

Implementation of Religiously Content Dialectical Behavior Therapy (DBT) in Developing Academic Resilience

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Abstract: Problems and difficulties in life are sunnatullah that must be faced by every human being. This is where it is important to build student academic resilience so that they always survive and are adaptive in facing every challenge and obstacle in their lives. This study aims to develop students' academic resilience or resilience through Dialectical Behavior Therapy (DBT) with religious content. The methodology in this research uses experiments with a population of Slamet Riyadi University students in Surakarta. The sample in this study was taken through a purposive sampling technique, namely students who have low academic resilience. The instrument for collecting quantitative data uses a resilience scale which is then analyzed to compare the pretest and posttest through the Wilcoxon test formula with the SPSS application. The conclusion of this study shows that Dialectical Behavior Therapy (DBT) with religious content is effective for increasing academic resilience as evidenced by the significance value of the experimental group different test results of $0.005 < 0.05$.

Keywords Dialectical, Behavior, Resilience

Introduction:

The Covid 19 pandemic some time ago brought major changes to the world of education. How is learning that is usually carried out offline/face to face, due to a pandemic, it is carried out online. Lecturers and students must start making friends with technology. Students must also be familiar with the process of independent learning and distance learning. Research conducted by Livana et al (2020) with research subjects of 1,129 students from various provinces in Indonesia found that learning assignments, boring lecturer teaching methods were the main source of stress for students during the Covid-19 pandemic. In addition to this, the Free Campus Independent Learning Education (MBKM) curriculum also provides a big challenge for students to get out of their comfort zone and develop their potential to study outside the Study Program through various MBKM programs. Facing these various phenomena students must always survive and be resilient to the various difficulties they face.

Students as ordinary people by nature live life in the world and will not be separated from various trials and problems. Problems and difficulties in life are sunnatullah that must be faced by every human being. The problem is the gap between expectations and reality. The impact of problems that occur in lectures can make most students in tertiary institutions become stressed and choose not to continue their education or resign from the institution (Pattynama et al, 2019).

Facing academic life in Higher Education, students face various problems and difficulties. In this case students build insight into their lives, so that they interpret each problem differently. Both have problems with low course scores, there are students who interpret it negatively, such as blaming their lecturers for teaching, there are those who become stressed by this, become lazy to study, disappointed and hopeless. However, there were also students who interpreted the incident positively by introspecting themselves, learning from their mistakes and trying hard to improve themselves to be better. This is where it is important to build student academic resilience so that they always survive and are adaptive in facing every challenge and obstacle in their life.

Resilience is the individual's ability to adapt, survive, and deal with pressure from difficult situations experienced (Reivich & Shatte in Hendriani, 2018). Meanwhile, Cassidy (2016) explains that academic resilience is defined as an individual's affective, cognitive and behavioral responses in dealing with academic difficulties/failures they experience. In more depth Hendriani (2017) describes that academic resilience is as resilience/resistance in the learning process, which is a dynamic process that reflects a person's strength and toughness to rise from negative emotional experiences, difficult situations or obstacles in learning activities

carried out. Based on these three opinions, we can interpret that academic resilience is an individual's affective, cognitive and behavioral response to always be strong, tough, adaptive, survive, and able to rise from negative emotional experiences, when facing various problems and difficulties in the academic field.

Resilience in Islam has also been alluded to and described in various verses in the Qur'an. "Because the real hardship comes ease. Verily, after the hardship there is relief" (QS al-Insyirah: 5-6). This verse gives reinforcement to every human being to always believe that for every difficulty there will definitely be a way out, so we must not give up or despair and always have the enthusiasm to fight. "Allah does not burden a person except according to his ability. He gets the reward (of virtues) that he earns and he gets the punishment (of evil) that he does" (Surah Al- Baqarah: 286). God will not give a test beyond the ability of His people, so we must always think and act positively in facing every obstacle and test. "And indeed We will give you a trial, with a little fear, hunger, lack of wealth, soul and fruit. And give good tidings to those who are patient" (Al-Baqarah: 155). We must always be patient to stay strong and rise from the various problems we face.

