JISIP (Jurnal Ilmu Sosial dan Pendidikan)
Vol. 10 No. 4 November 2026
e-ISSN : 2656-6753, p-ISSN: 2598-9944
DOI: *10.36312/jisip.v10i4.11526/http://ejournal.mandalanursa.org/index.php/JISIP/index*

The Influence of Resilience on Students' Self-Regulated Learning at SMK Negeri 9 Sarolangun

Jesicca Wulandari[1], Ninil Elfira[2], Hera Wahyuni[3]
Program Studi Bimbingan dan Konseling, FKIP Universitas Jambi

Article Info
Article history:
Received: 20 September 2026
Publish: 1 November 2026

Keywords:
Resilience;
Self-Regulated Learning;
Vocational High School Students.

Abstract
This research was motivated by the importance of students' ability to cope with various demands and difficulties during the learning process. Resilience is one of the abilities that can help students persist, adapt, and recover when facing difficulties, while Self-Regulated Learning refers to students' ability to independently regulate their learning processes. For Vocational High School (SMK) students, these abilities are important because they engage in both theoretical and practical learning. This study aimed to determine the level of students' resilience, the level of students' Self-Regulated Learning, and the effect of resilience on students' Self-Regulated Learning at SMKN 9 Sarolangun. The scope of this study was limited to resilience measured based on the aspects of hardiness, self-enhancement , adaptation to repressive conditions, and positive emotions. Meanwhile, Self-Regulated Learning was limited to the abilities to set learning goals, exercise self-control in learning, seek learning assistance, maintain learning motivation, employ learning strategies, and conduct self-evaluation. This study employed a quantitative research approach with an explanatory research design. The population consisted of Grade XII students at SMKN 9 Sarolangun, with a sample of 98 students. Data were collected using questionnaires, consisting of a resilience questionnaire and a Self-Regulated Learning questionnaire. The data analysis techniques included descriptive analysis, normality testing, linearity testing, and simple linear regression analysis. The results showed that students' resilience was categorized as high, with a percentage of 69.8%, while students' Self-Regulated Learning was also categorized as high, with a percentage of 70.4%. The results of the simple linear regression analysis showed a significance value of 0.000 < 0.05, indicating a significant effect of resilience on students' Self-Regulated Learning. The coefficient of determination (R Square) was 0.442 or 44.2%, indicating that resilience accounted for 44.2% of the variance in Self-Regulated Learning, while the remaining 55.8% was influenced by other factors not examined in this study.

This is an open access article under the Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional

Corresponding Author:
Jesicca Wulandari
Prodi Bimbingan dan Konseling, FKIP Universitas Jambi
Email Coresspondent: jeyscawlndry@gmail.com

1. INTRODUCTION

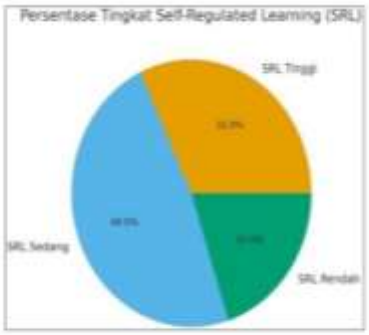
Education is the primary foundation for developing the quality of human resources who are able to adapt to social and technological developments, as well as increasingly complex global demands. In this context, SMK Negeri 9 Sarolangun, as a vocational education institution, emphasizes not only the mastery of academic content and vocational skills but also character development and students' psychological readiness to face learning challenges. However, various reports indicate that students' ability to engage in independent learning in Indonesia remains a challenge. Low levels of literacy and numeracy, as well as inadequate self-management in learning, indicate that many students are still unable to

manage their time, monitor their learning progress, and maintain their motivation when facing difficulties.

According to Lestari et al, students with low levels of learning independence may lack the initiative to study independently and remain dependent on instructors, learning resources, or the learning materials they are studying [1]. They attempt to organize their own learning activities, either with or without seeking assistance from others. This condition indicates the need to strengthen psychological aspects and self-regulation as supporting factors for students' academic success. One important ability that contributes to learning success is Self-Regulated Learning (SRL). Zimmerman defines Self-Regulated Learning as a proactive process through which students acquire academic skills, such as setting goals, selecting and implementing strategies, and engaging in effective self-monitoring, rather than as a reactive process that occurs in students due to impersonal forces [2].

