THE EFFECT OF RELIGIOSITY AND ACADEMIC RESILIENCE ON DECREASE IN THE LEVEL OF ACADEMIC ANXIETY OF MASTER STUDENTS OF ISLAMIC EDUCATION, STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PENGARUH RELIGIUSITAS DAN RESILIENSI AKADEMIK ATAS MENURUNNYA TINGKAT KECEMASAN AKADEMIK MAHASISWA MAGISTER PENDIDIKAN AGAMA ISLAM UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU

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Abstract

This study aims to analyze the influence of religiosity and academic resilience on decreasing the level of academic anxiety of students of the Master of Islamic Education Program at the Sultan Syarif Kasim State Islamic University, Riau. Academic anxiety is a common psychological challenge experienced by postgraduate students. Religiosity and academic resilience are seen as protective factors that can help students manage academic stress in a healthier way. This study uses a quantitative method with data collection techniques in the form of questionnaires and documentation. The research sample consisted of 41 students from three semesters selected through purposive sampling. Data analysis was carried out using the independent sample t-test using SPSS version 25. The results showed that religiosity had a significant effect on academic anxiety with a significance value of 0.029, while academic resilience showed a stronger effect with a significance value of 0.000. Because the significance results of both variables are less than 0.05, the higher the religiosity and academic resilience of students, the lower their level of academic anxiety. This finding confirms that the integration of the values of religiosity and resilience is very important in supporting students' mental resilience. Strengthening religiosity and fostering academic resilience can be effective strategies to reduce academic anxiety in postgraduate higher education.

Keywords : Religiosity, Academic Resilience, Academic Anxiety, Postgraduate Students.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh religiusitas dan resiliensi akademik atas menurunnya tingkat kecemasan akademik mahasiswa Magister Pendidikan Agama Islam Universitas Islam Negeri Sultan Syarif Kasim Riau. Kecemasan akademik merupakan

tantangan psikologis yang umum dialami mahasiswa pascasarjana. Religiusitas dan resiliensi akademik dipandang sebagai faktor protektif yang dapat membantu mahasiswa mengelola tekanan akademik secara lebih sehat. Penelitian ini menggunakan metode kuantitatif dengan teknik pengumpulan data berupa angket dan dokumentasi. Sampel penelitian terdiri dari 41 mahasiswa dari tiga semester yang dipilih melalui purposive sampling. Analisis data dilakukan dengan uji independent sample t-test menggunakan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa religiusitas berpengaruh signifikan terhadap kecemasan akademik dengan nilai signifikansi 0,029, sedangkan resiliensi akademik menunjukkan pengaruh yang lebih kuat dengan nilai signifikansi 0,000. Karena hasil signifikansi kedua variabel kurang dari 0,05, semakin tinggi religiusitas dan resiliensi akademik mahasiswa, maka semakin rendah tingkat kecemasan akademiknya. Temuan ini menegaskan bahwa integrasi antara nilai-nilai religiusitas dan resiliensi sangat penting dalam mendukung ketahanan mental mahasiswa. Penguatan religiusitas dan pembinaan resiliensi akademik dapat menjadi strategi efektif untuk mengurangi kecemasan akademik dalam pendidikan tinggi pascasarjana.

Kata Kunci : Religiusitas, Resiliensi Akademik, Kecemasan Akademik, Mahasiswa
Pascasarjana.

1. INTRODUCTION

Academic anxiety can interfere with a student's ability to learn and develop academic skills. Academic anxiety can also cause excessive stress that can affect a student's mental and physical health. Academic anxiety is a common problem among college students, in which case it can certainly affect the overall well-being and academic performance of students. The increased pressure to achieve academic success, coupled with the demands of balancing academic and personal responsibilities, can lead to increased levels of anxiety. Excessive anxiety can have negative consequences such as personal social dysfunction, which prevents students from reaching their full potential and adapting to the environment.

The growing concern about the impact of academic anxiety on students' mental health and academic outcomes makes this issue important to study. Academic anxiety is a problem that is often felt by Master's students. This problem arises because generally Master's students are those who are studying while working. In addition, other problems arise because some Master's students are those who continue their studies after taking a break between undergraduate (S1) and Master's (S2) levels. These problems include differences in the learning system compared to the previous level, a large workload, higher assessment standards, and stricter discipline. This academic anxiety causes students to experience worry and fear of certain situations, which can trigger feelings of anxiety regarding their performance. As a result, they tend to doubt the quality of academic achievement that has been achieved. Other consequences that arise are in the form of continuous psychological pressure, a drastic decrease in concentration and attention so that students get poor grades for their learning outcomes.

