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Resilience of Married Students in Completing Their Higher Education Studies at STITNU AL-Mahsuni

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Abstract
Married students face more complex challenges than unmarried students, as they juggle dual roles as both students and married couples. This requires resilience to successfully resolve challenges and complete their studies. This study aims to describe the resilience of married students in completing their higher education at STITNU-Al-Mahsuni, the factors influencing resilience, and the strategies used to address various academic and family obstacles. This study employed a qualitative approach with a case study method. Data collection techniques included observation, interviews, and documentation of married students who exhibited high levels of resilience, were able to manage their time effectively, control their emotions, adapt to their new roles, and possess strong motivation to complete their studies. The most important factors supporting the resilience of married students were support from their partners, family, friends, and an adequate campus environment. Inhibiting factors included time constraints, financial constraints, and household responsibilities. The strategies used included setting priorities, establishing good communication with partners, family, and friends, and utilizing available social support. The study concluded that resilience plays a crucial role in helping married students complete their studies at STITNU Al-Mahsuni.

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1. INTRODUCTION

College is a crucial phase in a person's self-development, both academically and socially. Students are often referred to as someone who is in the process of studying officially and is registered at a higher education institution, whether state or private. namely consisting of academics, polytechnics, colleges, institutions and universities that are accredited or have been recognized by the State, both in terms of operational permits and permits to carry out learning processes.

In the lecture process, students are required to be able to carry out various academic demands; such as following the lecture process, doing assignments given by lecturers, conducting research, as well as completing final assignments or theses, and making other reports. These various demands often cause psychological pressure on students, especially those who have to adapt to various changes and challenges in their lives. Of the many factors that influence a student's study journey, one is the decision to marry during their college education.

Students who marry during their studies have more responsibilities (dual responsibilities) than students who are not married, namely as students or learners as well as partners and as parents in married life. These dual or multiple roles can pose significant challenges, such as time management between academic and family activities, financial

pressures, especially for those who are not yet financially independent, emotional adjustments, and increasingly complex social demands. These numerous challenges can lead to students experiencing stress, emotional exhaustion, role conflict, and even reduced motivation to learn if they are unable to adapt effectively.

On the other hand, not all students who decide to marry during their studies or even those who are already married experience the same obstacles that result in them not being able to complete their studies, or what is usually called academic failure. Of the many cases of academic failure, many students are still able to complete their studies well and graduate on time, even though they have to juggle various roles in their lives. The strength to persist in difficult situations, then get up and try to survive for a big goal and not give up in the face of circumstances is what is called resilience. In life, resilience is an important factor that helps someone face challenges positively.

The resilience of married students can be seen from their ability to manage emotions, continue to maintain consistency in their studies, maintain communication or good relationships with their partners because good communication is one of the keys to household harmony, and find good solutions or strategies for every problem they face. A person with good resilience will find it easier to face pressure, whether it is academic pressure or household pressure, without experiencing psychological disorders such as anxiety disorders, depression, bipolar disorder, schizophrenia and other psychological disorders. On the other hand, when individuals have low levels of resilience, they are more vulnerable to psychological disorders, especially prolonged stress. This results in disruption of the learning process and being unable to complete studies.

The phenomenon of students getting married during their studies at university continues to experience a significant increase every year. The factors that influence this phenomenon are cultural, economic, and religious factors, and quite a lot of factors, namely internal desires without any encouragement from other people. From this phenomenon, research on the resilience of students who marry during their studies is important to explore more deeply, with the hope of providing an overview of students' ability to adapt in facing academic demands that go hand in hand with household life simultaneously or can be called dual roles.

Based on the description above, this research on "Resilience of Married Students in Completing Higher Education Studies at STITNU AL-Mahsuni" is important to be conducted to understand how students who have married during their studies can survive and adapt to new situations or new pressures faced during their studies. The results of this research are expected to contribute to the development of psychology, especially in the fields of educational psychology and family psychology, as well as being a consideration for universities in providing motivation or support for married students.

2. RESEARCH METHOD

The research method used in this study is qualitative, with the type of research being a case study. From this approach, the author hopes to dig up as much information as possible about the resilience of married students in completing higher education studies at STITNU Al-Mahsuni. The data collection technique used purposive sampling with a total of 6 informants consisting of 3 students from the PIAUD study program and 3 from the MPI study program. The data collection technique in this study is observation by observing the students' activities. The next technique is an in-depth interview by asking gradual questions regarding the topic of this study. Then, documentation in the form of photos

together with students when on campus during class activities, and other supporting documents such as KHS.

