BECOMING A RESILIENT STUDENT IN A STRESSFUL ERA: THE ROLE OF SELF - AWARENESS AND EMOTIONAL INTELLIGENCE

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Abstract

In today's academic environment, students often face various pressures, such as academic workload, social expectations, and uncertainty about the future. These pressures have the potential to trigger psychological problems if not handled properly. This study aims to examine how self-awareness and emotional intelligence play a role in shaping students' resilience in facing these challenges. By applying a descriptive qualitative method supported by a review of relevant literature, this study highlights the contribution of self-understanding and emotional regulation abilities to mental strength, adaptability, and overall well-being. The findings reveal that students with high levels of self-awareness and emotional intelligence are generally more effective at managing stress, maintaining motivation, and achieving balance in their academic pursuits. This study also highlights the need for educational institutions to incorporate the development of emotional and psychological aspects into their student support systems. By fostering these skills, universities can help students become stronger, more emotionally stable, and better prepared to face the pressures of life and learning in the modern era.

Keywords: Self-awareness, emotional intelligence, resilience, students, psychological well-being

Introduction

In the contemporary era characterized by speed and intense competition, students often experience intense pressure in various aspects. The need to achieve optimal academic achievement, manage time efficiently, and maintain harmony in life can trigger stress, anxiety, and even emotional exhaustion. These challenges emphasize the urgency of developing psychological resilience, namely the ability to adapt and persevere in the face of difficulties. In this situation, self-awareness and emotional intelligence play a crucial role in supporting students in dealing with pressure in today's campus environment.

Self-awareness refers to an individual's capacity to identify and understand their emotions, strengths, weaknesses, and internal drives. This ability facilitates students in recognizing the origins of stress and responding to it productively. On the other hand, emotional intelligence, which is the ability to recognize, understand, and manage emotions well, enables students to foster positive relationships, make appropriate choices, and maintain mental well-being. These two psychological competencies serve as key instruments in building resilience in students. This study aims to examine the relationship between self-awareness, emotional intelligence, and student resilience. By understanding this, educators and counselors can design approaches to improve student well-being and academic achievement.

Theoretical Framework

1. Self-Awareness

   Self-awareness is defined as a person's capacity to identify and understand their own emotions, thoughts, and actions (Goleman, 1995). This includes understanding one's strengths, weaknesses, values, and emotional triggers. For students, self-awareness helps them detect the source of stress, evaluate their responses, and adjust their reactions appropriately. Students with a high level of self-awareness usually make more logical choices, display effective emotional control, and are able to maintain harmony between their academic activities and personal lives. Furthermore, self-awareness is the foundation of emotional intelligence, because a person cannot regulate their emotions optimally without first understanding them.

2. Emotional Intelligence

   Emotional intelligence (EI) was introduced by Daniel Goleman (1995) as the ability to identify, understand, and manage one's own emotions and those of others. EI includes key components such as self-awareness, self-control, motivation, empathy, and social skills. Students with high emotional intelligence are generally better at handling stress, interacting productively in social and academic environments, and recovering quickly from failure. According to Mayer, Salovey, and Caruso (2000), emotional intelligence is not only about controlling emotions, but also utilizing emotions as important data in the process of thinking and acting. Therefore, EI plays an important role in maintaining psychological resilience and academic success.

3. Psychological Resilience

   Resilience refers to the ability to adapt positively when facing difficulties, stress, or failure (Luthar, Cicchetti, & Becker, 2000). In the academic field, resilience supports students to remain motivated, overcome obstacles, and maintain mental stability amid challenges. Studies show that resilient students typically have an optimistic attitude, perseverance, and effective coping techniques (Connor & Davidson, 2003). These psychological strengths enable them to bounce back more quickly from failure and continue striving to achieve their goals.

4. The Relationship between Self-Awareness, Emotional Intelligence, and Resilience

The relationship between self-awareness, emotional intelligence, and resilience is dynamic and mutually supportive. Self-awareness is the foundation of emotional intelligence because it allows individuals to accurately recognize their emotional state. Furthermore, emotional intelligence helps individuals regulate their emotions and interact positively, which ultimately strengthens resilience. When students can understand and manage their emotions productively, they are less likely to experience long-term stress or emotional exhaustion. Thus, self-awareness and emotional intelligence together contribute significantly to students' ability to remain strong and adaptive in the face of pressure.