Students often experience academic anxiety which can be a serious obstacle in the process of completing their final assignments or theses. This anxiety arises as a response to high academic pressure, and can have an impact on decreasing concentration, motivation, and learning effectiveness. Students have various academic responsibilities, such as completing assignments by certain deadlines, presenting lecture materials, discussing with lecturers and fellow students, and taking evaluations such as Mid-Semester Exams (UTS), Final Semester Exams (UAS), to compiling final assignments (thesis or dissertation). In carrying out these

obligations, students are often faced with pressure that can trigger academic anxiety. This condition is further exacerbated by changes in the learning environment, such as the transition from face-to-face to online learning or vice versa, which can cause discomfort and uncertainty. Continuous academic pressure, if not managed properly, has the potential to disrupt students' psychological well-being and reduce their academic performance.

There are various types of anxiety experienced by students. These types of anxiety include study anxiety, test anxiety, and social anxiety. A study showed that students with high academic anxiety are less able to adapt to new environments, while students with low academic anxiety will adapt more easily. Furthermore, other research results found that academic anxiety shows symptoms such as feelings of pressure, fear, stress, worry, and restlessness.

One of the factors that contribute to academic anxiety is the level of religiosity of students. Research shows that religiosity can serve as a buffer against stress and anxiety by providing purpose, meaning, and support. In addition, religiosity can foster a sense of togetherness and social support that are very important for students in facing the challenges of higher education. Religiosity is a religious behavior in the form of deepening of religious values and can be seen not only from a person's obedience in carrying out a worship, but also in the form of a person's beliefs, experiences, and knowledge related to the religion they adhere to. When viewed from a psychological perspective, when an individual experiences difficulties, one way to overcome the problem is by using a religious approach. Solving problems with religion is generally used when individuals want something but cannot get it, and individuals generally use religious rituals as a form of solving problems. A previous study found that someone with a high level of religiosity would be better able to overcome the difficulties and stress they face.

Another factor that influences academic anxiety is students' academic resilience. According to Grotberg, resilience is the ability to survive and adapt, as well as the human capacity to face and solve problems after experiencing adversity. Resilience is the ability to overcome chronic setbacks and difficulties in an academic context. Academic resilience on the other hand refers to the ability to adapt and overcome academic challenges. This concept is closely related to the idea of academic anxiety, because students who are more resilient will be better able to manage the pressures of academic life. This is evidenced by a study showing that academic resilience is positively correlated with academic performance and overall well-being.

A study conducted by Azzahra on students at the University of Muhammadiyah Malang showed that there is a relationship between resilience and religiosity. Research conducted by Harold G. Koenig, MD from Duke University, proves that there is a deep relationship between religious beliefs and the quality of physical, mental and spiritual health. People who are active in religious activities and also have strong beliefs in their religion have better mental health, seek treatment less often, and are physically healthier. The results of this study apply to all adherents of religion or belief.

Based on observations and initial interviews with students of Islamic Religious Education Postgraduate Program, symptoms were found that indicated academic anxiety in Islamic Religious Education Masters students. This can be seen from various symptoms that appear, including:

1. Academic Anxiety
   a. Some students appear anxious when facing exams or presentations.
   b. There are students who admit to having difficulty sleeping or feeling anxious before important academic assignments.

c. Students have difficulty concentrating because they are too worried about academic results.

d. Some students tend to procrastinate on assignments because they are afraid of not being able to complete them properly.

2. Academic Resilience

a. Some students remain optimistic and try hard even when facing difficult assignments or exams.

b. Some students give up easily and lack confidence when facing academic challenges.

c. Some students seek support from friends or lecturers when experiencing learning difficulties, while others choose to avoid them.

e. Students who have good coping strategies (ways to deal with stress) appear to be more able to complete academic tasks calmly.

3. Religiosity

a. Some students actively participate in religious activities such as religious studies or congregational prayers, while others are rarely involved.

b. Some students state that their beliefs help reduce academic anxiety.

c. Some students appear calmer and more confident in facing exams because they believe that effort must be accompanied by prayer and resignation.

d. Differences in religiosity levels are seen in how students deal with academic pressure; some are more surrendered to God and some are more stressed when facing failure

The above symptoms indicate a mutually related relationship between religiosity, academic resilience, and academic anxiety. Therefore, research is needed to reveal the relationship between the three variables, in order to find a solution to help students overcome academic anxiety through strengthening religiosity and academic resilience. Although there is increasing recognition of the importance of religiosity and academic resilience in the context of academic anxiety, there is still a significant gap in the existing literature. In particular, there is a need for research that examines the relationship between religiosity, academic resilience, and academic anxiety in students in higher education. This study aims to address this gap by analyzing the influence of religiosity and academic resilience on decreasing the level of academic anxiety of Islamic religious education master's students at Sultan Syarif Kasim Riau State Islamic University.

