

## INTISARI

**Latar belakang:** Mahasiswa kedokteran menghadapi berbagai tantangan di setiap tahap pendidikan mereka. Kegagalan dalam proses penyesuaian atau adaptasi dapat meningkatkan risiko *burnout* hingga masalah mental. Resiliensi akademik diperlukan untuk tetap berperforma baik secara akademik meskipun menghadapi tantangan. Penelitian mengenai perbandingan resiliensi akademik pada tingkat akademis mahasiswa kedokteran masih terbatas.

**Metode:** Penelitian *mixed methods* dengan pendekatan *explanatory sequential* dilakukan terhadap mahasiswa kedokteran tahun pertama, keempat dan keenam. Penelitian kuantitatif menggunakan desain *cross sectional*. Responden melengkapi kuesioner *Academic Resilience Scale-Indonesian Version* kemudian dilanjutkan dengan *Focus Group Discussion*. Data kuantitatif dianalisis menggunakan Kruskal Wallis, sedangkan data kualitatif menggunakan analisis tematik.

**Hasil:** Sejumlah 253 responden telah melengkapi kuesioner (response rate 92,67%). Resiliensi akademik antar angkatan berbeda secara signifikan ( $p=0,011$ ), khususnya mahasiswa kedokteran tahun keempat dan keenam ( $p=0,004$ ). Domain 2 *Reflecting and Adaptive Help Seeking* menunjukkan perbedaan yang signifikan antar ketiga kelompok ( $p=0,042$ ). Penelitian kualitatif menghasilkan 3 tema utama yaitu Tantangan Proses Adaptasi, Pandangan mengenai Resiliensi Akademik dan Faktor yang Mempengaruhi Resiliensi Akademik. Hal yang berkontribusi dalam perbedaan tingkat resiliensi akademik antar kelompok meliputi kemampuan refleksi, *help-seeking behaviour*, karakter diri, dan respon emosional ketika menghadapi tantangan.



**Perbandingan Tingkat Resiliensi Akademik Antara Mahasiswa Tahun Pertama, Keempat dan Keenam Pada**

**Fakultas Kedokteran**

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**Kesimpulan:** Tingkat resiliensi akademik mahasiswa berbeda secara signifikan antar

angkatan, khususnya mahasiswa tahun keempat dan keenam. Perbedaan tingkat resiliensi

akademis mahasiswa dapat dipengaruhi oleh faktor internal dan eksternal.

**Kata kunci:** resiliensi akademik, mahasiswa kedokteran, tingkat akademis

## ABSTRACT

**Introduction:** Medical students encounter numerous challenges throughout their education. A lack of successful adjustment or adaptation may increase the risk of burnout and mental health issues. Academic resilience is crucial for maintaining strong academic performance despite these challenges. However, research comparing academic resilience across different academic levels of medical students remains limited.

**Methods:** This study employed a mixed-methods explanatory sequential design involving first, fourth, and sixth-year medical students. The quantitative phase utilized a cross-sectional design, where respondents completed the Academic Resilience Scale–Indonesian Version. This was followed by a Focus Group Discussion for the qualitative phase. Quantitative data were analyzed using the Kruskal-Wallis test, while qualitative data underwent thematic analysis.

**Results:** A total of 253 respondents completed the questionnaire (response rate of 88.15%). Academic resilience differed significantly across medical students ( $p=0.011$ ), particularly between fourth and sixth-year medical students ( $p=0.004$ ). Domain 2 "Reflecting and Adaptive Help Seeking" showed significant differences among all three groups ( $p=0.042$ ). The qualitative research yielded three main themes: Challenges in the Adaptation Process, Perspectives on Academic Resilience, and Factors Influencing Academic Resilience. Contributing factors that affect the differences in academic resilience levels across groups included reflective ability, help-seeking behavior, personal character, and emotional responses when facing challenges.



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**Conclusions:** Medical students' academic resilience levels differ significantly across different

years of study, particularly for fourth and sixth-year students. These differences can be attributed to both internal and external factors.

**Keywords:** academic resilience, medical students, academic level