The Role of Self Esteem in Predicting Academic Resilience in Students of Private Universities with Accreditation A in Jakarta

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Abstract: The research explored the role of self esteem in predicting academic resilience among student's private universities with accreditation A in Jakarta. Self esteem is a personal assessment of appreciation, while academic resilience is the ability to reverse failure in academic and achieve success. The research applied quantitative method and predictive correlational research design involving 280 participants having age range 18-25 years. Self esteem was measured using Adult Version of The Coopersmith Self Esteem Inventory by Ryden. Academic resilience was measured using The Academic Resilience Scale-30 by Cassidy which has been modified. Using simple linear regression analysis, it was shown that self esteem played a role in predicting academic resilience 12,6 %. Suggestions from this study are providing appropriate treatment for students who have low self esteem scores.

1 INTRODUCTION

1.1 Background

In life, individuals will experience several stages of development. There is a unique developmental task where individuals are faced with a crisis or challenge that must be resolved at each stage. According to Erikson, this crisis was not a disaster but a turning point for individuals marked by an increase in vulnerability and increased potential. The more individuals successfully resolve each crisis in their lives, the more healthy individuals will be in their lives (Santrock, 2015). For most individuals in various countries, graduating from school and continuing to college is an important aspect in the transition term to maturity (Bowman, 2010). Where this is also one of the crises faced in the stages of the development of one's life. Similar to the transition from elementary school to high school, the transition from high school to college can also cause change and stress. A national study conducted by the American University Health Association in 2008 involving students revealed that students felt hopeless, overwhelmed with things to do, mentally exhausted, felt sad and even depressed. This has also become a common thing experienced by students (Santrock, 2015).

The crisis faced by these students can disturb psychological well-being. Where this is supported by the findings of Verger and colleagues (2009) which states that the level of psychological stress on college students tends to be higher than the working population ie employees of the same sex and age. Ursin (2004) and Erksen (2010) add, if psychological stress is not overcome, it can lead to the possibility of inhibition of learning ability and attention, so that Dyrbye and colleagues (2005) say in the end this psychological stress can disrupt the academic performance of students (Listiyandini & Akmal, 2015). This stress if excessive can cause a person experiencing depression. Students who experienced depression and excessive anxiety in the mid-80s ranged from 10-15 percent, where this figure jumped dramatically in the 2010s reaching 33-40 percent with various symptoms that followed, such as eating disorders, self-harm, to the extreme decision to commit suicide (Marie, 2016).

One of the adverse effects that occur as a result of depression experienced by students related to lectures is despair that ends in ending his own life or suicide. This has happened to students at a state university with the initials VB who was 21 years old at the time. This student was depressed because he got a low grade in his lecture. Before being found dead, this student complained to his friends about his depression, which he claimed was sad because he got

low grades, after which he decided to end his life by hanging himself (Saudale, 2016). Barriers and difficulties faced by students as well as suicides that have been described previously are a phenomenon that has been encountered in Indonesia, including in the Jakarta area. As the capital of the Republic of Indonesia, Jakarta has various specific roles and functions that are not possessed by other regions, one of which is as a center of government and international activities, both in the economic, political, cultural, and other fields such as education. This also makes life in Jakarta full of pressure. The pressure of life in Jakarta has made many people experience stress to the point of being excessive, even this excessive stress is also experienced by highly educated people such as scholars and professors as well as those with low education (Ndu, 2013).

Researchers conducted an interview on April 30, 2018, with a number of students studying in the Jakarta area and the results were obtained that students studying in the Jakarta area claimed to have to be more adaptable to their environment, because Jakarta is the capital and has various challenges, such as different lifestyles, wide relationships, and if students are not able to face these challenges, then students can fall into bad things. Then the reason some students choose to study in Jakarta is because Jakarta is the center of various things such as institutions, companies, and others, which also makes Jakarta a place that has great opportunities for the future, namely job prospects.