In the context of education in Indonesia, Self-Regulated Learning (SRL) is a concept originating from Western culture that describes the process by which learners actively apply learning strategies by managing their cognitive, metacognitive, and motivational aspects [3]. This concept emphasizes students' active role in setting learning goals, monitoring the learning process, and evaluating the learning outcomes they have achieved. Self-Regulated Learning requires students to be disciplined, consistent, and resilient in carrying out the learning plans they have established. This process is often challenging because students may experience boredom, fatigue, academic pressure, and academic failure. Students' inability to continue their learning efforts when facing obstacles indicates a low level of resilience. Resilience is not merely the ability to withstand difficulties but also the capacity to interpret negative experiences as learning processes that encourage personal growth. Resilience serves as a supporting factor that enables students to persist, recover from failure, and continue the learning process independently. Improving resilience requires good Self-Regulated Learning to influence motivation, emotions, learning strategies, and efforts to achieve success in the academic process [4]. This indicates that the higher the level of resilience possessed by students, the greater the opportunity for their Self-Regulated Learning abilities to develop.

A study conducted by Saufi et al, entitled "The Relationship between Resilience and Self-Regulated Learning among Secondary School Students," also found that resilience has a positive and significant relationship with Self-Regulated Learning [5]. Students with higher levels of resilience tend to be better able to manage their study time, maintain motivation, and complete assignments independently. These findings indicate that psychological resilience plays an important role in supporting the development of students' learning independence. The aforementioned study was conducted in general secondary schools and did not specifically examine vocational high school (SMK) students, who have different learning characteristics. To date, no research has specifically examined the influence of resilience on Self-Regulated Learning among students at SMK Negeri 9 Sarolangun. Therefore, this study is important to determine whether resilience also has a significant influence on Self-Regulated Learning within the context of vocational education. As an initial step to understand the empirical conditions at the school, the researcher conducted a preliminary assessment of the Self-Regulated Learning variable using a questionnaire administered on Thursday, November 27, 2025, to 30 Grade XII students. The data obtained were analyzed and classified into specific categories to identify the general tendency of the students' learning abilities. The results of the assessment are presented in the following graph.



Gambar 1 Persentase Tingkat *Self-Regulated Learning* Siswa

Sumber : Hasil Angket terbuka pra-penelitian siswa SMKN 9 Sarolangun

Based on the graph, it can be seen that most students fall into the moderate to high categories. Based on the results of an initial interview with a Guidance and Counseling (GC) teacher, conducted online through Facebook Messenger on November 18, 2025, it was found that issues related to students' Self-Regulated Learning remain a significant concern in the learning process at SMKN 9 Sarolangun. The GC teacher explained that this condition affects students' learning independence, as students tend to experience difficulties when studying independently, show limited initiative in completing assignments, and often need to be reminded repeatedly to fulfill their academic responsibilities. In addition, students also demonstrate limited ability to manage their time, plan learning activities, and monitor their own learning progress.

The results of the open-ended questionnaire, which were previously presented in the form of a percentage graph, and the findings from the interview with the GC teacher revealed inconsistencies between the questionnaire data and the actual conditions at the school. Empirically, students still demonstrate learning behaviors that reflect low learning independence, inadequate time management, and weak self-regulation in learning. This discrepancy indicates that the abilities reported by students through the questionnaire do not fully represent their actual learning behaviors in their everyday school environment. Considering the problems identified in this study, the researcher has limited the scope of the research. The limitations of this study are as follows:

1. The subjects of the study are Grade XII students at SMKN 9 Sarolangun.
2. Resilience in this study is limited to the following dimensions: Hardiness, Self-Enhancement, Adaptation to Repressive Conditions, and Positive Emotions.
3. Self-Regulated Learning in this study is limited to the following dimensions: Setting Learning Goals, Self-Control in Learning, Seeking Learning Assistance, Learning Motivation, Learning Strategies, and Self-Evaluation in Learning.