In this study, the analysis model used is the Miles-Huberman interactive model with data reduction steps, which are the process of summarizing, selecting important things, grouping, and then presenting the data in writing. The data that has been obtained is then reduced, and finally the data presentation is made using narrative and descriptive data verification, namely concluding the actual situation based on the reality of the findings at the time of the research.

3. RESULTS AND DISCUSSION.

This study was conducted on married and active students at STITNU Al-Mahsuni. Interviews with informants revealed that married students face various challenges in completing their studies, yet they are able to persevere and adapt through their resilience. The authors present the results and discussion of this study below:

A. Discussion

1. Challenges Faced by Married Students in Completing Their Studies
   a. Difficulty in Dividing Time

      Students must juggle multiple roles as students, husbands, wives, and even parents. Some even work as teachers. These roles and busy schedules require the informant to effectively manage their time between academics, work, and family responsibilities.

      On average, informants said that often the lecture assignments given by lecturers had to be done at night because they did not have much time to do them during the day, so they were forced to do them at night after all the homework and other things were finished.

   b. Economic Constraints

      Financial issues are a highly sensitive issue in every household, and this is especially true for students after marriage. They feel they have a new responsibility, namely managing family finances. One example is managing finances for daily needs and, more importantly, academic needs, such as paying UKT (Single Tuition Fee) and so on. With a new focus, students find this quite challenging and different from when they were supported by their parents before they started a family. Now, they must navigate these changes.

      These economic changes made the informants feel like a bit of a challenge, as before marriage, they only thought about what to eat for themselves, what to buy for themselves, and then, after marriage, they had to think about their partners as well. Despite this, the informants were happy with their new roles. On the other hand, some felt they needed to adjust to these changes.

   c. Psychological Pressure

      In addition to the aforementioned issues, another crucial issue in this study is the psychological issues faced by married students. The research revealed psychological pressures experienced in the form of mental exhaustion, academic stress, and concerns about the continuation of their studies and their marital life.

      The findings in the field have similarities with previous research, which shows that married students often face problems ranging from economic

problems, worries, and family demands, which are said to be things that affect their study process. The same problem with this research is also psychological.

2. Resilience of Married Students

The results of the research conducted show that married students have several forms of resilience, namely as follows:

a. Ability to Control Emotions

In this case, the informant demonstrated his ability to remain calm when faced with difficult problems, whether academic, family, or work-related. Despite the many challenges he faced, he didn't neglect any responsibility. He resolved each problem successfully, slowly and patiently.

b. Optimism for the Future

All informants believe that education is an important investment and a milestone in life in the future; therefore, all informants are committed to completing their studies well and strive to finish on time without any obstacles.

c. Adaptability

All informants stated that so far they have been able to adapt well with their other friends, and have also been able to adjust the schedule made by the campus to their activities outside the campus, both family and work.

3. Supporting Factors for Resilience

a. Social and Family Support

For all informants, support was the most important factor in maintaining their enthusiasm for completing their studies. This support included support from friends, lecturers, family, and especially their partners. All informants shared the same sentiment: motivation or support from their partners was the most important factor in motivating them to study and learn, also complete assignments and other tasks. All informants were also very grateful that their partners understood their role as students, which inevitably took up time with their families. This support included emotional encouragement, assistance with household chores, and encouragement when the informants felt tired. This support gave students a sense of shared purpose, which in turn increased their confidence in completing their education.

Furthermore, most informants stated that their status as husbands or wives actually strengthened their motivation to complete their education. They recognized that their responsibilities to their partners and children were the primary reason they persevered through the various challenges of their studies. Despite having to juggle their time between study, work, and household chores, they strived to maintain their commitment to completing their studies on time.

b. Motivation to improve the quality of family life

The primary factor driving married students' resilience in completing their higher education is the motivation to improve their family's quality of life. All informants shared the same sentiment: higher education is viewed as a long-term investment that can provide better job opportunities, increase income, and create a more prosperous family life.