Students who have high academic resilience will be able to develop their academic performance, be able to adapt to all changes, so as to avoid negative consequences, especially when facing academic difficulties. Secer & Ulas (2020) in this case explains that high academic resilience will be able to increase students' attachment to school (school attachment) even though they are experiencing anxiety sensitivity and school refusal (school refusal). Student academic resilience is influenced by internal and external factors (Ika Dwiastruti, et al, 2021). The internal factors are psychological contract, gratitude and religiosity. While external factors include peer social support, the quality of educator-student relationships and social support in general

In January 2023, researchers conducted a preliminary study on UNISRI students which produced data that 11% of students were in the high resilience category, 50% of students were in the medium resilience category and 39% of students were in the low resilience category. In more depth, the researchers explored low academic resilience manifested in the behavior of students who tend to surrender without any intention of trying hard when facing academic obstacles, easily disappointed and down when their wishes are not achieved, such as grades that do not match expectations, and easily stressed when getting many assignments from lecturers. . Based on these data, we can conclude that student academic resilience still really needs to be improved and educators need special attention to develop student academic resilience with various approaches. Based on these data it can be concluded that student academic resilience is still lacking and needsto be improved.

Academic resilience is very important to be developed through various innovative, effective and efficient methods; The recommended technique is the religiously charged Dialectical Behavior Therapy (DBT) approach. Dialectical Behavior Therapy or DBT is a development of cognitive behavioral counseling developed by Marsha Linehan. Dealectical behavior therapy is a psychotherapeutic intervention that helps individuals manage their negative emotions, be able to accept themselves and change negative behavior into more positive behavior.

Agus santoso (2021) explained that basically the strategy used in DBT is cognitive modification which is based on persuasive dialectics. This strategy is known as "to balance change with acceptance", which is to balance self-acceptance and change strategies. At this time what is being trained on the client is how he is able to develop "what" skills, namely how to observe, describe, and participate. Then the "how" skills, namely how the client does an activity with full concentration and awareness without having to be dictated to or judged. This is what distinguishes it from ordinary behavior therapy which uses reinforcement and punishment as a factor in shaping behavior, whereas in DBT new behavior is based on awareness and commitment from the client himself.

Low resilience that is manifested in the behavior of easily discouraged, easily disappointed, stressed which we usually call emotional regulation, through persuasive dialectics will be confronted with rational cognitive reality in various religious studies, resulting in positive insight and self-awareness from students to change and develop. This change is in the form of changing the mindset of self-awareness and strengthened in the form of commitment. Furthermore, this commitment is manifested in the form of new, more positive behaviors.

Relevant research was conducted by Nur Oktavia Hidayati, et al (2021) who conducted research on the

effect of Dialectical Behavior Therapy on clients with violent behavior and the risk of suicide. Similar research was also conducted by Sri Dewi Musa & Basmalah Harun (2022) with the result that behavioral dialogue therapy (DBT) was very effectively used as a treatment/intervention in helping clients with violent behavior. From the research results above, we can interpret that behavioral dialogue therapy (DBT) can be used as a treatment/intervention in changing various behaviors that are less suitable (maladaptive) into new behaviors that are better (well-adaptive), including in developing academic resilience.

Based on this description, the authors are interested in conducting further research on "Implementation of Dialectical Behavior Therapy (DBT) with religious content in developing academic resilience".

Research Methods

This study uses an experimental design with design. Edy Purwanto (2013: 117) explains that the non-equivalent group pretest-posttest control design is the most feasible design used in educational settings. This design uses a control group and an experimental group where both are given a pretest and posttest, the experimental group is given treatment while the control group is not.

The research design of nonequivalent group pretest-posttest control design can be described as follows:

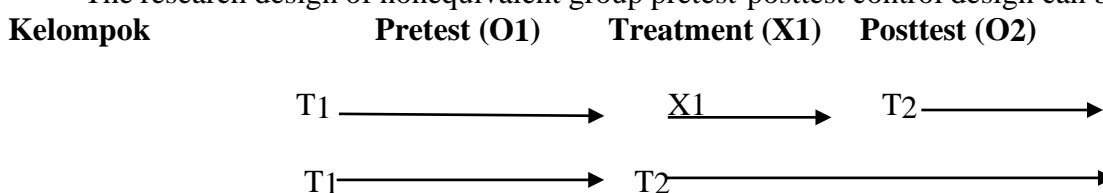


Figure 3.1 Research Design

The population in this study were all FKIP UNISRI students who were then selected as representatives as a sample using a purposive sampling technique, namely students with low academic resilience. The sample consisted of 10 people as the experimental group and 10 people for the control group. The data collection instrument used the academic resilience scale and the data analysis technique used the Wilcoxon test.