2. RESEARCH METHOD

This type of research is field research with a quantitative approach. Quantitative research is a type of research that produces research findings (Research) that can be obtained using statistical procedures or other appropriate quantification (measurement) methods. Research using a quantitative approach focuses more on several symptoms that have certain characteristics in human life, namely variables. In a quantitative approach, the relationship between variables will then be analyzed using statistical test tools and using objective theories.

The goal of quantitative research is to develop and use mathematical models, theories or hypotheses relating to natural phenomena. The measurement process is central to quantitative research because it provides the fundamental link between empirical observations and the mathematical expression of quantitative relationships.

Quantitative research in this study is an experimental type. Experimental research is research that attempts to determine whether the treatment (independent variable) of a particular group affects the results of the dependent variable.

3. RESULTS AND DISCUSSION

This study aims to empirically determine the influence of religiosity and academic resilience on decreasing the level of academic anxiety of students in the Master of Islamic Education Study Program at Sultan Syarif Kasim State Islamic University, Riau. To ensure that the data used is suitable for analysis with parametric tests, a statistical assumption test was first carried out, namely the normality test and the homogeneity test.

The normality test was carried out on three research variables, namely religiosity, academic resilience, and academic anxiety. The results of the normality test with Kolmogorov-Smirnov showed that the religiosity variable had a significance value of 0.877, the academic resilience variable was 0.765, and the academic anxiety variable was 0.543. The three significance values are > 0.05, which means that the data is normally distributed. This shows that the data from each variable meets the normal distribution requirements required for further analysis using parametric test techniques.

Next, a homogeneity test was conducted to see the similarity of variance between data groups. The results of the homogeneity test showed a significance value based on mean of 0.649. Because the value is > 0.05, it can be concluded that the variance of the data group is homogeneous or uniform. This condition strengthens the next analysis, namely the hypothesis test using the Independent Sample T-Test. The hypothesis test was conducted to test whether there was a significant influence between the independent variables, namely religiosity and academic resilience, on the dependent variable, namely academic anxiety.

The results of the Independent Sample T-Test showed that the significance value of religiosity on academic anxiety was 0.029. This value is <0.05, which means that there is a significant influence between religiosity and academic anxiety. This means that the higher the level of religiosity of students, the lower the level of academic anxiety felt. This is in line with the theory that religiosity can be a protective factor in dealing with psychological stress, because spiritual values provide inner peace, optimism, and a sense of surrender to God, which ultimately reduces anxiety in dealing with academic burdens.

Meanwhile, the test results for the academic resilience variable on academic anxiety showed a significance value of 0.000. This value is also <0.05, which means that there is a very significant influence between academic resilience and academic anxiety. Students who have a high level of academic resilience tend to be able to manage stress, recover from failure, and have the fighting spirit and resilience in facing academic challenges, so that the academic anxiety they experience is lower. The results of this study strengthen the view that academic resilience is an important factor in students' mental health, especially in the context of academic pressure at the master's level which tends to be high.

Overall, the results of this study indicate that both religiosity and academic resilience have a significant influence on reducing the level of academic anxiety in students. Both variables act as protective factors that can suppress or reduce symptoms of academic anxiety. Thus, these results provide important implications for higher education institutions to pay attention to strengthening the religiosity aspect and developing academic resilience in students as part of efforts to prevent psychological problems that can interfere with the student learning process.

