



Religiosity and Resilience in Students of the Faculty of Catholic Religious Education

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Abstract

While research related to the factors that influence individual resilience has been conducted, there is limited knowledge regarding the role of religiosity in strengthening resilience. This knowledge gap encouraged researchers to explore the relationship between levels of religiosity and levels of resilience in individuals from religious backgrounds. This research is expected to provide new insights into how spiritual and religious dimensions can influence an individual's ability to cope with the challenges and crises of everyday life. The purpose of this study was to determine the effect of religiosity on resilience in college students. This study used a quantitative correlational research approach with a population of 237 pastoral high school students. The sampling technique used was simple random sampling of 108 people. The data were collected using a resilience scale with the 14-Item Resilience Scale (RS-14) and a religiosity scale with the Centrality of Religiosity Scale (CRS). The results revealed that religiosity had a significant influence on the resilience of college students, with an effective contribution of 64%. Based on the categorization results, most subjects in this study had moderate resilience and religiosity.

Keywords: Resilience, Religiosity, Students

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Introduction

Student is a term for someone who is continuing his or her education to higher education or is often referred to as a college. The transition period faced by many young adults is a problematic stage that becomes a source of stress when a person leaves familiar territory and enters unfamiliar territory (Gómez- Molinero et al., [2018](#)). The developmental stage of student age covers 18 to 25 years; at this stage, it is characterized by individuals creating relationships with others, taking responsibility for

their own lives, and using realistic and pragmatic ways of thinking (Pautina et al., [2022](#); Santrock, [2012](#)). College life has led to various academic demands for students, such as changes in the education system at institutions, the ability to perform assignments well and on time, family demands, and a satisfactory GPA (Wulandari & Kumalasari, [2022](#)).

Students face a wide range of demands and problems from both developmental and academic tasks. The stressors caused by the transition to university life have a major impact on students' academic performance, psychological well-being and physical health (Al Omari et al., [2023](#)). This research focused on students of the religious education faculty of pastoral high schools. In a preliminary study, the researcher identified several problems related to the religious education major, which is mostly the last option for students who do not graduate from the desired major. Because of this, not a few students have great difficulty accepting and adapting to the lecture process and tend to drop out. In addition, students who were interviewed on August 2, 2023, also said that they experienced difficulties following the lecture process at the faculty of religious education. The difficulty is caused by the fact that the situation is felt to be very different when they are still in high school, ranging from complicated learning programs to the density of activities on campus. This then causes students to experience stress and difficulty adjusting.

A study reported a total prevalence of depression, anxiety and stress of 25.0%, 51.1% and 38.9%, respectively, among students of a distance campus established in Indonesia (Astutik et al., [2020](#)), which means that depression, anxiety and stress are very likely to be experienced by students. A similar study was also conducted to predict depression, anxiety and stress among university students in 6 different countries and revealed total prevalences of 57%, 40.5% and 38.1%, respectively, with no significant differences between countries (Al Omari et al., [2020](#)). Previous research has shown that life as a student is inseparable from stress, anxiety and depression, which will interfere with the smooth running of the lecture process.

Facing various problems in the world of education, a student must have the ability to survive in the face of difficulties in life to adapt and increase their potential after facing stressful situations. Resilience is an ever-changing adaptation process to overcome stress and return to normalcy (Alatawi et al., [2021](#); Ayaz-Alkaya et al., [2018](#); Li & Hasson, [2020](#); Syeykhangase et al., [2021](#)). Resilient students tend

to be able to withstand stress, adapt to change, face difficulties, and remain optimistic (Ferreira et al., [2020](#)). Therefore, resilience is considered an important component that can help a person maintain physical and mental health and maintain a normal balance in highly stressful situations (Liu et al., [2022](#)).

Research related to student resilience, such as research (Al Omari et al., [2023](#); Eker & Yildirim, [2022](#)), which aims to assess the level of resilience among students, has been performed. Subsequent research was conducted (Harahap et al., [2020](#); Salim & Muhammad Fakhurrozi, [2020](#); Sholichah et al., [2018](#)), who examined academic resilience in students. Students who have good resilience can not only face one problem but also overcome, get through, and return to normal life after facing problems. Students' habits in dealing with problems can also increase their resilience (Sista et al., [2021](#)).