The research also showed that this motivation can improve students' psychological resilience when facing academic and economic pressures. Informants reported being better able to manage stress, remain optimistic, and persevere when faced with assignments, exams, or financial constraints. The

hope of providing a better life for their families became a source of strength in overcoming various difficulties.

Overall, the research results indicate that motivation to improve the quality of family life is an internal factor that significantly influences the resilience of married students. Orientation toward the family's future encourages them to remain persistent, adapt to various challenges, and maintain their commitment to completing their studies at university.

c. Religious beliefs and spiritual values

Based on interviews with informants, it was found that religious beliefs and spiritual values are important factors supporting the resilience of married students in completing their studies at university. Informants viewed every challenge faced while living their roles as both a student and a husband or wife as part of life's trials that must be faced with patience, effort, and trust in God.

All informants revealed that a close connection to religious values provided inner peace when facing various pressures, such as financial hardship, academic demands, and family responsibilities. Spiritual activities such as prayer, religious services, reading scriptures, and participating in religious activities were ways to achieve peace and strengthen the belief that every difficulty has a solution.

Besides being a source of peace, religious faith also serves as a foundation for decision-making. Informants revealed that they strive to maintain a balance between their obligations as students, partners, and family members by adhering to the values of responsibility, honesty, discipline, and trustworthiness taught in their religion. These values motivate them to remain consistent in completing their studies, even though the process is challenging.

Overall, the research findings indicate that religious beliefs and spiritual values serve as sources of internal strength that strengthen the resilience of married college students. Belief in God, consistent religious practices, and the application of spiritual values in daily life helped participants face academic and family pressures with greater calm, optimism, and hope, enabling them to maintain their commitment to completing their studies.

d. Adequate academic environment

Based on interviews with informants, it was found that a supportive academic environment is one of the external factors contributing to the resilience of married students in completing their studies at university. This support comes from lecturers, classmates, and academic policies that provide space for students to continue their studies despite their responsibilities as husbands or wives.

Most informants revealed that lecturers play a crucial role in providing motivation and understanding for married students. Forms of support they experienced included providing opportunities for consultations outside of class hours, tolerance for assignment deadlines under certain circumstances, and academic guidance that helps students stay focused on completing their studies.

The research also showed that good relationships with peers provide emotional and academic support. Informants felt more motivated when they were in a supportive learning environment, such as working together on group assignments, sharing lecture notes, and providing encouragement when facing difficulties. This support helped reduce the psychological burden arising from the dual demands of being a student and a family member.

Furthermore, flexibility in the academic system also supports the continuity of studies for married students. Several informants stated that the ease of consulting with supervisors, flexible tutoring schedules, and the use of online learning media helped them maintain their academic progress without neglecting family responsibilities.

A conducive academic environment also provides a sense of acceptance and appreciation. Informants feel they are not discriminated against because of their marital status. Instead, they are encouraged to continue developing and completing their education. This environment increases self-confidence, optimism, and the ability to persevere through various challenges during their studies.

Overall, the research results indicate that a supportive academic environment is an external factor that strengthens the resilience of married students. Support from lecturers, peers, and an adaptive academic system helps students overcome academic and personal obstacles, maintain motivation to learn, and increase their confidence in their ability to complete their studies despite juggling the dual roles of family and education.

e. Good time management skills

Based on interviews with informants, it was found that time management skills are a crucial aspect supporting the resilience of married students in completing their studies at university. All informants recognized their dual roles as students, husbands, wives, and some even as parents. This requires effective time management skills to balance all responsibilities.

The majority of informants revealed that they create daily schedules and prioritize to avoid conflicts between academics, work, and family. They organize their time for studying, completing assignments, work, and family activities so that each responsibility can be met without neglecting any of their roles.

The research also showed that time management skills helped informants reduce the psychological stress caused by the demands of dual roles. With proper planning, they felt calmer in carrying out daily activities, had control over the work that needed to be completed, and were able to avoid a buildup of academic assignments. This increased their self-confidence and ability to face various challenges during their studies.

In addition to creating a schedule, some informants used their free time productively, such as reading lecture materials while waiting for class, working on assignments while their children or partners were resting, and utilizing technology to access lecture materials online. These strategies helped them stay engaged in the learning process despite time constraints.