Method

1. Research Design

   This study applies a descriptive quantitative method that focuses on statistical data processing to examine the relationship between self-awareness, emotional intelligence, and resilience among students. This quantitative approach was chosen because it allows researchers to measure the magnitude of the impact of each independent variable and test hypotheses through numerical data analysis. Data collection was conducted by distributing questionnaires to students, which were then processed using statistical techniques such as t-tests, F-tests, determination coefficients, and multiple regression analysis to determine the level of significance and strength of the relationship between variables.

2. Data Sources

   The data for this study were sourced from secondary materials, including academic journals, books, and online publications published between 2018 and 2024. The materials were selected based on their degree of relevance, reliability, and contribution to the understanding of emotional intelligence, self-awareness, and resilience. Key references include Goleman (1995) on emotional intelligence, Mayer and colleagues (2000) on emotion regulation, and Connor & Davidson (2003) on resilience scales.

3. Data Collection Techniques

   Data collection was carried out through systematic literature review. Relevant academic articles were identified using keywords such as "self-awareness," "emotional intelligence," "psychological resilience," and "students." The databases used included Google Scholar, ResearchGate, and ScienceDirect. The collection activity involved summarizing, comparing, and synthesizing the main ideas from previous studies to build a comprehensive theoretical insight into the research topic.

4. Data Analysis Techniques

   Data analysis was conducted using content analysis. Thematic patterns were identified to examine the contribution of self-awareness and emotional intelligence to student resilience. The analysis process included three main steps:

   a. Organizing the collected data

   b. Determining important themes and relationships

c. Drawing conclusions based on theoretical interpretations. The results of the analysis were then compared with existing literature to ensure academic validity and consistency.

Results

1. t-Test (Partial Test)
   A. X1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.453	3.836		1.943	.055
	KESADARAN DIRI	1.012	.122	.635	8.305	<,001

a. Dependent Variable: KETANGGUHAN MAHASISWA

Based on the significance value: from the Coefficients table, a significance value of 0.001 < 0.05 is obtained. Therefore, it can be concluded that the self-awareness variable (X) affects the student resilience variable (Y).

Based on the t-value: the calculated t-value is 8,305 > t-table 1.983, so it can be concluded that the self-awareness variable (X) influences the student resilience variable (Y).

   B. X2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.356	3.621		.651	.517
	KECERDASAN EMOSIONAL	.958	.094	.711	10.211	<,001

a. Dependent Variable: KETANGGUHAN MAHASISWA

Based on the significance value: from the Coefficients table, a significance value of 0.001 < 0.05 is obtained. Therefore, it can be concluded that the self-awareness variable (X) affects the student resilience variable (Y).

Based on the t-value: the calculated t-value is 10,211 > t-table 1.983, so it can be concluded that the self-awareness variable (X) influences the student resilience variable (Y).

2. F-Test (Simultaneous Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2559.754	2	1279.877	58.806	<,001[b]
	Residual	2198.208	101	21.764		
	Total	4757.962	103			

a. Dependent Variable: KETANGGUHAN MAHASISWA

b. Predictors: (Constant), KECERDASAN EMOSIONAL, KESADARAN DIRI

Based on the ANOVA table results, a calculated F value of 58.806 was obtained with a significance level of less than 0.001, which indicates that the value is less than 0.05. This indicates that self-awareness (X1) and emotional intelligence (X2) together have a significant effect on student resilience (Y).

3. Coefficient of Determination (R² Test)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.733[a]	.538	.529	4.66524	.538	58.806	2	101	<,001	1.513

a. Predictors: (Constant), KECERDASAN EMOSIONAL, KESADARAN DIRI

b. Dependent Variable: KETANGGUHAN MAHASISWA

From the Model Summary table, the R² value of 0.538 indicates that 53.8% of the variation in student resilience can be explained by self-awareness and emotional intelligence, while the remaining 46.2% is influenced by factors outside the scope of this study.

4. Simple Regression Test
    A. X1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.453	3.836		1.943	.055
	KESADARAN DIRI	1.012	.122	.635	8.305	<,001

a. Dependent Variable: KETANGGUHAN MAHASISWA

Based on the table above Y= 7,453+1,012.
The value of a or the constant is 7,453. This means that, the consistent value of variable Y is 7,453. The regression coefficient b is 1,012, which states that for every 1% increase in self-awareness, the resilience of students increases by

1,012. This regression coefficient is positive. Therefore, it can be concluded that the direction of the influence of X1 on Y is positive.