In addition, the reason many choose to study in Jakarta is that Jakarta is one of the cities in Indonesia which has quite a number of educational institutions based on data from the Central Statistics Agency. The city of Jakarta is also included in the city which has the best universities in Indonesia with quite a lot of numbers too. Higher Education consists of various forms, one of which is a university. There are two types of universities, namely private universities and public universities. Then Official and Mekarsari (Resmi & Mekarsari, 2017) said that state universities have facilities, facilities, infrastructure and budgets that are fully supported by the government. While private universities have relatively limited limitations, such as the cost of development is sourced from payments made by students. However, this does not make private universities worse, the proof is that many private universities are said to be the best and get an A accreditation predicate that rivals public universities. The university is said to be the best when it has good quality, where to find out whether the university has good quality or not is to do accreditation.

Accreditation is an assessment activity to determine the feasibility of Study Programs and Higher Education which aims to guarantee quality externally both in the academic and non-academic fields to protect the interests of students and society. The body formed by the Government to conduct and develop accreditation in Higher Education independently is BAN-PT (National Accreditation Board for Higher Education). This is stated in the Regulation of the Minister of Research, Technology and the Higher Education Republic of Indonesia Number 32 Regarding the Accreditation of Study Programs and Higher Education ("Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)," 2016). As for those included in the Private University with accreditation A in Jakarta according to BAN-PT in 2017 are Mercu Buana University, Atma Jaya Catholic University of Indonesia, Gunadarma University, Bina Nusantara University, Muhammadiyah University Prof. DR. Hamka, National University, and Tarumanagara University (Fatimah, 2018).

The National Accreditation Board for Higher Education (BAN-PT) said that a university that received an A accreditation was a university that had exceeded several criteria such as vision, mission, goals, and objectives, then governance, students, human resources, finance, facilities, and infrastructure , then education, research, community service, and the output and impact of tri dharma from the university. Universities that have exceeded this standard mean that they have been able to transcend quantitatively and qualitatively ("Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT)," 2016). Meanwhile, according to Sutrisno, who is an Expert Staff from BAN-PT, universities that have not yet received accreditation A, for example, those who are still with C accreditation must get the Ministry of National Education coaching because BAN-PT has the function to provide coaching advice related to quality development. So by studying at a private university accredited A but in a stressful city of Jakarta, are students able to have good self-esteem and academic resilience, this is what researchers want to study.

Related to the previous phenomenon, Grashinta said that the occurrence of suicides in students could be due to the low emotional intelligence and resilience, this was also a form of self-defense that was less strong over the pressures faced. Grashinta also added that low self-esteem can indeed create pressure (Purnama, 2016). This case confirms that the student is unable to survive the difficulties he faces. Students are required to be able to face and overcome

challenges so that the continuity of education can run well. Therefore, students need the ability to be able to survive, overcome, and even develop amidst existing difficulties, especially in facing the challenges of lectures, this ability is also called resilience (Connor & Davidson, 2003 in (Listiyandini & Akmal, 2015)).

Resilience is the ability to maintain psychological stability in dealing with stress (Keye & Pidgeon, 2013). Resilience is one of the characteristics that enable academic achievement and also what distinguishes individuals who succeed from those who do not. In the academic context, resilience is characterized by students who have the ability to reverse academic failures and achieve success even though other things are performing poorly and failing, where this ability is called academic resilience (Cassidy, 2016). The results of Hidayati's research (Hidayati, 2014) state that there is a significant positive relationship between resilience and self-esteem, where the higher the self-esteem, the higher the resilience, and vice versa. Grotberg (Grotberg, 1999), explains that resilience is a combination of three sources, one of which is I am, which is a source that comes from within a person, resilience can be increased if someone has a power that comes from within themselves. Self-esteem is one predictor that can predict academic resilience (Hidayati, 2014).

