ACCEPTANCE AND FORGIVENESS CONTRIBUTION TO RESILIENCE OF STUDENT’S AFFECTED BY COVID-19

NUR HIDAYAH1, FATTAH HANURAWAN2, M. RAMLI1, MOHAMAD AMIN3, HUSNI HANAFI1

1) Guidance and Counseling Department, State university of Malang
2) Psychology Education Department, State university of Malang
3) Biology Education Department, State university of Malang

Email: nur.hidayah.fip@um.ac.id

ABSTRACT

Online learning activities at school as a result of Covid-19 makes academic life has various disruptions and runs not optimally. Resilience is a factor that students need to survive and fight to get through this pandemic as best as possible. Students affected by Covid-19 need supportive conditions to survive this condition. Acceptance and Forgiveness theoretically lead individuals to accept and bring up positive attitudes towards the Covid-19 pandemic situation. This study aims to identify the contribution of acceptance and forgiveness to the resilience of students affected by Covid-19. This correlational descriptive study involved 294 affected students in Malang, one of the Student Cities in Indonesia. Research data collection carried out using acceptance, forgiveness, and resilience inventories of students affected by covid-19. The data analysis result showed that acceptance and forgiveness variables have a significant contribution to the resilience of the students by 28.8%. Acceptance and Forgiveness contribute to neutralizing negative emotions and regulating them to be more positive. Acceptance and Forgiveness also contribute to open-mindedness, calm emotions and feelings, and wise decision making. Furthermore, individuals can fight and never give up in the covid-19 situation as best as possible through the support of other psychological conditions.

Keywords: acceptance, forgiveness, resilience, students, covid-19

1. INTRODUCTION

Covid-19 has been epidemic since the end of 2019 on a massive and global basis. The high number of victims infected with this virus has led to various preventive efforts to stop the spread of covid-19. The Prevention of the covid-19 spread is using the Implementation of health protocols, use of masks or face shields, physical distancing, and lockdowns [1], [2]. Furthermore, the lockdowns policy also disrupted human life activities. In the education sector, the lockdown policy make learning activities can not be carried out by face-to-face condition at school [3].

Life forms during this pandemic have a variety of further impacts on students. In fact, learning activities from home that implemented in Indonesia cannot be done optimally. The unprepared systems, facilities, and human resources become one of the obstacles for students. Also, the home environment for some students does not support learning activities from home.

Many cases in Indonesia occur in uncontrolled forms of disturbance when students are carrying out learning activities from home. These conditions are in the form of internet network disruption, environmental conductiveness, and sometimes interference from family members interacting with students. These conditions will disturb the concentration of students. These distractions weaken the learning from home outcomes. This condition becomes worse because of limitations on the teacher's explanation and question and answers interactions. [4], [5].
In these conditions, students need forms of resilience that can help them get through the covid-19 pandemic situation well. The existence of resilience will make students survive, struggle, and fight to overcome the difficulties faced [6]. In this covid-19 pandemic situation, students should do the learning activities from home, maintain health protocols during activities, and keep themselves healthy to avoid covid-19.

In the process of building resilience, students need to have the conditions that support them to survive. Acceptance of unexpected conditions is one of these aspects. The ability of individual resilience to endure the difficulties means that the individual has accepted these conditions to face and live with it [7]. In this pandemic situation, the individual needs to have good acceptance.

Positive individual acceptance is shown by controlling themselves and know they accept past and present conditions and are open to all possibilities in the future. If individual controls their life consciously, he will accept past and present life [8]. Individuals need to realize that they can see their own life from multiple perspectives and that they can change that perspective depending on the current context [9], [10]. The acceptance involves a non-judgmental assessment of the good and the bad of the past, present, and future.

At the same time, individuals also need to have an emotional calm and be wise in dealing with the conditions of the Covid-19 pandemic. When individuals have an emotional calm and make wise decisions, individuals could make the right decisions to face the covid-19 pandemic situation [11]. This condition can appear when they have achieved forgiveness in them.

 Forgiveness is a virtue, like justice, patience, and kindness. It comes when a person decides to reduce resentment, and tries, from time to time, to increase kindness although he has been treated unfairly by others and experiencing the pain [12]. Forgiveness does not mean simply forgiving, allowing, or ignoring justice. Forgiveness and seeking justice must be done together [13]. Forgiveness is a deliberate attempt to assist an individual to a) willingly choose to try forgiveness in the face of injustice; b) work through the forgiveness process; c) allows the correction of excessive anger caused by the pain of injustice, which can last for years; and f) recovering emotionally from challenges of unfair treatment from others.

