

The Relationship Between Religious Coping and Academic Resilience in Nursing Students

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ABSTRACT

Introduction: Religious coping is a way to overcome learning problems. Good religious coping has a positive impact on student educational processes and outcomes. However, until now, the relationship between religious coping and academic resilience has not been known. This study aimed to determine the relationship between religious coping and academic resilience.

Materials and Methods: This study used a cross-sectional approach with a stratified random sampling technique on 110 students from one university in Bandung, West Java, Indonesia. The inclusion criteria include actively registered nursing students from undergraduate and vocational programs. Religious coping was assessed using The Psychological Measure of Islamic Religiousness (PMIR) and the Academic Resilience Questionnaire was used to evaluate students' academic resilience level. The data were analyzed using descriptive and inferential analysis. The Spearman rank correlation test was used to determine the relationship between variables.

Results: The study's results revealed a significant relationship ($\rho = 0.415$; p value < 0.05) between religious coping and academic resilience. High religious coping is related to the amount of academic resilience in students.

Conclusion: Students are expected to be able to use a religious coping strategy to boost academic resilience and adapt to any situation. Thus, students with good religious coping skills and high resilience will be able to face and solve problems and adapt to current learning conditions.

KEYWORDS:

Academic resilience, learning process, religious coping, students

INTRODUCTION

Online learning is a modification of learning activities when it cannot be conducted face-to-face.^{1,2} Problems with online learning systems at universities, such as nursing schools, are more visible. Student problems are related to laboratory practicum learning activities which require activities to be carried out directly but cannot be facilitated through online learning.³⁻⁹ This condition causes academic stress that must be faced with proper coping by every student in online learning.

Several studies have found a positive relationship between academic resilience and academic achievement, so that if

students have low resilience, it will cause mental problems and cause academic stress.¹⁰⁻¹² Francis et al. said that symptoms of stress and anxiety can be overcome using religious coping and can improve mental health among medical students.¹³ Religious beliefs and practices can be used as resources in Islamic teachings to deal with difficult situations. Religion teaches its followers to be patient, pray, believe, and turn to God for guidance and assistance when needed. Individuals can learn from each existing situation; death, illness, and other losses have been planned, and it is God's will or God's love for his people, in general, when they face this highly stressful situation.¹⁴

However, the relationship between religious coping and academic resilience needs to be clarified. This study aims to determine the relationship between religious coping and academic resilience in students.

MATERIALS AND METHODS

This study used a cross-sectional design. A total of 110 students were involved in this study based on stratified random sampling. The students involved are from one university in Bandung, West Java, Indonesia. The inclusion criteria included active nursing students with undergraduate or vocational degrees. Students who were sick during the study were excluded. This study has received ethical approval from the Research Ethics Committee of Universitas 'Aisyiyah Bandung (137/KEP.01/UNISA-BANDUNG/VI/2022).

To measure religious coping used The Psychological Measure of Islamic Religiousness (PMIR), modified by Wida Ningsih and tested for validity with the item total correlation > 0.306 and the reliability index with Cronbach Alpha > 0.6 (0.895).^{12,15,16} The PMIR scale consists of 25 question items with a 5-point Likert scale. Meanwhile, academic resilience was measured using a research-based academic resilience scale. This scale has 23 items with a 4-point Likert scale. This scale was valid with an item-total correlation score > 0.344 and reliable with a Cronbach Alpha index of 0.904.

Data for the study was obtained in 2022 between June to July. To recruit respondents, the researchers informed eligible respondents about the purpose of the study and procedure and obtained their written consent. Respondents were assured that participating in the study was entirely voluntary, that their information would be kept secure and confidential. The survey took between 20 and 30 minutes to complete a digital questionnaire.

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Table I: Characteristics of respondent (n=110)

Characteristics	F	%	Correlation (p-value)		
			Religious Coping	Academic Resilience	
Age	18–21	32	29.1	0.776	0.640
	22–24	78	70.9		
Gender	Male	9	7.3	0.31	0.957
	Female	101	82.1		

Table II: Religious coping and academic resilience frequency distribution (n=110)

Variable		F	% (n = 110)	Mean ± SD
Religious coping	Very good	10	9.1	94.95 ± 5.029
	Good	100	90.9	
Academic resilience	High	87	79.1	77.16 ± 9.509
	Moderate	23	20.9	
	Low	0	0	

Table III: Correlation between religious coping and academic resilience

Religious coping	Academic Resilience			Coefficient Correlation (rho)	p value
	High	Moderate	Low		
Very good	10 (9.1%)	0	0	0.415	0.000
Good	82 (74.5%)	18 (16.4%)	0		

The data were analyzed using descriptive and inferential analysis. The demographic characteristics, religious coping, and academic resilience were displayed descriptive statistics. The Spearman rank correlation test was used to determine the relationship between variables. We used IBM SPSS version 24 software to process the data analysis.

RESULTS

Most respondents are aged 22-24 years, with a percentage of 70.9%. Based on gender, most female students with a rate of 82.1% (Table I). Meanwhile, almost all students (90.9%) have good religious coping, and the academic resilience possessed by most students (79.1%) is high (Table II). Table III shows that religious coping is significantly related (rho = 0.415; p-value = 0.000) to academic resilience. This significant correlation also indicates that students with high religious coping have high academic resilience. The study results show that the students with good religious coping with high academic resilience 74.5%, as seen in Table III.

DISCUSSION

The study results show that religious coping is significantly related to academic resilience. High academic resilience will reduce stress on students. Religious coping can alleviate symptoms of depression and anxiety and improve mental health among medical students.^{13,17} In religious teachings, religious beliefs and practices are ways to deal with difficult situations and problems.

The study results show that high academic resilience is directly proportional to high academic resilience.^{10,18} Online learning during the COVID-19 pandemic is an alternative solution for organizing good education, but suitable religious

coping needs to be supported. Therefore, one must have high resilience to adapt to any situation.¹⁹⁻²¹ Academic resilience is used to prevent and overcome the adverse effects of difficult situations in an individual or group. Students are expected to be able to survive adversity.²²⁻²⁵

The correlation between religious coping and academic resilience can be influenced by age. Adults will have a higher level of development and strengthen a person in solving problems so they can adapt to difficult situations²⁶. University students aged 18 to 25 are classified as growing-up individuals, so the older they are, the more they will have good religious coping skills and resilience.

Gender can affect religious coping with academic resilience, and women have better academic resilience than men.²⁷ When women face problems, they turn to the Creator. In addition, religious coping and academic resilience can be linked to educational programs. Students have academic resilience and positive religious coping to deal with existing academic problems.^{27,28}

Apart from age and gender, other factors influence religious coping and academic resilience, namely religious education and social support. Although in this study, we did not examine it. Someone with an excellent religious education will solve problems by getting closer to the Creator. Thus, the greater one's resilience, the better one's religious coping with a current issue. Social support includes the community and each culture showing a desire to rise above adversity. The ability to accept these adversity will also increase one's resilience.^{29,30} This study had limitations to the research, including the limited study sample and being recruited from a single centre, which was the most significant limitation.

CONCLUSIONS

There was a significant relationship between religious coping and academic resilience among students. This study result showed that the greater one's resilience, the better one's religious coping. Students are expected to be able to use a religious coping approach to strengthen academic resilience to adapt to any situation. Further study can examine the factors that influence religious coping and academic resilience.

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