Coopersmith (1967) said that Self Esteem is an evaluative attitude towards oneself. Self Esteem reflects the attitude of acceptance or rejection and gives an indication of the belief of an individual as someone who is capable, significant, successful, successful, and valuable. Someone who has high self-esteem will feel happier and more effective in meeting the demands of their environment (Suhron, 2016). Meanwhile, according to Sorensen (2006), low self-esteem is characterized by a negative view of themselves, feeling themselves useless, unloved, and letting feelings related to their weaknesses dominate feelings of themselves (Aunillah & Adiyanti, 2015). So some people with low self-esteem tend to choose to commit suicide as a result of negative self feelings.

The assumption in this study is that students need academic resilience to survive in their lectures. Academic resilience is associated with self-esteem as a source from within. Because there is a link between academic resilience and self-esteem, so researchers assume that self-esteem as a source from within oneself can be a predictor that can predict academic resilience in students. Also related to the results of Hidayati's research (Hidayati, 2014) which states that self-esteem and resilience are related, so researchers are interested in seeing how the role of self-esteem in predicting academic resilience among students studying at private universities with accreditation A in Jakarta.

2 RESEARCH METHODS

2.1 Sampling Technique

Sampling is a process of selecting individuals to participate in research studies, wherein this study researcher used a non-probability sampling design, that is, when the population is not fully known, the probability or probability of the individual cannot be known, and the sampling technique is based on factors such as common sense or ease in taking these samples. Furthermore, researchers use the type of non-probability sampling design that is most commonly used in research, namely accidental/convenience sampling. In this type of sampling, researchers only use participants who are easily available. Participants are chosen based on their availability and willingness to respond (Gravetter & Forzano, 2012).

2.2 Research Design

This research is included in predictive correlational research. One important thing from correlational research is to prove a relationship between variables that can be used for the purpose of predicting. The use of correlational results to make predictions is not only limited to predicting about future behavior. When the two variables are consistently related, it allows the use of knowledge from one variable to help make predictions about the other variables. The statistical process used for predictive correlational research is a regression. The purpose of the statistical regression technique is to find the equation that produces the most accurate prediction of X (predictor variable) for each value of Y (criterion variable) (Gravetter & Forzano, 2012).

2.3 Research Hypothesis

Based on the above explanation, the formulation of the hypothesis proposed in this study is:
H0: Self-esteem does not play a significant role in predicting academic resilience in private university students with an accreditation A in Jakarta
H1: Self-esteem plays a significant role in predicting academic resilience of private university students with accreditation A in Jakarta

2.4 Research Measuring Instruments

The Academic Resilience Scale – 30 (ARS-30)

Researchers used a measuring instrument from Cassidy (Cassidy, 2016) named The Academic Resilience Scale - 30 (ARS-30) to measure student academic resilience. ARS-30 has been translated into Indonesian and modified so that the item language used can be understood by research participants. To maintain consistency of answers and avoid faking, this measuring instrument includes positive (favorable) and negative (unfavorable) statement items (Trochim, Donnelly, & Arora, 2015). This measuring device consists of 30 items, then added 8 items by Ms. Antonina Pantja Juni Wulandari, S. Sos., M.Sc. as expert judgment and researchers who are developing this measurement tool. The addition of this item aims to better describe the dimensions and be more in line with research participants. All 38 items have come from 3 dimensions, namely perseverance with 14 favorable items and 4 unfavorable items. Then the dimensions of reflective and adaptive help-seeking with 12 favorable items. As well as the dimensions of negative affect and emotional response with 2 favorable items and 6 unfavorable items.

Then ARS-30 uses a Likert scale range, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) on each item. The score for each response given by the participant is from 1 score for Strongly Disagree (STS) to 4 scores for Strongly Agree (SS). The total score obtained is to add up the entire score from the response given by the participant. If the participant gets a high total score indicates that the participant has high academic resilience and vice versa if the participant gets a low total score, then this indicates that the participant has low academic resilience.