The existence of Acceptance and Forgiveness is expected to shape individuals' readiness to survive and overcome the problems at hand. This condition can conceptually make a positive contribution to the formation of resilience in students affected by Covid-19. Therefore, this study aims to identify the contribution from the acceptance and forgiveness aspect of students affected by Covid-19 to their resilience.

2. Method

This study uses a quantitative descriptive correlational method to find the relationship between the influence of acceptance and forgiveness variables on student resilience in the face of the Covid-19 pandemic. The variables of this study are student's acceptance and forgiveness variables as independent variables and student resilience as dependent variables. Based on these objectives, the data collection was carried out on several students representing students affected by covid-19 in Malang Raya. The sampling selection used cluster-random sampling to generalize the population group with the representation of each cluster in the population [14]. The research subjects involved were 294 students affected by Covid-19 who came from several schools in the Malang Raya area.

The instruments developed by researchers were in the form of acceptance inventories, forgiveness inventories, and resilience inventories of students affected by covid-19. Indicators of acceptance are a positive view of yourself, managing and being able to manage frustration and anger, good interactions with others, and regulate self-emotion conditions. On the forgiveness indicator, students' ability to accept what is happening, control emotions, make themselves feel good, and be neutral will be measured towards others. Furthermore, the indicators of resilience are confidence in one's condition in the face of a pandemic and his belief in assessing his environment. These indicators are used to get a picture of student acceptance, forgiveness, and resilience. This inventory uses a Likert scale with a choice of very suitable scale (VS); suitable (S); less suitable (LS), and not suitable (NS) with a maximum score of 4 and a minimum score of 1. These indicators are used to get a picture of student acceptance, forgiveness, and resilience. This inventory uses a Likert scale with a choice of very suitable scale (SS); according (S); less suitable (KS), and not suitable (TS) with a maximum score of 4 and a minimum score of 1.
score of 1. All research samples filled out the two instruments online in July-August 2020 when the pandemic situation had just entered the new normal era.

The results of the inventory data were analyzed to obtain the prerequisites for the regression test through the normality, linearity, multicollinearity, and heteroscedasticity test. Furthermore, a simple regression test was carried out to get a complete picture of the relationship. The results of the interpretation of the entire analysis show the contribution of acceptance and forgiveness aspect of students affected by Covid-19 in Malang Raya to their resilience.

3. Results

3.1. Normality test

Initial testing was done by testing the distribution of data through the Kolmogorov-Smirnov normality test. This test places the Self-Acceptance and Self-Forgiveness variables as the Independent variable and the Resilience variable as the dependent variable. The results of this test show that the data is normally distributed. This is shown by the significance of Asymp. Sig. (2-tailed) is at 0.289 (above the 0.05 standard) both for the Resilience variable data in Table 1.

Table 1. Normality test of Resilience Variable.

<table>
<thead>
<tr>
<th>One-Sample Kolmogorov-Smirnov Test</th>
<th>Unstandardized Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>294</td>
</tr>
<tr>
<td>Normal Parameters (^{a,b})</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>0.000000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.8827883</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>0.057</td>
</tr>
<tr>
<td>Positive</td>
<td>0.057</td>
</tr>
<tr>
<td>Negative</td>
<td>-0.038</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>0.982</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.289</td>
</tr>
<tr>
<td>a. Test distribution is Normal.</td>
<td></td>
</tr>
<tr>
<td>b. Calculated from data.</td>
<td></td>
</tr>
</tbody>
</table>

3.2. Linearity Test

The test was continued by testing the linearity relationship between variables. Based on the significant numbers of Deviation from Linearity in Table 2 and Table 3., respectively, it shows 0.117 and 0.093. The existence of those coefficient above 0.05 indicates that the tested variables have a significant linearity relationship.

Table 2. Linearity Test of independent variable 1 (Acceptance) and dependent variable (Resilience).

<table>
<thead>
<tr>
<th>ANOVA Table</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups (Combined)</td>
<td>9457.097</td>
<td>50</td>
<td>189.142</td>
<td>2.333</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups Linearity</td>
<td>4375.472</td>
<td>1</td>
<td>4375.472</td>
<td>53.979</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups Deviation from Linearity</td>
<td>5081.624</td>
<td>49</td>
<td>103.707</td>
<td>1.279</td>
<td>.117</td>
</tr>
<tr>
<td>Within Groups</td>
<td>19697.185</td>
<td>243</td>
<td>81.058</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29154.282</td>
<td>293</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.turkjphysiotherrehabil.org
Table 3. Linearity Test of independent variable 2 (Forgiveness) and dependent variable (Resilience).