One of the factors within a person who affects resilience is religiosity. Religiosity can strengthen and enhance a person's resilience by creating bonds and trust that increase meaning, hope, and social support within a spiritual community (Suprpto, [2020](#)). Religion is an important resilience factor for many people, with many experts arguing that it helps people restore a sense of meaning to their lives when they face stress (Esmail, [2021](#)). Religious individuals will sincerely accept what happens to them, while less religious individuals will not. Several important components of religiosity can be identified. These include belief in religious teachings, strength in religious teachings, appreciation of religious teachings, knowledge of religious teachings, and practice of religious teachings (Wahidah, [2018](#)).

Research conducted by Ashfaq ([2022](#)) found that religiosity is significantly related to the strength of student character, and increasing student religiosity can increase student resilience and vice versa. Many studies related to the influence of religiosity on resilience have been conducted, such as research conducted by (Ashraf et al., [2023](#); Gan et al., [2023](#); Konaszewski et al., [2023](#)), who examined how religiosity relates to mental health and resilience in college students and early adults and found that religiosity has a significant influence on resilience in college students, especially in coping with stress and that resilience is very important for individual psychosocial functioning.

Based on several phenomena that have been described above, the purpose of this study is to determine how much influence the religiosity variable has on the resilience variable in students at the Bonaventura STP. In practice, this research can serve as a reference material for students to improve their resilience abilities and increase religiosity by strengthening the principles of student life.

Theoretically, this study contributes to the advancement of psychology based on knowledge about the influence of religiosity and resilience on students.

Method

Design

This research uses a quantitative correlational approach. This research aims to determine the effect of religiosity variables on resilience variables in students of the Faculty of Religious Education in pastoral colleges, which will be quantitatively revealed through data processing based on the results of measuring instruments that have been administered statistically.

Participant Selection

The research population included 237 active students on the campus of pastoral high schools. Then, sampling was carried out using the probability sampling technique with simple random sampling with the aim that sampling was carried out randomly without regard to the strata contained in the population. In this study, the sample included 108 students. Informed consent was given and explained to the participants before they agreed to take part in this study. Participation in this study is voluntary, and participants can withdraw from the research activities at any time.

Measurement

This study collected data using a questionnaire containing two measurement scales. The first measurement scale was used to measure the resilience variable. The author used a resilience scale adapted from the 14-item Resilience Scale (RS-14) compiled by Wagnild & Young (2009), which was later developed by Lundman et al., (2007). This scale was then translated by the researcher through three expert judgments, which were then tested on as many as 14 items. After the trial, there were no items that fell, which means that all items of the resilience measuring instrument were retained and used with a reliability value of $\beta = .910$. Examples of items used in this resilience scale are as follows: "I have self-discipline", "I can usually find something to laugh about", "My life has meaning".

For the second measurement scale used to measure the religiosity variable, the author used the Centrality of Religiosity Scale (CRS) scale developed by Huber & Huber, ([2012](#)). The 15 items of this scale were adapted to Indonesia to meet the research target, and the reliability value was $\beta = .860$. Examples of items on this scale are as follows: "How often do you keep yourself informed about religious questions through radio, television, internet, newspapers, or books?", "In your opinion, how probable is it that a higher power really exists?", "How important is it for you to be connected to a religious community?"

Based on the results of the validity and reliability assessments of the resilience and religiosity scales used, the 14-item resilience scale is considered suitable for use as a research scale because it meets the criteria of a tested measuring instrument.

Procedure

The first step that the researcher took was to submit a research permit to the Dean of Academic, Student Affairs and Alumni of the Faculty of Education and Psychology, Yogyakarta State University. The letter was addressed to the pastoral high school. On August 07, 2023, the researcher sent a research permit to the pastoral high school. The head of the pastoral high school gave permission to conduct research to students at the pastoral high school. Then, the researcher developed a research measurement instrument scale and distributed the research scale in the form of a questionnaire with an accessible link.

Data Analysis

The data obtained will be processed with SPSS version 26.0 to analyze the descriptive data, categorization tests, and regression tests.