Time management skills are also supported by good communication with partners and family. Informants revealed that dividing household chores and agreeing on study times make it easier for them to fulfill their academic obligations. Family cooperation allows informants to have sufficient time to attend lectures, participate in tutoring, and complete assignments on time.

Overall, the research findings indicate that good time management skills are a crucial factor in building resilience among married students. The ability to set priorities, schedule activities, utilize time effectively, and coordinate with partners helps students adapt to the various demands they face. This enables

them to maintain commitments, mitigate the stress of multiple roles, and remain consistent in completing their studies.

B. Discussion

1. Resilience of Married Students in Facing Dual Roles

The research findings indicate that married students face more complex challenges than the general population, as they must juggle multiple roles as both a student and a husband or wife. Some respondents even assume the roles of parent and breadwinner. These demands have the potential to create academic, psychological, economic, and social stress. Nevertheless, the respondents maintained their commitment to completing their studies through adaptability, stress management, and leveraging various sources of support. This demonstrates the crucial role resilience plays in helping students navigate the consequences of their dual roles.

Research findings show that the resilience of married students is reflected in their ability to manage priorities, control emotions, and stay focused on long-term goals. Informants recognize that marriage brings new responsibilities that must be met without neglecting academic obligations. Therefore, they strive to develop effective strategies, such as creating activity schedules, dividing time between study, work, and family, and maintaining good communication with their partners. These strategies help them mitigate role conflict and maintain the continuity of their studies.

This finding is in line with the resilience theory put forward by Reivich and Shatté, which explains that resilient individuals can regulate emotions (*emotion regulation*), controlling urges (*impulse control*), be optimistic (*optimism*), analyze the cause of the problem (*causal analysis*), have confidence in one's own abilities (*self-efficacy*), showing empathy (*empathy*), as well as being able to take opportunities to grow (*reaching out*). In this study, this ability was seen when the informant was still able to complete academic tasks, find solutions to the obstacles faced, and view difficulties as challenges that could be overcome, not as a reason to stop studying.

In addition, the research results also support Connor and Davidson's theory, which states that resilience is an individual's ability to recover from stress through positive adaptation, supported by perseverance, flexibility, and belief in oneself and life values. Married students demonstrate perseverance in completing their studies despite time constraints, economic pressures, and family responsibilities. They maintain the hope that academic success will benefit their family's future, which motivates them to persevere.

The findings of this study also demonstrate that resilience is not an innate trait, but rather a skill developed through life experiences. The various challenges faced while carrying out dual roles actually encouraged the informants to become more independent, responsible, disciplined, and able to make more mature decisions. These experiences demonstrate that stress, managed with appropriate coping strategies, can be a means of self-development and strengthen psychological resilience.

Thus, the resilience of married students in facing dual roles is the result of the interaction of various factors, namely internal factors such as motivation, emotional regulation, self-efficacy, time management skills, and religiosity, as well as external

factors such as support from partners, family, peers, lecturers, and the academic environment. The interaction of these factors allows students to maintain academic commitment, adapt to various life demands, and complete their studies at university despite facing various challenges as individuals who carry out dual roles.

2. The Importance of Social Support in Building Resilience

The research results show that social and family support are significant external factors in shaping the resilience of married students in completing their studies at university. Married students face not only academic demands but also responsibilities as husbands or wives, even as parents and breadwinners. In these situations, the presence of partners, family, peers, and professors provides a source of support that helps students cope with various pressures and remain committed to completing their education.

The forms of support received by informants include emotional, instrumental, informational, and appreciation. Emotional support is manifested through attention, empathy, motivation, and encouragement from partners and families when students experience fatigue or difficulties during their studies. Instrumental support includes assistance with household chores, childcare, and helping meet family financial needs so that students have the opportunity to attend lectures and complete academic assignments. Furthermore, informational support is obtained through advice, direction, and information sharing from lecturers and peers regarding the study process. These forms of support provide a sense of security, reduce psychological stress, and increase students' confidence in their ability to complete their studies.

The findings of this study are in line with the theory of social support put forward by House, which divides social support into four forms, namely emotional support (*emotional support*), appraisal support (*appraisal support*), instrumental support (*instrumental support*), and informational support (*informational support*). These four forms of support were evident in the experiences of the informants and served as resources that helped them cope with various academic and family demands.