The objectives of this study are to identify the levels of resilience and Self-Regulated Learning among Grade XII students at SMKN 9 Sarolangun and to determine whether resilience has an influence on Self-Regulated Learning among Grade XII students at SMKN 9 Sarolangun.

2. RESEARCH METHODS

The type of research conducted in this study is quantitative research. According to Zulfikar, quantitative research is a scientific approach that emphasizes the use of numerical data as the primary basis for the process of data collection, measurement, and analysis [5]. Quantitative research generally uses instruments such as questionnaires, involves numerical data, processes data deductively (from general to specific), and draws

conclusions to test theories [6]. This study is classified as explanatory quantitative research. Burhan states that explanatory quantitative research aims to analyze and explain relationships between variables using quantitative data as the basis for hypothesis testing. Through this approach, the researcher can determine whether an influence exists and identify the extent to which the independent variable (X), resilience, contributes to the dependent variable (Y), Self-Regulated Learning, through systematic and objective statistical analysis. In this study, data will be collected using questionnaires to measure students' levels of resilience and Self-Regulated Learning. The data will then be analyzed using linear regression analysis to determine the extent to which resilience influences students' Self-Regulated Learning at SMK Negeri 9 Sarolangun. The population in this study consists of Grade XII students at SMK Negeri 9 Sarolangun, totaling 98 students. This population was selected because these students are relevant subjects for examining the influence of resilience on Self-Regulated Learning, particularly among vocational high school students who are undergoing the learning process.

Table 1. Grade XII student population at SMK Negeri 9 Sarolangun

No	Populasi	
	Kelas	Jumlah Siswa
1.	XII TKJ	28
2.	XII TSM	32
3.	XII DKV	15
4.	XII TL	15
5.	XII ATU	8
	Jumlah	98 Siswa

In this study, the sample was determined using total sampling. According to Sugiyono, total sampling is a sampling technique in which all members of the population are included as the sample [7]. The researcher used total sampling because the population consisted of fewer than 100 individuals. Therefore, the sample size was the same as the population, consisting of 98 students. The type of data used in this study is primary data. The data include information regarding the resilience and Self-Regulated Learning of students at SMK Negeri 9 Sarolangun, which were collected through questionnaires using a four-point Likert scale, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The data were analyzed using percentage analysis with Formula C. The data collection method used in this study involved measurement instruments or scales. The resilience scale consists of four aspects: Hardiness, Self-Enhancement, Adaptation to Repressive Conditions, and Positive Emotions [8]. Meanwhile, the Self-Regulated Learning scale consists of six aspects: Setting Learning Goals, Self-Control in Learning, Seeking Learning Assistance, Learning Motivation, Learning Strategies, and Self-Evaluation in Learning [9]. The hypothesis testing method used in this study is Simple Linear Regression Analysis, with the final interpretation based on the following criteria.

Table 2. Percentage Interpretation Criteria

No	Persentase	Tingkatan
1.	89 – 100	Sangat Tinggi
2.	60 – 88	Tinggi
3.	41 – 59	Sedang
4.	12 – 40	Rendah
5.	< 12	Sangat Rendah

Sumber : (Sutja et al., 2017)

Table 3. Criteria for Interpreting the Influence

No.	Nilai determinasi (%)	Tafsiran
1.	0,00-0,04	Sangat lemah
2.	0,05-0,16	Rendah tapi pasti
3.	0,17-0,49	Cukup kuat
4.	0, 50-0,81	Tinggi atau kuat
5.	0,81-1,00	Sangat tinggi atau sangat kuat

Sumber : (Sutja et al., 2017)

3. RESULTS AND DISCUSSION

3.1.Research Results

a. Resilience Data Description (X)

Based on the research findings, the instrument for the Resilience (X) variable, consisting of 38 statement items and completed by 98 respondents (students), shows that the overall level of resilience falls into the high category. This is evidenced by a total score of 10,408, a mean score of 106.20, and a percentage of 69.8%. Regarding the specific indicators, the Hardiness indicator obtained a total score of 2,687, a mean score of 27.42, and a percentage of 76.1%, placing it in the high category. The Self-Enhancement indicator obtained a total score of 2,955, a mean score of 30.15, and a percentage of 68.5%, which also falls into the high category. Furthermore, the Adaptation to Repressive Conditions indicator recorded a total score of 2,638, a mean score of 26.92, and a percentage of 67.3%, placing it in the high category. Meanwhile, the Positive Emotions indicator obtained a total score of 2,128, a mean score of 21.71, and a percentage of 67.8%, which is also classified as high.