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience *</td>
<td>12317.028</td>
<td>53</td>
<td>232.397</td>
<td>3.313</td>
<td>.000</td>
</tr>
<tr>
<td>Acceptance</td>
<td>4931.907</td>
<td>1</td>
<td>4931.907</td>
<td>70.300</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups</td>
<td>7385.121</td>
<td>52</td>
<td>142.022</td>
<td>1.024</td>
<td>.093</td>
</tr>
<tr>
<td>Within Groups</td>
<td>16837.254</td>
<td>240</td>
<td>70.155</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29154.282</td>
<td>293</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3. Multicollinearity Test

The next test is to test the strength of the relationship between variables through the Multicollinearity Test. In Table 4., it shows the Tolerance numbers above 0.10 and VIF below 10.00. These results can be interpreted that dependen variables do not have a strong relationship with independent variables.

Table 4. Multicollinearity Test of Resilience Variable.

<table>
<thead>
<tr>
<th>Coefficientsa</th>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
<td>Tolera</td>
</tr>
<tr>
<td>(Constant)</td>
<td>54.024</td>
<td>7.189</td>
<td>7.515</td>
<td>.000</td>
<td></td>
<td>VIF</td>
</tr>
<tr>
<td>1 Acceptance</td>
<td>.298</td>
<td>.065</td>
<td>.285</td>
<td>4.571</td>
<td>.000</td>
<td>.703</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>.198</td>
<td>.053</td>
<td>.232</td>
<td>3.727</td>
<td>.000</td>
<td>.703</td>
</tr>
</tbody>
</table>

3.4. Heteroskedasticity Test

The initial test ends with the Heteroskedasticity test which is a classic assumption test of regression analysis to test the variance inequality of the residual values between observations. The results of the heteroskedasticity test by means of Scatterplots shown in Figure 1. Based on the two figures, the heteroskedasticity symptoms does not occur in dependent variables, which is based on: (1) the existence of data points that spread above and below 0; (2) The data points are scattered and do not collect at only one point; (3) The spread of the data points is patternless, and does not form a wave chart.
3.5. Regression Analysis

The analysis was continued in the analysis through a regression model. The regression model is used to see the contribution of the independent variable to the dependent variable. The results of regression analysis can be seen in Table 5. and Table 6. below.

Table 5. Regression Summary of Resilience Variable.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.455a</td>
<td>.288</td>
<td>.202</td>
<td>8.91326</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Forgiveness, Acceptance
b. Dependent Variable: Resilience

Table 6. Regression Coefficients of Resilience Variable.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>(Constant)</td>
<td>54.024</td>
<td>7.189</td>
<td>7.515</td>
<td>.000</td>
</tr>
<tr>
<td>1</td>
<td>Self.Acceptance</td>
<td>.298</td>
<td>.065</td>
<td>.285</td>
</tr>
<tr>
<td></td>
<td>Self.Forgiveness</td>
<td>.198</td>
<td>.053</td>
<td>.232</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Resilience

Furthermore, the Regression Model in Table 13. shows a significance level of 0.000 for Acceptance and 0.000 for Forgiveness. The two numbers are below 0.05. It indicates a significant influence or contribution between Acceptance and Forgiveness on Resilience. The value of R Square in Table 12. shows the amount of the contribution, which is 0.288 or 28.8%, while 71.2% comes from the contribution. another factor. The contribution of variables X1 (Acceptance) and X2 (Forgiveness) to Variable Y can be seen in Figure 2.

Figure 2. Correlations of the variables.

The results of the subsequent analysis are used as the basis for answering the research hypothesis as follows.

1. There is a significant contribution of Acceptance and Forgiveness to the Resilience of students affected by Covid-19 of 28.8%.
2. Specifically, the Acceptance Contribution to the Resilience of Students Affected by Covid-19 was 28.5%.
3. Specifically, the contribution of Forgiveness to the Resilience of students affected by Covid-19 was 23.2%.

The exposure of the results shows that Acceptance and Forgiveness have a significant contribution to the resilience of students affected by covid-19. Theoretically, resilience which is influenced by external factors (outside students) also makes the condition of student resilience affected by Covid-19 influenced by many
variables. Overall, the other variables in question contributed 71.2% to the resilience of students affected by Covid-19.