The research results also support Grotberg's resilience theory, which explains that resilience develops through three main components, namely *I Have*, *I Am*, and *I Can. I Have referred* to support that comes from the environment, such as family, partners, and educational institutions. In this study, support from partners and family was the primary foundation, providing students with a sense of security and confidence to continue their studies. Meanwhile, support from lecturers and peers strengthened students' abilities to face various academic challenges.

In addition, the research findings are also in line with Connor and Davidson's resilience theory, which states that an individual's ability to withstand stress is influenced by positive interpersonal relationships and support from the social environment.Informants revealed that their partners' attention and understanding made them feel more at ease during their studies. When facing difficulties, they didn't feel alone because they had others to offer encouragement, support, and solutions to their problems.

Family support also contributes to strong motivation to complete education. Informants view successful completion of studies not only as a personal achievement but also as a form of responsibility to their families to improve their quality of life in the future. This support fosters optimism, increases self-efficacy,

and strengthens students' commitment to overcoming various obstacles during their studies.

This finding is in line with various previous studies which show that social support has a positive relationship with resilience levels. Individuals who receive support from their family and community tend to be better able to manage stress, have better psychological health, and demonstrate greater adaptability than those with minimal social support. In the context of married students, this support serves as a protective factor, helping reduce role conflict, strengthen the balance between academic and family life, and prevent the desire to discontinue studies.

Furthermore, this study shows that the quality of support is more important than the quantity. Informants felt more resilient when they received support tailored to their needs, such as understanding of their academic situation, sharing household responsibilities, flexibility in fulfilling family roles, and open communication with their partners. This suggests that harmonious family relationships are a key foundation for building resilience in married students.

Thus, it can be concluded that social and family support play a crucial role in fostering resilience in married students as they complete their studies at university. Support from partners, family, lecturers, and peers not only helps students cope with the pressures of dual roles but also strengthens their motivation, enhances their adaptability, and maintains their commitment to completing their education. Therefore, strengthening social support systems needs to be a shared concern, both by families and universities, so that married students can optimally develop their academic potential while simultaneously fulfilling their family responsibilities.

3. The Influence of Motivation on Academic Resilience

The research results show that motivation is a key factor in shaping the academic resilience of married students in completing their studies at university. The informants' motivation is not solely focused on achieving an academic degree, but also on the desire to improve their family's quality of life, obtain a better job, provide a more prosperous future for their spouse and children, and develop their personal capacities. These goals serve as a source of strength that encourages students to persist despite facing various academic pressures and the demands of family life.

Married students face more complex challenges than the general population. They must balance their time between studies, work, household responsibilities, and their roles as spouses or parents. This situation can potentially lead to fatigue, stress, and role conflict. However, research shows that strong motivation helps participants maintain academic commitment, remain disciplined in completing assignments, and persevere when faced with obstacles. Thus, motivation serves as a protective factor, strengthening students' ability to face various challenges during their studies.

The findings of this study are in line with the theory*Self-Determination Theory*proposed by Deci and Ryan. This theory explains that intrinsic motivation arises when an individual engages in an activity because of the value, meaning, and satisfaction that originates within them. In this study, informants' motivations were dominated by the desire to provide a better life for their families, fulfill their responsibilities as partners, and achieve their personal goals. This intrinsic motivation keeps students consistent in their studies despite facing various difficulties.

In addition to intrinsic motivation, several informants also indicated the presence of extrinsic motivations, such as the hope of obtaining a more suitable job, improving social status, or the support and expectations of family. According to Deci and Ryan, extrinsic motivation can drive behavior if the goal being achieved is deemed important by the individual. In the context of this research, these two types of motivation complement each other and strengthen students' fighting spirit to complete their education.

The research results also support Connor and Davidson's resilience theory, which states that individuals with clear life goals, perseverance, and confidence in their abilities tend to have higher levels of resilience. Informants expressed optimism about the future and believed that completing their studies would benefit their family life. This belief becomes a source of psychological energy that helps them bounce back after experiencing academic failure or difficulty.

In addition, the research findings are in line with Reivich and Shatte's theory, which explains that one of the characteristics of resilient individuals is optimism (*optimism*) and self-efficacy (*self-efficacy*). Informants believed they were capable of completing their education despite having to juggle multiple roles. This belief encouraged them to find solutions when facing obstacles, manage their time more effectively, and maintain their enthusiasm for learning. Thus, strong motivation contributed to the development of adaptability and academic resilience.