1. Prerequisite Test

a. Normality Test

The normality test in this study uses questionnaire data that has been tested for validity and reliability on each variable using the Shapiro-Wilk test. The results of the normality test are as follows:

Table 1. Results of the Questionnaire Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	**Sig.**
Anxiety	.267	41	.088	.687	41	**0,877**
Religiosity	.234	41	.004	.599	41	**0,765**
Resilience	.221	41	.988	.642	41	**0,543**

a. Lilliefors Significance Correction

Based on table 1. after testing for normality using IBM SPSS Statistics 25, from each variable in this study, the results showed that each variable had a significance of >0.05 so it can be concluded that the variables in this study were normally distributed.

b. Homogeneity Test

After testing for normality and each variable has been normally distributed, the researcher then conducted a homogeneity test. The homogeneity test in this study aims to determine whether the variables in this study are homogeneous (the same) or heterogeneous (not the same). The results of the homogeneity test in this study are as follows:

Table 2. Results of the Questionnaire Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	**Sig.**
Variable	Based on Mean	.434	2	120	**0,649**
	Based on Median	.227	2	120	.797
	Based on Median and with adjusted df	.227	2	117.217	.797
	Based on trimmed mean	.254	2	120	.776

Based on table IV.2 after conducting a homogeneity test using IBM SPSS Statistics 25, the results obtained were that the homogeneity value (based on mean) was 0.649 > 0.05, so it can be concluded that the variables in this study are homogeneous (the same).

2. Hypothesis Testing

   a. T-Test or Independent Sample T-test

The independent sample t-test is conducted after the research data is normally distributed and homogeneous. In this study, the independent sample t-test was conducted twice to answer the hypothesis. The results of the first independent sample t-test are as follows:

Table 3. Independent Sample T-test Religiosity Against Anxiety

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	**Sig. (2-tailed)**	Mean Difference	Std. Error Difference	Lower	Upper
The Influence of Religiosity on Anxiety	Equal variances assumed	.847	.360	1.532	80	**.029**	3.317	2.165	-.991	7.625
	Equal variances not assumed			1.532	77.227	**.029**	3.317	2.165	-.994	7.628

95% Confidence Interval of the Difference shown under Lower/Upper columns.

Based on table 3. after conducting an independent sample t-test with the help of IBM SPSS Statistics version 25.0, the Sig (2-tailed) result was 0.029 <0.05, so it can be concluded that there is an influence of religiosity on academic anxiety of Islamic Religious Education Masters students.

Table 4. Independent Sample T-test Resilience Against Anxiety

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The Influence of Resilience on Anxiety	Equal variances assumed	.048	.827	.698	80	.000	1.634	2.340	-3.024	6.292
	Equal variances not assumed			.698	79.975	.000	1.634	2.340	-3.024	6.292

Based on table 4. after conducting an independent sample t-test with the help of IBM SPSS Statistics version 25.0, the Sig (2-tailed) result was 0.000 <0.05, so it can be concluded that there is an influence of resilience on academic anxiety of Islamic Religious Education Masters students.

Discussion

This study discusses the influence of religiosity and academic resilience on decreasing the level of academic anxiety in master's students of Islamic Religious Education study program, Sultan Syarif Kasim State Islamic University, Riau. The discussion is conducted by linking empirical findings from data analysis results with theories that have been explained in the literature review, as well as relevant previous research results.

This study aims to determine the effect of religiosity and academic resilience on reducing the level of academic anxiety of master's students of Islamic Religious Education Study Program, Sultan Syarif Kasim State Islamic University, Riau. Based on data analysis using the independent sample t-test, the significance value (sig-2 tailed) was obtained as follows:
• 0.029 for the religiosity variable on academic anxiety, and
• 0.000 for the academic resilience variable on academic anxiety.

These results indicate that both independent variables have a significant effect on the dependent variable, namely academic anxiety. With a significance value of less than 0.05, the research hypothesis stating that religiosity and academic resilience have an effect on reducing academic anxiety is accepted. In addition, the significance value of academic resilience is smaller than religiosity, indicating that academic resilience has a stronger effect on reducing academic anxiety of master's students of Islamic religious education.

The results of this study indicate that master's students who have high religiosity and good academic resilience tend to experience lower academic anxiety. In the context of Islamic higher education, this reflects the importance of integrating spiritual values and psychological capacity in dealing with academic stress.

1.The Influence of Religiosity on Decreasing Academic Anxiety Levels

The results of the analysis show that religiosity has a significant effect on decreasing the level of academic anxiety in students, with a significance value of 0.029 (Sig < 0.05). This shows that the higher the level of religiosity of students, the lower the level of academic anxiety they experience. This finding is in line with the spiritual coping theory by Pargament, which states that religiosity is a form of coping mechanism that can help individuals manage stress and life pressures. Within the framework of this theory, religious individuals tend to rely on their belief in God when facing difficulties, including academic pressure, so that they can reduce anxiety. According to him, individuals who have a high level of religiosity tend to use religious values as a coping mechanism in dealing with stress and anxiety. In an academic context, religious students will be more likely to surrender (tawakal) after trying, and believe that learning outcomes are not solely determined by their efforts, but also by God's will. This attitude can reduce psychological stress when facing exams, assignments, or presentations.