b. Self-Regulated Learning Data Description (Y)

Based on the data presented in the table above, the Self-Regulated Learning (Y) variable instrument, consisting of 34 statement items and completed by 98 respondents (students), indicates that the overall level of Self-Regulated Learning falls into the high category, with a total score of 9,381, a mean score of 95.72, and a percentage of 70.4%. Based on each indicator, the Setting Learning Goals indicator obtained a total score of 2,281, a mean score of 23.28, and a percentage of 72.7%, which falls into the high category. The Self-Control in Learning indicator obtained a total score of 2,368, a mean score of 24.16, and a percentage of 67.1%, which is also classified as high. The Seeking Learning Assistance indicator obtained a total score of 1,677, a mean score of 17.11, and a percentage of 71.3%, placing it in the high category. The Learning Motivation indicator obtained a total score of 1,937, a mean score of 19.77, and a percentage of 70.6%, which is also classified as high. The Learning Strategies indicator obtained a total score of 539, a mean score of 5.50, and a percentage of 68.8%, placing it in the high category. Meanwhile, the Self-Evaluation

in Learning indicator obtained a total score of 579, a mean score of 5.91, and a percentage of 73.9%, which is also classified as high.

c. Normality Test

Based on the results of the normality test, the two variables obtained an Asymp. Sig. (2-tailed) value of 0.067, which is greater than 0.05, in accordance with the criteria for interpreting the normality test. Therefore, it can be concluded that the results of the Kolmogorov–Smirnov normality test indicate that the data in this study are normally distributed.

d. Linearity Test

Based on the results of the linearity test, the significance value in the ANOVA table for Linearity is 0.000 < 0.05, while the significance value for Deviation from Linearity is 0.975 > 0.05. Therefore, based on the applicable criteria, it can be concluded that the two variables have a linear relationship.

e. Simple Linear Regression Analysis

Table 4. Simple Linear Regression Analysis Results:

Model	F	Sig.
Regression	76.180	.000

Based on the data in the table, the significance value is 0.000 < 0.05. Therefore, it can be concluded that variable X (Resilience) has a statistically significant influence on variable Y (Self-Regulated Learning). Furthermore, to determine the extent to which X (Resilience) influences Y (Self-Regulated Learning), the results presented in the Model Summary table below can be examined.

Table 5. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665	.442	.437	7.425

Based on the Model Summary table above, the coefficient of determination (R Square) is 0.442, which indicates that the influence of the resilience variable (X) on Self-Regulated Learning (Y) is 44.2%. Thus, it can be concluded that resilience contributes 44.2% to students' Self-Regulated Learning, while the remaining 55.8% is influenced by other factors not included in this study. Furthermore, to determine the regression equation based on the Coefficients table, the following results are presented:

Table 6. the regression equation based on the Coefficients

	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
(Constant)	12.303		1.283	.202
RESILIENSI	.785	.665	8.728	.000

From the regression coefficients table, the constant value was found to be 12.303, while the regression coefficient for resilience was 0.785. The positive value of this coefficient (0.785) indicates a positive relationship between resilience and Self-Regulated Learning (SRL). This means that the higher the level of resilience possessed by a student, the better their Self-Regulated Learning ability. Furthermore, based on the significance value for resilience of 0.000, which is less than 0.05, and the magnitude of the influence of 0.785, which falls into the high or strong category

as shown in Table 9, it can be concluded that resilience has a positive, significant, and strong influence on students' Self-Regulated Learning.