The findings of this study also show that motivation does not exist in isolation but is influenced by various other factors, such as spousal support, a conducive academic environment, religiosity, and time management skills. Support from a spouse and family strengthens students' motivation to continue their studies, while a supportive academic environment helps students maintain engagement in the learning process. Religious values provide meaning to academic pursuits, while time management skills enable students to more effectively balance their various roles. The interaction of these factors further strengthens the academic resilience of married students.

This finding is also in line with the concept of *academic resilience*, namely the ability of students to continue to show good academic performance even when facing various obstacles and pressures. In this study, highly motivated students were able to maintain their attendance at lectures, complete assignments on time, consistently participate in mentoring, and continue to strive to achieve academic goals despite various limitations. This demonstrates that motivation is a key determinant in maintaining study continuity.

Based on the above discussion, it can be concluded that motivation has a significant influence on the academic resilience of married students. Motivation based on clear goals, responsibility to family, hope for a better future, and a desire for self-development can strengthen students' resilience in facing academic pressures and the demands of family life. Therefore, strengthening motivation through family support, a conducive academic environment, and guidance and counseling services in higher education needs to be continuously developed so that married students can maintain their academic success until they complete their studies.

4. The Role of Religious Values in Resilience

The research results show that religious values play a significant role in shaping the resilience of married students in completing their studies at university.

Belief in God, consistent religious practices, and understanding every event as part of God's plan serve as sources of psychological strength that help informants face various academic and family challenges. Religious values provide inner peace, foster hope, and strengthen motivation to persist in completing their education.

Married students face various role demands, such as fulfilling responsibilities as a partner, raising a family, working, and fulfilling academic obligations. These conditions can potentially lead to stress, fatigue, and even the desire to discontinue studies. However, research shows that informants interpret these difficulties as tests that can be overcome through effort, patience, and trust in God. This perspective helps them accept their circumstances more adaptively, preventing them from becoming easily discouraged when faced with obstacles.

This finding is in line with the resilience theory put forward by Reivich and Shatte, which states that resilient individuals can manage emotions, maintain optimism, and see difficulties as challenges that can be overcome. The informants' religious values contributed to this ability by providing the belief that every problem has wisdom and a solution. Thus, religiosity is a protective factor that strengthens an individual's ability to recover from stress.

In addition, the results of this study also support the concept of resilience from Connor and Davidson, which places spirituality or belief in God as an important dimension in psychological resilience. According to Connor and Davidson, individuals who have spiritual beliefs tend to be better able to survive stressful conditions because they have a stronger source of meaning, hope, and purpose in life. In this study, informants revealed that prayer, worship, reading the Qur'an, and surrendering to God were the main strategies in reducing anxiety and maintaining enthusiasm for completing studies.

From the perspective of religious psychology, religiosity is not only related to the implementation of worship rituals, but also includes the internalization of values such as patience, gratitude, sincerity, responsibility, and honesty. These values are evident in the informants' attitudes, which persist in fulfilling their academic obligations despite facing economic constraints and family burdens. Gratitude for their circumstances allows informants to focus more on finding solutions rather than feeling hopeless, while the value of patience helps them persevere through the time-consuming and sacrifice-intensive process of completing their studies.

The results of this study also show that religiosity encourages the emergence of intrinsic motivation in completing education. Informants view seeking knowledge as a form of worship and responsibility that must be fulfilled to the best of their ability. This understanding makes academic goals not solely oriented toward attaining a degree, but also as an effort to fulfill a mandate to improve personal quality and family well-being. Therefore, when facing difficulties, informants maintain a strong reason to persevere and not give up easily.

The findings of this study are in line with various previous studies which show that religiosity is positively related to resilience. Individuals with high levels of religiosity tend to be better able to manage stress, exhibit greater optimism, and demonstrate greater adaptability than those with low levels of religiosity. This suggests that religious values serve as a protective factor, strengthening one's psychological resilience when facing life's stresses.

