/10.1016/j.ijer.2019.08.001

Wilson, C. A., Babcock, S. E., & Saklofske, D. H. (2019). Sinking or swimming in an academic pool: a study of resiliency and student success in first-year undergraduates. *Canadian Journal of Higher Education*, *49*(1), 60–84. https://doi.org/10.7202/1060824ar

Wu, H., Li, S., Zheng, J., & Guo, J. (2020). Medical students' motivation and academic performance: the mediating roles of self-efficacy and learning engagement. *Medical Education Online*, *25*(1). https://doi.org/10.1080/10872981.2020.1742964

Wulandari, A. P. J., & Istiani. (2021). The effect of self-esteem and self-efficacy on the academic resilience of undergraduate students in Jakarta. *IOP Conference Series: Earth and Environmental Science*, *729*(1). https://doi.org/10.1088/1755-1315/729/1/012094

Yada, A., Björn, P. M., Savolainen, P., Kyttälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education*, *105*. https://doi.org/10.1016/j.tate.2021.103398