B. X2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.356	3.621		.651	.517
	KECERDASAN EMOSIONAL	.958	.094	.711	10.211	<,001

a. Dependent Variable: KETANGGUHAN MAHASISWA

Based on the table above Y= 2,356+0,958

The value of a or the constant is 2,356. This means that, the consistent value of variable Y is 2,356. The regression coefficient b is 0,958, which states that for every 1% increase in self-awareness, the resilience of students increases by 0,958. This regression coefficient is positive. Therefore, it can be concluded that the direction of the influence of X1 on Y is positive.

5. Multiple Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.940	3.729		-.252	.801
	KESADARAN DIRI	.412	.154	.258	2.666	.009
	KECERDASAN EMOSIONAL	.709	.131	.526	5.424	<,001

a. Dependent Variable: KETANGGUHAN MAHASISWA

Based on the results of multiple regression analysis, the following regression equation was obtained: Student Resilience = -0.940 + 0.412 (Self-Awareness) + 0.709 (Emotional Intelligence).

These findings reveal that Self-Awareness and Emotional Intelligence have a positive impact on Student Resilience. The significance value for the Self-Awareness variable is 0.009 < 0.05, while for Emotional Intelligence it is less than 0.001 < 0.05, so that both statistically have a significant effect. The standard beta coefficient shows that Emotional Intelligence (β = 0.526) has a stronger contribution than Self-Awareness (β = 0.258) to Student Resilience.

Discussion

The results of this study reveal that self-awareness and emotional intelligence have a significant positive impact on student resilience. In other words, students with high levels of self-awareness and emotional intelligence are more likely to be able to overcome academic challenges and adapt effectively in stressful situations. Regression analysis shows that the standardized beta coefficient for emotional intelligence (β = 0.526) is higher than that for self-awareness (β = 0.258), indicating that emotional intelligence has a more dominant influence on student resilience.

These findings support the view of emotional intelligence developed by Goleman (2001), which highlights the importance of the ability to identify and regulate emotions as the foundation for mental stability and efficient individual functioning. Students with high emotional intelligence can remain calm when facing pressure, control negative emotions, and utilize empathy to build productive social relationships. These abilities enable them to recover more quickly from failure and remain motivated in the face of adversity.

Meanwhile, self-awareness also plays a crucial role in shaping student resilience by helping individuals understand their strengths, weaknesses, and emotional triggers. This understanding allows students to respond to stress rationally and not impulsively, making them more adaptive and mentally resilient. The positive relationship between self-awareness and resilience is in line with the study by Lestari and Rahman (2021), which shows that internal reflection and emotional understanding can increase students' psychological resilience in an academic environment.

Furthermore, the combined influence of self-awareness and emotional intelligence, as evidenced by the significant F test results, shows that these two psychological constructs support each other in shaping students' adaptive behaviour. Students with high self-awareness and emotional intelligence are better able to turn pressure into motivation and see challenges as opportunities for growth. The coefficient of determination (R^2 = 0.538) also shows that 53.8% of the variation in student resilience can be explained by these two factors, confirming their significant role in building psychological adaptation skills.

Overall, the results of this study confirm that resilience is not an inherent attribute but can be developed through emotional and cognitive training. Therefore, higher education institutions need to promote programs that emphasize strengthening students' emotional intelligence and self-awareness, such as stress management training, mindfulness activities, and reflective learning. By cultivating these two abilities, students will have greater resilience to cope with academic pressures and contemporary life challenges.

Conclusion

This study concludes that self-awareness and emotional intelligence play a crucial role in increasing students' resilience when facing academic and personal challenges. The findings show that both variables have a significant positive impact on student resilience, with emotional intelligence (β = 0.526) having a more dominant

influence than self-awareness (β = 0.258). This implies that students with high emotional intelligence and self-awareness are better able to manage stress, maintain motivation, and adapt to various obstacles efficiently.

The combined influence of self-awareness and emotional intelligence also shows that these two psychological constructs collaborate to strengthen students' ability to handle pressure. The coefficient of determination (R^2 = 0.538) shows that 53.8% of the variation in student resilience can be explained by these two variables, confirming their significant contribution to students' psychological adaptation abilities.

Therefore, resilience is not an innate trait, but a competency that can be developed through continuous emotional and cognitive training. Higher education institutions are expected to design programs or activities that encourage the development of students' emotional intelligence and self-awareness, such as emotional management training, mindfulness practices, and reflective learning. By strengthening these two aspects, students will become stronger, more balanced, and better prepared to face pressure in the academic environment and future career challenges.

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