Based on this discussion, it is clear that religious values play a significant role in fostering resilience in married students. Religiosity not only provides a source of

emotional calm but also fosters positive mindsets, strengthens motivation, and enhances an individual's ability to adapt to various academic and family demands. Therefore, religious values are a factor that helps students maintain their commitment and complete their studies despite facing various challenges.

5. Research Implications

The results of this study on the resilience of married students in completing their studies at university provide several implications, both theoretical and practical. This study shows that the ability of married students to persist and complete their education is influenced not only by internal factors, such as motivation, emotional management, time management, and religious values, but also by external factors such as family support, the academic environment, and educational institution policies. These findings confirm that resilience is a dynamic process that develops through the interaction between individual characteristics and their social environment.

Theoretically, this research strengthens the concept of resilience put forward by Reivich and Shatte, who state that resilience is an individual's ability to adapt positively when facing pressure and difficulties. Married students are required to juggle multiple roles simultaneously, requiring them to develop emotional regulation, impulse control, optimism, self-efficacy, and problem-solving skills to maintain their studies. The research findings also support Connor and Davidson's view that spirituality, social support, and adaptability are essential components in building individual psychological resilience.

From a practical perspective, the results of this study provide input for universities to create a more inclusive academic environment for married students. This support can be realized through responsive academic advising services, psychological counseling, flexibility in the final assignment guidance process in accordance with academic regulations, and strengthened communication between lecturers and students. A supportive academic environment will help students reduce academic stress and increase motivation to complete their studies.

This research also provides implications for supervisors, helping them understand that married students face different challenges than the general population. A communicative, empathetic, and solution-oriented mentoring approach can help students overcome academic obstacles without compromising educational quality standards. This ensures optimal learning and provides students with the opportunity to develop according to their potential.

For married students, this study demonstrates the importance of building resilience through strengthening study motivation, effective time management, effective communication with partners, and utilizing social and spiritual support. These skills are crucial for coping with academic pressures and the demands of family life. Students also need to develop adaptive coping strategies to maintain a balance between their roles as students and family members.

Furthermore, this research has implications for families, particularly student spouses. Emotional, instrumental, and moral support from a spouse has been shown to contribute to students' ability to maintain their commitment to completing their studies. Therefore, open communication, balanced role-sharing, and collaboration in managing family responsibilities are crucial for supporting the academic success of married students.

Another implication of this research is the need to develop student service programs that specifically address the needs of students with dual roles. Universities can provide time management training, resilience building, counseling services, and seminars on balancing academic and family life. These programs are expected to improve students' adaptability, thereby minimizing the risk of delays in studies and dropping out.

Thus, the results of this study provide an understanding that the resilience of married students is the result of an interaction between individual, family, and academic factors. Therefore, efforts to improve the academic success of married students require support from various parties, including universities, lecturers, families, and the students themselves. This synergy is expected to create an environment that supports the development of students' potential so they can complete higher education optimally despite facing various life challenges.

Conclusion: The resilience of married students at STITNU Al-Mahsuni is reflected in their ability to manage emotions, adapt to dual roles, maintain optimism, and utilize social support and religious values as a source of strength in completing their higher education. These findings indicate that marital status is not a major obstacle to completing education if students have good self-resilience.

4. CONCLUSION

Based on the results of research on the resilience of married students in completing their higher education studies at STITNU Al-Mahsuni, it can be concluded that married students can demonstrate their resilience skills well in facing various academic challenges and problems originating from family and from outside. This ability is reflected in their efforts to manage their time well, balance their roles as students and couples in the household, overcome economic pressures, and can maintain motivation to complete their studies at STITNU Al-Mahsuni.

The resilience of married students is influenced by several factors, including support from their partners, family, friends, and an adequate academic environment. However, among all these supports, spousal support is the most influential on student motivation. However, when there is support from a partner, motivation to study and complete assignments automatically increases. On the other hand, there are also inhibiting factors in the resilience of married students, namely time constraints, responsibilities to family, financial burdens, and academic demands that must be met simultaneously, all of which make students overwhelmed.

In this study, despite facing obstacles, married students were still able to survive and adapt to their new roles by employing strategies. These strategies included setting priorities, establishing good communication with their partners, utilizing available social support, and maintaining commitment to completing their studies. Therefore, resilience is a crucial factor in students' success in completing their studies at STITNU Al-Mahsuni.

6. REFERENCES

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