Adult Version of the Coopersmith Self Esteem Inventory

The variable self-esteem in this study was measured using the Adult Version of The Coopersmith Self Esteem Inventory or also known as CSEI: Adult Version (Coopersmith Self Esteem Inventory: Adult Version) which has been translated into Indonesian. At first, CSEI was named CSEI School Form because it was intended for children and teenagers. CSEI: Adult Version is a measuring tool that has been modified by Ryden (1978) so it can be used for adolescents and adults (Sarandria, 2012). This measuring instrument has a total of 58 items in the

form of a statement, compiled using the Guttman scale in order to obtain clear and firm answers. Participants must respond with an answer "Yes" or "No" relating to what the participant feels related to the statement contained in the measuring instrument. In this measure, there are an additional 8 items that test the level of social desirability, namely the tendency of respondents to present themselves "well" in accordance with the norms prevailing in society (Myers, 2012).

This social desirability dimension is incorporated into the measurement tool to improve the validity of research, through various means such as eliminating or being careful of subjects who have high social desirability scores (Cronbach, 1984) (Jaya & Hartana, G.T.B. Mangundjaya, 2011). The function of these 8 items is to detect individual lies when filling statement items or called lie scales. So that these 8 items are not included in the calculation, because only to detect the lies of the participants. Then to maintain the consistency of the answers and avoid faking, this measuring instrument includes positive (favorable) and negative (unfavorable) statement items (Trochim et al., 2015). The score calculation on this measuring instrument is adjusted to the answers given by the participants. Where when the participant answers "Yes", then the participant will be given a score of 1 except for the statement of social desirability which is only used to see whether the participant is lying or not in filling out this statement item. Then when the participant answers "No", then the participant will get a score of 0 (zero). Furthermore, all scores obtained by the participants are added up so that the total score is then sorted according to group norms so that the level of self-esteem obtained from participants consists of high self-esteem and low self-esteem.

2.5 Validity of Measuring Instruments

The Academic Resilience Scale – 30 (ARS-30)
Based on the results of the calculation of validity, there are 33 items that have good validity. This is based on what was conveyed by Meyers, Gamst, and Guarino (Meyers, Gamst, & Guarino, 2013), namely the item is said to have good validity if the Corrected item-total Correlation shows ≥ 0.25. Then as many as 5 items are said to have less good or low validity, namely items 5, 10, 14, 17, and 30. This can be seen in the table that shows the validity values of these 5 items below 0.25 even there is 1 item that has a value minus validity is in item 10. Meyers, Gamst, and Guarino (Meyers et al., 2013) say if Corrected item-total Correlation shows a negative or low value, then this means the item is oriented in a different direction.

This item can be removed or repaired. After the researcher had a discussion with the supervisor, it was decided to delete the five items. So that the valid items of measuring tools that researchers use to conduct research are 33 items. After testing the validity, there is a change in the ARS-30 blueprint, which is as follows:

Table 1. Blueprint the Academic Resilience Scale - 30 after Validity Test

Dimension	Indicators	Item Number		Total Item
		Favorable	*Unfavorable*	
Perseverance	• Ability to work hard and not give up • Stick to plans and goals • Receive and utilize feedback • The ability to solve problems imaginatively • Treat difficulties as opportunities to face challenges	2, 4, 7, 8, 9, 11, 13, 14, 26, 28, 29	1, 3, 12, 27	15
Reflecting and Adaptive Help-Seeking	• The ability to reflect on strengths and weaknesses • Changing approaches to learning • Seeking help • Get support and encouragement • Doing monitor and achieve and give award and give punish	15, 17, 18, 19, 21, 22, 23, 24, 30, 31, 32	-	11
Negative Affect and Emotional Response	• Anxiety/disaster • Avoid negative emotional responses • Optimistic • Quietness • Bravery • The belief that someone has a purpose in life and something to live	20, 33	5, 6, 10, 16, 25	7
Total Item		**24**	**9**	**33**