3.2.Discussion

a. Discussion of the Resilience Variable (X)

The results of the study showed that the level of resilience among Grade XII students at SMKN 9 Sarolangun was in the high category, with a percentage of 69.8%. This indicates that the students have a good ability to cope with pressure, adapt to changes, and recover from various difficulties during the learning process. This condition is important for vocational high school students who face academic demands, vocational practice, and preparation for entering the workforce. These findings are consistent with Dewi [10], Marcelina [11], and Ricardus et al. [12], who stated that resilience helps individuals manage pressure, maintain motivation, and adapt positively to difficult situations. Based on the indicators, Hardiness obtained the highest percentage at 76.1%, while Adaptation to Repressive Conditions obtained the lowest percentage at 67.3%. Thus, the students have demonstrated good resilience; however, their ability to adapt flexibly when facing pressure still needs to be further developed.

b. Discussion of the Self-Regulated Learning Variable (Y)

The results of the study showed that the level of Self-Regulated Learning among the students was in the high category, with a percentage of 70.4%. This indicates that the students are able to independently manage, direct, monitor, and evaluate their learning processes. These abilities help students cope with various demands during the final stage of their education, such as completing assignments, vocational practice, examinations, and preparing to enter the workforce or pursue higher education. These findings are consistent with Zimmerman's concept, which views Self-Regulated Learning as an active process involving setting goals, monitoring, controlling, and evaluating the learning process [13]. Based on the indicators, Self-Evaluation in Learning obtained the highest percentage at 73.9%, while Self-Control in Learning obtained the lowest percentage at 67.1%. This indicates that the students are able to reflect on their learning processes; however, they still need to improve their ability to control their learning and select appropriate learning strategies.

c. The Influence of Resilience (X) on Self-Regulated Learning (Y)

The results of the simple linear regression test showed that resilience has a significant influence on Self-Regulated Learning, with a significance value of 0.000 < 0.05 and an F-calculated value of 76.180. The R Square value of 0.442 indicates that resilience contributes 44.2% to Self-Regulated Learning, while the remaining 55.8% is influenced by other factors outside the scope of this study. These results indicate that students' ability to cope with pressure and recover from difficulties is related to their ability to manage the learning process independently. Students with good resilience tend to be able to cope with failure, evaluate difficulties, set goals, monitor their progress, and seek strategies to overcome learning problems. These findings are consistent with previous studies that demonstrated a relationship between psychological resilience and students' ability to manage the learning process [14], [15], [4]. Therefore, developing resilience through Guidance and Counseling services can be one of the efforts to support students' Self-Regulated Learning abilities.

4. CONCLUSION

Conclusion

Based on the results of the study, it can be concluded that the resilience of Grade XII students at SMKN 9 Sarolangun was in the high category, with a percentage of 69.8%, while Self-Regulated Learning was also in the high category, with a percentage of 70.4%. The results of the simple linear regression analysis showed that resilience has a positive and significant influence on Self-Regulated Learning, with a regression coefficient of 0.785 and an R Square value of 0.442. This means that resilience contributes 44.2% to Self-Regulated Learning, while the remaining 55.8% is influenced by other factors outside the scope of this study.

Suggestions

Students are expected to continue improving their resilience and Self-Regulated Learning abilities through emotional management, perseverance in facing difficulties, time management, self-evaluation, and the use of appropriate learning strategies. Teachers and Guidance and Counseling (GC) teachers are expected to develop services that support both aspects, particularly the Adaptation to Repressive Conditions indicator (67.3%) and the Self-Control in Learning indicator (67.1%), which obtained the lowest percentages. Future researchers may examine other factors that contribute to Self-Regulated Learning, such as self-efficacy, achievement motivation, family support, and learning facilities, and may consider a mixed-methods approach to obtain a more in-depth understanding.

Implications

The results of the study show that resilience contributes 44.2% to Self-Regulated Learning; therefore, strengthening psychological aspects should be incorporated into the implementation of Guidance and Counseling services. GC teachers can provide services that help students manage emotions, cope with pressure, maintain motivation, overcome learning difficulties, and develop self-regulation skills. Particular attention can be given to students' abilities to adapt and exercise self-control in learning, for example through information services, group guidance, group counseling, and individual counseling focused on time management, concentration, controlling learning distractions, and developing consistent learning habits.

5. ACKNOWLEDGMENTS

The author would like to express sincere gratitude to the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Universitas Jambi, for the support provided throughout this research. The author would also like to thank SMKN 9 Sarolangun for granting permission and supporting the implementation of this research, as well as all students who participated as respondents in this study.