Results And Discussion

Research Implementation Procedures

The initial step in carrying out this research was to compile the research implementation procedures into an experimental guide. The implementation procedure in this study is divided into several stages which are described as follows:

1. Preparation / Pre-Experimental Stage

At this stage the researcher prepared a data collection instrument in the form of an academic resilience scale. Based on the instrument grid, it is known that the minimum total score for each item is 1 and a maximum of 4 with a total of 30 statement items that have been tested for validity and reliability.

Furthermore, the researchers formed a research group. FKIP UNISRI students were taken as a sample using a purposive sampling technique, namely students with low academic resilience. The sample consisted of 10 people as the experimental group and 10 people for the control group.

2. Experimental Stage

The treatment in this study was carried out in 6 meetings. It was divided into 2 meetings for pre-test and post-test and 4 DBT treatments. In more detail explained as follows:

- a) Pre-test administration
- b) Establish a therapeutic relationship, explanation of academic resilience and procedures for dialectical behavior therapy or DBT. The counselor opened the meeting, followed by introducing themselves to each other. The counselor conveys the objectives of the activity then starts for presentations about academic resilience and DBT procedures. The meeting continued with discussion and questions and answers from members.
- c) Self-assessment using the Joharry Window game. Here students express their problems related to academic resilience. After that, it is continued by exploring their negative thoughts which are the

cause of weak resilience.

TAHU			
TIDAK TAHU	TAHU	A(Daerah Bebas)	B(Daerah Gelap)
	TIDAK TAHU	C(Daerah Pribadi)	D(Daerah Ketidaksadaran)

Tabel 1 Self Assessment Joharry Window

- Cognitive dialogue, the counselor discusses with the group by conveying rational thoughts followed by factual data to attack the irrational (negative) thoughts of students. In this dialogue there will be a confrontation aimed at understanding from students to always survive and be adaptive in dealing with problems. The positive self-statement that is made is then pledged together in a loud voice.
- Dialogue behavior, counselors with students embody rational thinking that has been formed into real behavior that can be seen and measured. The purpose of this activity is to make a list of behavior plans that will be carried out by students as a commitment to change. This commitment is manifested in the form of a behavioral contract signed by the counselor and student.
- Follow-up and follow-up. Each student submits an evaluation of the results of the behavioral contract, whether it has been carried out or not, what factors are the obstacles, and explores the impact they feel after making these changes..
- Post test.

Tabel 2 Example of Dialectical Behavior Therapy Agenda

No.	This Is How I see Myself	Positive self statement	My Behavior	Self Reward	Kegiatan Ke-					
					1	2	3	4	5	6
1	Malu, minder saat berbicara didepan umum	Setiap orang punya potensi, saya bisa berani kalau mau berusaha	Aktif bertanya saat diskusi dikelas	1. Memuji diri sendiri 2. Melaporkan ke orangtua atas prestasinya dll 3. dll						
2	Menyalahkan dosen saat nilai nya jelek	Dosen selalu memberi penilaian secara obyektif sesuai dg rubrik penilaian, sehingga perlu istropeksi diri	1. Menyusun jadwal belajar 2. Mengumpulkan tugas tepat waktu 3. Disiplin dalam perkuliahan	Memuji diri sendiri						
3	Merasa rendah diri dan menyalahkan diri sendiri sebagai orang yang gagal saat mengalami kendala akademik Dst.	Setiap orang pernah gagal, yang terpenting adalah bagaimana untuk bisa bangkit dari kegagalan	4. Memperbaiki etika dan aktif diskusi saat dikelas	Memuji diri sendiri						

Data Presentation

The data taken in this study were in the form of student academic resilience scale scores, namely the initial score before treatment (pretest) and the final score after treatment (post test). The following shows the details of the data :

1. Pretest

This initial data is the score of the results of the student's academic resilience scale before being given the treatment of behavioral dialogue therapy. The following are the results of the pretest of the control and experimental groups :

Tabel 5.3 Preliminary Test Results

Control Group		Experiment Group	
Nama/Inisial	Skor	Nama/Inisial	Skor
ES	74	FA	76

RL	80	GE	78
BR	78	RY	71
TF	76	LP	83
LK	78	SA	77
IM	81	WA	81
LJ	74	NA	75
JR	83	IW	76
DA	79	DR	78
AP	76	KS	79

Tabel 5.4 Description of the initial test results of research subjects

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
K. Kontrol	10	74	83	77,90	2,961
K. Eksperimen	10	71	83	77,40	3,307
Valid N (listwise)	10				

From the table above it can be explained that the highest pretest score of the control group was 83 and the lowest score was 74 with an average score of 77,9. Meanwhile, in the treatment group, the highest resilience score was 83 and the lowest was 71 with an average pretest score of 77,4.