The religiosity referred to in this study includes the dimensions of belief, religious practice, spiritual experience, and religious knowledge. Individuals who actively practice their religious teachings tend to have better inner peace and emotional control in facing academic demands.

In the context of Islamic Religious Education Masters students at UIN Sultan Syarif Kasim Riau, the level of religiosity can be an important psychological capital to face academic burdens. An academic environment that supports Islamic spiritual and moral values is likely to strengthen students in dealing with situations that cause stress or feelings of discomfort. Religious practices such as congregational prayer, Islamic studies, and interactions with lecturers with religious characters help shape a calm, optimistic, and less panicky attitude.

It can be concluded that religiosity is a protective factor in dealing with academic anxiety. The higher the religiosity of students, especially religiosity that is internal and authentic, the less likely they are to experience anxiety that interferes with the learning process. Therefore, efforts to increase student religiosity, either through religious activities or spiritual guidance, can be used as a strategy to reduce the level of academic anxiety.

2.The Influence of Academic Resilience on Reducing Academic Anxiety Levels

The results of the study showed that academic resilience had a significant effect on students' academic anxiety, with a significance value (Sig 0.000 < 0.05). This finding confirms that the higher the level of academic resilience possessed by students, the lower the level of academic anxiety they experience. In the context of Masters students in the Islamic Religious Education Study Program, academic resilience is an important asset in dealing with academic pressures such as assignments, presentations, exams, and the pressure of completing a thesis

Theoretically, these findings can be explained through the concept of resilience which is generally defined as an individual's ability to adapt positively to pressure, stress, and adversity. Academic resilience is a specific form of resilience that relates to the ability to survive, bounce back, and stay motivated in the face of academic challenges. Resilient students do not easily give up on academic difficulties and tend to develop positive adaptive strategies.

According to the Cognitive Appraisal theory of Lazarus & Folkman, how someone assesses a stressor will affect their emotional response. Students with high resilience will tend to assess academic challenges as something that can be overcome (challenge), not as a threat (threat). This positive assessment directly reduces anxiety levels because they feel able to deal with it.

More broadly, Bonanno states that resilience is not just passive resilience, but an active ability to remain psychologically healthy despite being in stressful situations. In this context, resilient students will show high self-efficacy, the belief that they are able to overcome academic difficulties. This belief reduces excessive worry and encourages constructive action.

Within the framework of positive psychology, resilience is also related to individual strengths, such as optimism, hope, and perseverance. Students who are optimistic and have high hopes tend to have stable learning motivation, even when facing difficult challenges. This is a counterbalance to academic anxiety which is usually triggered by fear of failure or excessive perfectionism.

For students of the Master of Islamic Religious Education Study Program at UIN Sultan Syarif Kasim Riau, high and complex academic demands such as proposal seminars, thesis writing, and socio-religious responsibilities can be a significant source of stress. However, students with high academic resilience are able to respond to these challenges as part of the scientific and spiritual growth process, not as crippling pressure.

From these results and studies, it can be concluded that academic resilience is a very important psychological protector in dealing with academic anxiety. Increasing students' academic resilience can be done through coping skills training, self-regulated learning coaching, and social support from lecturers, friends, and a positive campus environment.

4. CONCLUSION

Based on the results of the data analysis and discussion that have been carried out, it can be concluded as follows:

1. Religiosity has a significant influence on decreasing the level of academic anxiety of students. The test results show that the higher the level of religiosity of students, the lower the level of academic anxiety they feel. Strong religiosity provides inner peace, self-confidence, and an attitude of resignation that helps students manage academic pressure better. A significance value of 0.029 (<0.05) indicates that the influence is statistically significant.

2. Academic resilience also has a significant influence on decreasing the level of academic anxiety of students. Students with a high level of academic resilience tend to be better able to adapt and remain motivated in facing academic burdens. They are able to view challenges as part of the learning process, not as a threat. With a significance value of 0.000 (<0.05), academic resilience is proven to provide a greater contribution to reducing academic anxiety than religiosity.

Both independent variables, religiosity and academic resilience, have been empirically proven to have a significant influence on academic anxiety. This shows that the integration of religiosity and psychological capacity plays an important role in maintaining students' mental health in undergoing academic life, especially at the master's level which has higher complexity and pressure.

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