Adult Version of the Coopersmith Self Esteem Inventory

The results obtained as many as 34 items have a validity value ≥ 0.25 so it can be said that these items have good validity. This is based on what was conveyed by Meyers, Gamst, and Guarino (Meyers et al., 2013), namely the item is said to have good validity if the Corrected item-total Correlation shows ≥ 0.25. Then as many as 16 items are said to have less good or low validity, namely items 4, 5, 8, 12, 14, 15, 18, 19, 21, 23, 25, 26, 37, 39, 46, and 50. This seen in the table that shows the validity values on these 16 items below 0.25 there are even 5 items that have a validity value minus that are items 4, 8, 25, 26, and 37. Meyers, Gamst, and Guarino (Meyers et al., 2013) say if Corrected item-total Correlation shows a negative or low value, so this means the item is oriented in a different direction. This item can be removed or repaired. After the researcher had a discussion with the supervisor, it was decided to delete the 16 items. Social desirability items are not

included in the validity test because they are only used to check lies and are not included in the score calculation. So that the valid items of the measuring instrument that researchers use to conduct research are 34 items added with 8 items social desirability so that the total items used are 42 items. After testing the validity, there is a change in the CSEI Blueprint: Adult Version, which is as follows:

Table 2. Blueprint Adult Version of the Coopersmith Self-esteem Inventory after Validity Test

Aspects	Indicators	Item Number		Total Item
		Favorable	*Unfavorable*	
Significance (Meaningfulness)	• Accepting yourself • Attention, affection, recognition, and interest from others	32	3, 21, 28, 30, 34	6
Power	• Appreciation from others • Ability to control the attitude of self and others	16, 17, 20, 31, 41	5, 18, 25, 36, 38	10
Competence (Ability)	• Successfully completing assigned tasks • Being able to make their own decisions	2, 7, 24, 39	6, 10, 13, 19, 23, 35, 40, 42	12
Virtue	• Compliance or obedience to morals, ethics, and religion	8, 14	11, 26, 29, 37	6
Social Desirability (Lie Scale)	• The tendency of individuals to follow applicable norms so that they look good to others	1, 4, 9, 12, 15, 22, 27, 33		8
Total Item				**42**

2.6 Reliability

By using IBM SPSS Statistics researchers conducted reliability testing on the ARS-30 measuring instrument by using Cronbach Alpha for analysis, a reliability result of 0.876 was obtained before eliminating invalid items. Then after the elimination of invalid items, the reliability of the ARS-30 gauge has increased to 0.896. According to the classification proposed by Sekaran, the reliability of the ARS-30 measuring instrument is categorized as good reliability because it has a value> 080. Then the researchers conducted a reliability test on the CSEI measuring device: Adult Version with IBM SPSS Statistics and used the Cronbach Alpha technique to do the analysis, a reliability result of 0.848 is obtained before eliminating invalid items. Then after the elimination of invalid items, the reliability of the CSEI: Adult Version measuring device has increased to 0.886. According to the classification stated by Sekaran, the reliability of CSEI: Adult Version is categorized as good reliability because it has a value> 080.

3 RESULTS AND DISCUSSION

Participants in this study were active students studying at private universities with accreditation A in Jakarta, namely Mercu Buana University, Atma Jaya Catholic University of Indonesia, Gunadarma University, Bina Nusantara University, Muhammadiyah University Prof. DR. Hamka, National University, and Tarumanagara University. The ages of these participants range from 18-25 years and are male and female. The semester levels of the participants also varied, as did their age and GPA. The number of participants obtained by researchers is as many as 455 people, but after researchers examined participants with high social desirability, the researchers immediately eliminated the participants according to what was said by Cronbach (1984) (Jaya & Hartana, G.T.B. Mangundjaya, 2011). After the researchers made the elimination, the remaining number of participants was 280.

3.1 Hypothesis Tests

In this study, the hypothesis test was used with a simple linear regression analysis technique. Regression is a statistical technique for finding linear equations that produce the most accurate predictive value for bound variables using one independent variable (Gravetter & Forzano, 2012). Below is the result of hypothesis testing using simple linear regression analysis techniques.