2. Post test

This final data is the score of the results of the student's academic resilience scale after being given behavioral dialogue therapy treatment. Following are the post test results of the control and experimental groups :

Tabel 5.5 Final Test Score Results

Control Group		Experiment Group	
Nama	Nilai	Nama	Nilai
ES	76	FA	91
RL	81	GE	98
BR	79	RY	89
TF	78	LP	112
LK	78	SA	98
IM	80	WA	108
LJ	75	NA	93
JR	81	IW	97
DA	81	DR	101
AP	78	KS	97

Tabel 5.6 Description of the final test scores of research subjects

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
K. Kontrol	10	75	81	78,70	2,111
K. Eksperimen	10	89	112	98,40	7,152
Valid N (listwise)	10				

From the table above it can be explained that the highest pretest score of the experimental group was 112 and the lowest score was 81 with an average score of 98,4. Meanwhile, the control group had the highest

resilience score of 81 and the lowest 75 with an average pretest score of 78,7.

Research Data Analysis

In this study, hypothesis testing was carried out using the SPSS Wilcoxon Test technique, which is an analysis to test the differences between 2 paired samples. The formulation of the hypothesis statement in this study is as follows:

Ha : Dialectical behavior therapy with religious content is effective in increasing students' academic resilience.

Ho : Dialectical behavior therapy with religious content is not effective in increasing students' academic resilience.

Tabel 5.7 Wilcoxon Test Results Academic Resilience Score

Test Statistics^a

	Pretest-Posttest Kelompok Kontrol	Pretest-Posttest Kelompok Eksperimen
Z	-1,582 ^b	-2,812 ^b
Asymp. Sig. (2-tailed)	,114	,005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The table above shows the results of hypothesis testing as follows:

- a) The significance value of the experimental group is $0.005 < 0.05$, so H_0 is rejected and H_a is accepted, meaning that religiously charged dialectical behavior therapy is effective in increasing student academic resilience.
- b) The significance value of the control group was $0.114 > 0.05$. This means that there is no difference in pretest and posttest scores, so there is no significant change in reducing student anxiety in the control group. In the control group there was no significant decrease in anxiety, this was because the control group was not given treatment.

Discussion

Calculation of the results of data analysis using the Wilcoxon test shows that dialectical behavior therapy with religious content is effective in increasing student academic resilience. The results of the analysis of research data are also supported by previous research conducted by Nur Oktavia Hidayati, et al (2021) who conducted research on the effects of behavioral dialogue therapy for clients with violent behavior disorders and the risk of suicide. Similar research was also conducted by Sri Dewi Musa & Basmalah Harun (2022) with the result that behavioral dialogue therapy (DBT) was very effectively utilized as a treatment/intervention in helping clients who experience violent behavior problems. From the results of the research above, we can interpret that behavioral dialogue therapy (DBT) can be used as a treatment in changing various behaviors that are less suitable (maladaptive) into new behaviors that are better (well-adaptive), including in developing academic resilience.

The success of Dialectical Behavior Therapy (DBT) in this study was also seen from the enthusiasm of the students who carried out this activity with enthusiasm. This is because in Dialectical Behavior Therapy it is packaged in a group atmosphere that is fun, simple and easy to do. The most important thing is the commitment of students to always think positively and behave adaptively.

The stages in Dialectical Behavior Therapy are also quite simple, namely by changing the mindset/thought pattern from irrational to irrational through dialogue, then manifesting it in the form of real behavior planning which is strengthened by a behavioral contract. Changes in student academic resilience after treatment can be seen from changes in attitude and behavior that are increasingly confident, not easily give up in facing problems, not blaming yourself, always taking lessons from every trial, and always believing that every difficulty will have a way as long as humans want try. From this study it can be concluded that Dialectical Behavior Therapy with religious content can increase student academic resilience, so that the research

hypothesis is proven or acceptable.

Conclusion

Low resilience which is manifested in the behavior of easily discouraged, easily disappointed, stressed which we usually call emotional regulation, through persuasive dialectics will be confronted with rational cognitive reality in various religious studies, resulting in positive insight and self-awareness from students to change and develop. This change is in the form of changing the mindset of self-awareness and strengthened in the form of commitment. Furthermore, this commitment is manifested in the form of new, more positive behaviors.

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