6. BIBLIOGRAPHY

[1] R. F. Lestari, A. F. Nisa, H. M. Zulfiati, B. Havifah, and C. Khosiyono, "Transforming students' learning independence through educational websites," vol. 8, no. 3, pp. 1308–1317, 2025, doi:10.31004/aulad.v8i3.1297

[2] P. A. C. Dinata, Rahzianta, and M. Zainuddin, "Self-regulated learning sebagai strategi membangun kemandirian peserta didik dalam menjawab," no. 1, pp. 139–146, 2016.

[3] T. Kristiyani, Self-*Regulated Learning: Konsep, Implikasi dan Tantangannya bagi Siswa di Indonesia.* Yogyakarta, Indonesia: Sanata Dharma University Press, 2016.

[4] M. Saufi, A. N. Budiono, and F. Mutakin, "Korelasi self regulated learning dengan resiliensi akademik mahasiswa," *Jurnal Consulenza: Jurnal Bimbingan Konseling dan Psikologi, vol. 5, no. 1, pp. 67–75, 2022, doi: 10.56013/jcbkp.v5i1.1244*
[5] R. Zulfikar, F. P. Sari, A. Fatmayati, K. Wandini, T. Haryati, S. Jumini, et al., *Metode Penelitian Kuantitatif: Teori, Metode, dan Praktik*, 2024
[6] A. Sutja, Emosda, S. Herlambang, and Nelyahardi, *Penulisan Skripsi untuk Bimbingan dan Konseling,* 2017
[7] M. Salsabillah, A. Sabandi, N. Gistituati, and H. Al Kadri, "Organizational culture of vocational high schools," vol. 1, pp. 29–34, 2022.
[8] N. Daulay, Y. Arsini, R. P. Rangkuti, B. M. Ozar, Salianto, and Riowati, *Resiliensi Masyarakat Indonesia. Medan,* Indonesia: UMSU Press, 2024
[9] Yuzarion, *Model Teoretis Dinamika Psikologis Self-Regulated Learning.* Jivaloka Mahacipta, 2022.
[10] T. D. T. Bangun, R. D. Agustiningsih, and R. Husnaini, "Resilience in 3rd grade Muhammadiyah Vocational High School students: The impact of achievement emotions," *Psikologia: Jurnal Pemikiran dan Penelitian Psikologi, vol. 19, no. 2, pp. 82–91, 2024, doi: 10.32734/psikologia.v19i2.16959*.
[11] M. Marcelina, "The relationship between perceptions of teacher support and academic resilience in underprivileged adolescents in Jabodetabek," *Humanitas (Jurnal Psikologi), vol. 8, no. 3, pp. 371–382, 2024, doi: 10.28932/humanitas.v8i3.8824.*
[12] A. Ricardus F. Wara Sabon, I. Andrini, and F. Farida, "The influence of resilience on students' adjustment at St. Albertus Catholic Senior High School, Malang," *Flourishing Journal, vol. 4, no. 7, pp. 326–338, 2024, doi: 10.17977/um070v4i72024p326-338*
[13] R. Fitriyani and Sugiyo, "Hubungan antara self-efficacy dan goal orientation dengan self-regulated learning pada siswa," *Jurnal Bimbingan dan Konseling Indonesia, vol. 7, no. 1, pp. 1–7, 2022, doi: 10.23887/jurnal_bk.v7i1.1039.*
[14] R. Agustin and I. Handayani, "Kemandirian belajar dan resiliensi mahasiswa tingkat awal pendidikan matematika selama masa pandemi COVID-19," *Jurnal Cendekia: Jurnal Pendidikan Matematika, vol. 5, no. 2, pp. 1877–1885, 2021*
[15] Y. Rakhmawati and R. C. Murti, "Exploring the profile of numerical resilience in elementary pre-service teachers: A portrait of readiness to face challenges of the 21st century," DIDAKTIKA: *Jurnal Pendidikan Sekolah Dasar, vol. 7, no. 2, pp. 102–111, 2024, doi: 10.21831/didaktika.v7i2.80538.*