Results

The results of this study will describe descriptive data, data categorization and regression test analysis results to determine how religiosity affects resilience in college students.

[Table 1](#)

Descriptive data

	Min	Max	Mean	SD
Resilience	32	70	55,77	7.709
Religiosity	18	34	27,95	3.309

The results of the study begin with descriptive data for each scale, including the standard deviation (SD), mean, maximum value, minimum value, and maximum value. The table above shows the descriptive data of the resilience variable with a minimum value of 32, a maximum value of 70, a mean of 55.77 and an SD of 7.709. The religiosity variable had a minimum value of 18, a maximum value of 34, a mean of 27.95 and an SD of 3.309. Everything is related to the number of respondents as many as 108 students.

Categorization Data

The categorization of resilience and religiosity data consists of five score categories, namely, very low, low, medium, high, and very high. Categorization is performed using the empirical mean because the data contained in the resilience variable are normally distributed. The following score categorization can be seen in the following table.

[Table 2](#)

Categorization data

Variable	Category	Frequency	Percent
Resilience	Very low	4	3.7
	Low	28	25.9
	Medium	43	39.8
	High	24	22.2
	Very high	9	8.3
Religiosity	Very low	6	4.1
	Low	26	23.8
	Medium	38	37.2
	High	26	24.4
	Very high	12	10.3
	Total	108	100.0

The resilience variable categorization test resulted in very low categorizations of 3.7%, low categorizations of 25, 9%, moderate categorizations of 39.8%, high categorizations of 22.22%, and very high categorizations of 8.3%. Overall, 108 subjects were categorized as moderate, while as many as 43 were categorized as moderate. The religiosity variable produced a very low categorization of 4.1%, moderate 23.8%, high 24.4%, and very high 10.2% of the results for the same 108 subjects were dominated by the moderate category of 38 subjects.

Regression Analysis

The results in [Table 3](#) show that religiosity has a positive and significant influence on resilience, with a p value = 0.000. These results indicate that the hypothesis of this study is accepted, where students who are highly religious have a high level of resilience, and vice versa; if the religiosity of the students is low, it means that resilience is also low. The variable contribution to the resilience variable is 64.0%, while the other 36.0% is influenced by other variables that are not related to the topic of this study.

Tabel 3

Regression analysis test results

R²	Sig.(p)	N	Description
0,640	0.000	108	Significant

Discussion

This study aims to elaborate on the influence of religiosity on resilience. Resilience is a positive psychology variable that refers to how a person can maintain good mental health despite facing various psychological challenges (Bonanno et al., [2011](#); Tanamal, [2021](#)). Resilience is influenced by several factors, one of which is religiosity (Fradelos et al., [2018](#)). This study aims to describe the effect of religiosity on resilience. Resilience is a positive psychology variable that refers to how a person can maintain good mental health despite facing various psychological challenges (Bonanno et al., [2011](#); Tanamal, [2021](#)). Resilience is influenced by several factors, one of which is religiosity (Fradelos et al., [2018](#)). In Catholic teaching, there is a rationale that can form resilience among people contained in the book of Job. A job is one of the figures told in the Bible and is often used as a reflection of the

growth and development of the faith of believers. The story of Job's suffering can be a model for following God because he is an example of a pious and faithful man who faced trials in his life that were incomprehensible because they contradicted his pious life. However, these trials and suffering ultimately brought good fortune, which increased his awareness of God. "I have heard of you only by word of mouth, but now my own eyes behold you," biblical source Job 42:5 (Kalis & Marbun, [2019](#)).

In the Bible, people who live a righteous, God-fearing life and avoid evil deeds will be blessed. However, suffering happens to be life-changing, along with the paradigms and ideas of the job's life. Therefore, it can be concluded that suffering as part of the believer's life is actually a reflection of what Job experienced, namely, that suffering is used as resilience in the Christian faith (Arifianto, [2023](#)). According to previous research, religiosity has a significant influence on resilience. This finding is in line with the researcher's hypothesis that students who have high religiosity tend to have the ability to face and overcome problems and pressures, both within themselves and from the environment.