4. Discussion

Acceptance and forgiveness have the same roles needed in this pandemic. The first role is emotional regulation in students affected by covid-19. The next role is to avoid the student's irrational beliefs. These roles are a form of the contribution of acceptance and forgiveness in shaping the resilience of students affected by Covid-19.

The condition of acceptance in students affected by covid-19 can help individuals in generating psychological flexibility [15]. This flexibility can prevent anger, denial, blaming, and even anxiety. This condition can help the individual in regulating negative emotions that arise [9]. Acceptance helps individuals neutralize the forms of negative emotions that arise. The regulation of negative emotions is needed by individuals to form positive feelings and beliefs so they can live in this pandemic period with a healthy mental condition [16].

On the other hand, forgiveness also helps students affected by covid in avoiding negative feelings in the form of hatred, blaming, grudges to outlet in the form of negative behavior. The existence of forgiveness can lead students to a state of mindfulness [17], [18]. This condition can lead to achieving self-calmness and making the right decisions. Conversely, without forgiveness in avoiding negative feelings, it will have an impact on calm and incorrect decision making. The last condition triggers the emergence of impingement behavior that leads to delinquency among students and violations of health protocols by students affected by covid-19 [19], [20].

Furthermore, acceptance and forgiveness have an important role in avoiding irrational beliefs. The process of emotional regulation that occurs in conditions of acceptance and forgiveness is a process that involves cognitive aspects [13], [21]. At a further level of acceptance role is to change negative beliefs and perceptions into positive ones. Meanwhile, Forgiveness plays a role in opening thoughts, points of view, and perspectives from students affected by Covid-19.

Acceptance can balance the current life and the perspective of experience (inner balance). In other words, individuals can learn from experiences during life and can take new things in the future [9], [22]. Students affected by Covid-19 can assess experiences when facing unexpected situations during the pandemic and live the next period with positive and productive things [10], [23]. In this context, students affected by Covid-19 can broaden their perspectives, views, and experiences to the situations they face. It makes them focus on the positive than negative things from the difficult situations they face. Individuals become resilient because they have hope and an optimistic feeling, even though they are in a very difficult situation [24].

The Forgiveness process can reduce negative thoughts, feelings, and behaviors in oneself. This process occurs through changing the individual's point of view to be positive in responding to cognitive, emotional, and behavioral responses to their mistakes in the past and similar problems that occur in the future [25]. Therefore, individuals do not linger on negative thoughts, feelings, and behaviors. Forgiveness exercised can have a healing effect by reviewing the painful experience [13].

The presence of positive beliefs and perceptions in students is a form of students' readiness to survive [26]. This condition is the initial process of student resilience. Resilience is shown by an individual when they face difficult problem situations [27]. Resilience requires positive beliefs and perceptions to deliver oneself to their maximum potential. It is because of the characteristics of resilience as a capacity to respond, sustain, or succeed in a person's development and to control the stress or difficult situations [28].

Furthermore, open-mindedness and the breadth of viewpoints and perspectives are a way to find alternative solutions to appropriate problems [29]. This condition is a continuation of the individual's resistance to being able to go through the difficult conditions faced. In the end, the individual can find a way to continue to struggle through the best alternatives [30], [31]. The various alternatives can prevent the students from giving up on the covid-19 pandemic situation [11].

The resilience of students affected by covid-19 will show the strength of the individual against the system in enabling them to overcome difficulties. Hence, resilience is the successful adaptation or absence of a pathological
outcome after exposure to a stressful or potentially traumatic life event or life state [24], [27]. The contribution of acceptance and forgiveness shows on the survival stage and finding solutions to rise from the Covid-19 pandemic situation. This condition also illustrates that the resilience process still requires contributions from other conditions. These conditions will accompany acceptance and forgiveness in the process of forming attitudes and behaviors to fight and never give up. The resilience process even requires individual skills in evaluating alternatives if they fail [32].

5. Conclusion

Resilience is a condition that students affected by Covid-19 need to be able to survive, find solutions, and continue to struggle through the Covid-19 pandemic in healthy conditions. Achieving resilience also requires various other factors, including acceptance and forgiveness. Acceptance and Forgiveness contribute to neutralizing negative emotions and regulating them to be more positive. Acceptance and Forgiveness also contribute to open-mindedness, calm emotions and feelings, and wise decision making. However, there have also been contributions from other conditions needed to accompany acceptance and forgiveness. Furthermore, individuals can fight and never give up in the covid-19 situation as best as possible through the support of other psychological conditions.

Acknowledgments

The acknowledgement are given to State University of Malang who has given this financial support to this research on Dana Hibah Penelitian PNBP Tahun 2020.

References