Table 3. Results of Determination Coefficient Analysis (R Square)

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355[a]	.126	.123	9.287

Based on the value of R Square above, it is seen that the magnitude of the role of self-esteem in predicting academic resilience is 0.126, if multiplied by 100%, the percentage of the role of self-esteem towards academic resilience is 12.6%. This indicates that self-esteem has a role of 12.6% of academic resilience, the remaining 87.4% is determined by other variables not examined in this study.

Table 4. Simple Linear Regression Test Results

		Coefficients[a]				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	90.175	2.572		35.059	.000
	Self Esteem	.724	.114	.355	6.341	.000

The table above explains the significance of self-esteem on academic resilience. There is a regression equation to discuss the hypothesis test of the significance of the regression coefficients, namely Y = a + bX. The constant value (a) has the meaning that if there is no self-esteem, then the consistency value of academic resilience is 90,175. Then the value of the regression coefficient (b) has the meaning that for each addition of 1 self-esteem score, the academic resilience will increase by 0.724. Because the regression coefficient value is positive (+), then it can be said that self-esteem plays a positive role in academic resilience. This is also evidenced by the significance value of 0.00 <0.05, which indicates that self-esteem plays a significant role in predicting academic resilience which also means that H0 in this study is rejected and H1 is accepted.

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

Based on the research that has been done, it can be concluded that self-esteem plays a significant role in predicting academic resilience in private university students with an A accreditation in Jakarta. This is evident from the results of calculations with simple linear regression analysis techniques performed, which shows a significance value of 0.00 <0.05 which means that H0 is rejected and H1 is accepted. Then based on the results of the simple linear regression analysis previously described, it can be seen that the

value of the regression coefficient of self-esteem is 0.724, which means that for each addition of 1 self-esteem score, academic resilience will increase by 0.724. Then because the regression coefficient is positive, it can be said that self-esteem plays a positive role in academic resilience. This is also seen in the R Square value of 0.126 which indicates that self-esteem has a role of 12.6% on academic resilience, the remaining 87.4% is determined by other variables not examined in this study.

4.2 Discussion

The results of this study indicate that self-esteem plays a significant role in predicting academic resilience in students. This is consistent with the theory put forward by Grotberg (Utami & Helmi, 2017) regarding self-esteem. Grotberg said that the source of resilience that comes from within a person is called the source I am in which there is self-esteem. This resource contains attitudes, self-confidence, and feelings and is characterized by individuals who feel proud of themselves, respect others, and are able to be responsible. Someone's resilience can increase if someone has the strength that comes from within themselves, so self-esteem is one of the factors that can affect resilience. The results of the regression coefficient in this study indicate a number that is positive, which is every addition of 1 score of self-esteem, then academic resilience will increase by 7.24%. So it can be said that self-esteem has a positive role on academic resilience. This is in line with the results of Hidayati's research (Hidayati, 2014) which states that there is a significant positive relationship

between resilience and self-esteem, where the higher the self-esteem, the higher the resilience, and vice versa.

Based on the results of simple linear regression calculations, it is known that the strength of the role of self-esteem towards academic resilience is not too large at 12.6% and the remaining 87.4% is determined by other variables not examined in this study. The results of this simple linear regression calculation are reinforced by that delivered by Desmita (Desmita, 2009), that resilience is a combination of 3 sources. If someone wants to be resilient, it is not enough to only have one source, but also must have another source. Other sources that can influence academic resilience are I have and I can. I have a source of resilience in the form of support that is owned to increase resilience. One of these sources can come from the support of those closest to me. Then another source is I can. This source is characterized by someone who is able to communicate well, is able to control his feelings, know various types of emotions and is able to express these emotions in the form of words and behavior. This is the reason why the strength of the role of self-esteem in academic resilience is not too great.