The level of religiosity of students is positively correlated with their level of resilience, and vice versa. The results of this research support previous research conducted by (Eem Munawaroh, Binti Isrofin, [2021](#); Esmail, [2021](#)) This study found that religiosity increases the likelihood of resilience. A person's beliefs and practices relating to his or her religious affiliation or to God have been determined to be an important component of resilience, which is a person's ability to recover from extremely difficult adversity. Other research conducted by (Bukhori et al., [2022](#)) revealed that religiosity affects resilience, and it is important to increase one's level of resilience through the practice of religious guidance and counseling so that resilience can play a greater role in the wider community. Religion is a tool that can be used to build strength through reinterpreting adversity as God's gift for personal growth. Religiosity also has a positive impact in the field of psychology because religiosity can help people maintain their mental health when faced with difficulty (Al Eid et al., [2020](#)).

Research conducted by Hyun-Suk Lee, Et al., ([2021](#)) revealed that 43.3% of students tend to experience greater academic burnout, anxiety and psychosocial stress; thus, efforts to reduce academic burnout, anxiety, and stress are needed. Managing various changes in the uncertain living conditions of students requires better individual compliance and resilience. Individuals who have high

religiosity more easily comply with the rules (Freire de Medeiros et al., [2017](#)), which can then help students develop good self-control skills. Religiosity also strengthens an individual's belief in God, which can help a person maintain positive emotions despite facing difficulties (Tanamal, [2021](#)).

Previous and current research differ in terms of religious teachings. Researchers use student subjects who are all on Catholic campuses with Catholic religious education majors. In lectures, students are also actively involved in worship activities every morning and contribute to church services every day. However, previous research has tended to involve Muslim students. Research conducted by Dolcos et al., ([2021](#)) revealed that religious individuals have resilience that allows them to make more positive interpretations of problems and believe that God will intervene in life and improve subjective well-being. In other words, religious individuals have more reasons to persevere and recover when they face problems.

The regression test results revealed that the contribution of religiosity to resilience was 64%. This shows that religiosity variables affect resilience, with 36% influenced by other factors. Research conducted by Dwi et al., ([2019](#)) on one of the factors that affects student well-being is psychological resilience; students who have psychological resilience are better able to maintain their health and vitality when under pressure. Sista et al., ([2021](#)) reported different results on the effect of religiosity on resilience, which was only 19.9%. This shows that the effect of the religiosity variable on resilience is linear when religiosity increases and that resilience also increases.

Furthermore, research conducted by Edara et al., ([2021](#)) more deeply examines the relationship between religiosity and resilience and between religiosity and the cognitive component of resilience in university students. The results of this study revealed that Taiwanese students are quite resilient to all age groups and religions. Despite these concerns, the participants seemed to have the ability to overcome the crisis and return to normalcy. The study also revealed the prevalence of different levels of religiosity, regardless of age group or religious affiliation. In addition, students' level of religiosity and feelings toward God vary depending on their sociocultural background and situation, and it is when they face life challenges that resilience emerges (Edara et al., [2021](#)).

Limitations

The limitation of this study lies in the similarity of the participants' profiles, especially in terms of religious background and educational institutions affiliated with Catholicism. This is thought to be the main factor contributing to the high level of positive correlation between religiosity and resilience stemming from the excellent perception of the role of religion among Catholic students. Another limitation is the multidimensionality of the research variables. Some dimensions have broader and more diverse meanings, but this study simplified the diversity by using a composite score between dimensions. While this may be considered negative because it prevents a more specific view of the relationship between the variables, it is also considered important to prevent the interpretation of the results from becoming too complex.

Conclusion

The results of this study revealed a significant relationship between resilience and religiosity in religious education faculty students at the Pastoral College (STP). Based on the categorization results, most subjects in this study had moderate resilience and religiosity. The total effective contribution of the influence of religiosity on resilience is 74%. Therefore, it can be concluded that religiosity has a significant influence on resilience in college students.

Future researchers could develop research samples so that they are not focused on the same profile related to religious background so that they can provide a broader picture of the scope of scientific studies related to religiosity variables. Further research can also add to the correlation of religiosity and resilience variables with other variables to expand the results of preexisting research.

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