From the results of the study, it was seen that the self-esteem score of private university students with accreditation A in Jakarta was dominated by low scores with a percentage of 52.5%. Individuals who have low self-esteem are characterized by loss of self-confidence, assessing the attributes in themselves as negative, feeling unsure of their ideas and abilities and views. This low self-esteem can create stress and stress. Ursin (2004) and Erksen (2010) say that if this stress cannot be overcome, it can cause learning and attention inhibits. Then Dyrbye and colleagues (2005) add that stress can ultimately disrupt the academic performance of students (Listiyandini & Akmal, 2015).

This was also recognized by students from the results of interviews conducted by researchers. Students admit that they experience stress due to changes that occur in lectures and demanding heavy tasks. Even the findings of Verger and colleagues (2009) state that the level of psychological stress on college students tends to be higher than the work population, namely employees of the same sex and age. This situation is one of the characteristics of individuals who are in the era of emerging adulthood (growing up), where students belong to this category. The characteristic that Jeffrey Arnett says is instability, which is often the instability in several things, one of which is in terms of education (Santrock, 2015).

Based on the results of the study, the academic resilience score of private university students with accreditation A in Jakarta was dominated by low scores with a percentage of 54.6%. These results are consistent with the results that have been described, namely self-esteem has a positive role on academic resilience, the higher the self-esteem score, the higher the academic resilience, and conversely the lower the self-esteem score, the lower the academic resilience, as evidenced by the results of student scores which are both dominated by low scores for both variables. It can be concluded that the adverse effects of stress also affect student academic resilience. This can be caused by a number of things, such as Jakarta's stressful environment or because quite a number of competitors are competing to get the best grades in lectures as well. However, the difference between students with low and high self-esteem scores and academic resilience is not much different, so it can be said that the scores of the two variables in private university students with accreditation A in Jakarta are at the medium level or not too bad.

Participants in this study were students or individuals who were in the era of emerging adulthood (growing up). At this time, an important aspect is the resilience shown by individuals in the transition to a more positive direction (Masten, 2013, 2014; Masten and Tellegen, 2012). During this time, resilient adaptations that emerge are the importance of forming a positive close relationship to some degree with parents but more often with supportive romantic partners, close friends, and mentors (Santrock, 2015). This statement is in accordance with one of the factors that influence self-esteem, namely family experience. Individuals need good acceptance from parents so that individuals have good self-esteem, this also will certainly have an impact on academic resilience, because self-esteem plays a positive role on academic resilience.

4.3 Suggestions

Theoretical Suggestions
1. Suggestions for further researchers, it is better to provide a conducive place for research data collection so that participants can work on the questionnaire with more focus and more in accordance with themselves, so this will give greater possibility for research data to have a normal distribution and have results that are well.
2. Future studies are expected to add or try to find other variables to predict academic resilience because self-esteem only plays a 12.6% role in

predicting academics, so the possibility of other variables is quite large.

3. Then if in future studies you want to get data that is more generalizing to the population, it is better to expand the data distribution, not only to a few universities.

Practical Suggestions

1. For students who have low self-esteem are expected to be able to participate in intervention activities to improve self-esteem. As stated by Guindon, there are five categories of interventions, first providing social support, second family/group strategic/counseling, third physical fitness strategies, and fourth specific strategies as needed, and fifth cognitive-behavioral/modification strategies. These five interventions have been explained in chapter 2 of this study.

2. For parents and universities are expected to give attention to students with low self-esteem and support the implementation of interventions that can help students improve their self-esteem, for example, the university organizes student self-esteem tests so that after it is known students who have low self-esteem scores can be directed to counselors at the university.

3. Furthermore, the community or fellow students are expected to pay more attention to their surroundings, especially friends who are likely to have low self-esteem, so that they can extend assistance before it's too late. Like not ignoring a friend who has symptoms of depression or stress and is willing to offer help. This assistance can be in the form of students willing to be a place to share complaints from friends who have low self-esteem scores and can direct friends who have low self-esteem scores to meet with counselors.

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