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ANALYSIS OF FACTORS AFFECTING THE MATHEMATICAL RESILIENCE OF MTs ATS-TSABAT MAKASSAR'S STUDENTS

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ABSTRACT

The purpose of this study were (1) to describe the mathematical resilience of MTs Ats-Tsabat Makassar students. (2) to find out the factors that influence the mathematical resilience of MTs Ats-Tsabat Makassar students. This research is a type of mixed method research, namely research that uses two methods, quantitative and qualitative methods. The research design used was a sequential explanatory design, namely the collection and analysis of quantitative data in the first stage, followed by the collection and analysis of qualitative data in the second stage, which was built based on the initial quantitative results. The sample used in this study were 44 students at MTs Ats-Tsabat Makassar for quantitative data, and 6 research subjects were selected based on quantitative analysis to serve as a source of qualitative data. The instruments used were a mathematical resilience questionnaire for quantitative data and an interview guide as a tool for collecting qualitative data. The questionnaire used has undergone validation tests from experts and instrument trials, including validity and reliability tests. The study results show that: 1) The description of the mathematical resilience of MTs Ats-Tsabat Makassar students is that the average is in the medium category with a percentage of 50%. 2) The factors that influence the mathematical resilience of students at MTs Ats Tsabat based on the source of resilience I Have which means external support, it is found that family support factors and peer assistance factors determine the increase in students' mathematical resilience. Then from the second source of resilience I Am in the form of internal support are the interest factor, the independence factor, and the religiosity factor. Then from the I Can source that comes from social and intrapersonal interactions, it is found that communication skills and emotional management factors can affect mathematical resilience.

Keywords: Mathematics; mathematical resilience; learning method

1. INTRODUCTION

Teachers basically when choosing and implementing a particular approach to learning mathematics in addition to helping students overcome difficulties in achieving mathematical abilities

and negative attitudes towards mathematics, they also try to develop positive attitudes towards mathematics and learning mathematics. These positive attitudes include being confident through hard work for success, showing perseverance in facing difficulties and being persistent in facing challenges in learning mathematics (Sumarmo, 2015). This attitude is known as Mathematical Resilience, namely the ability to adapt and not give up despite facing difficulties in learning mathematics (Cahyani et al., 2018). Mathematical resilience makes students not easily give up when faced with complex challenges so that students will look for alternative solutions to solve the problems at hand. The problems in this case are complex math problems.

Mathematical resilience is also needed when educators intend to educate students to use mathematics, think and behave mathematically and not just get good grades or pass math exams. Students with strong resilience will not only have the math skills needed to answer exam questions, but more importantly, they also have the math skills needed outside of school and are willing to apply them whenever needed. The development of mathematical resilience also requires a reflective and sensitive attitude toward learning mathematics. Students with good mathematical resilience are aware that if they think hard, discuss with their friends, read mathematical ideas and reflect on the knowledge they have acquired. They will also be tough and can overcome obstacles in learning mathematics and be able to solve complex math problems (Sumarmo, 2015).

The mathematical resilience of students is essentially a reflection of the learning effort. Generally, the better the learning effort, the better the results achieved. Of course, this cannot be separated from the factors that influence it, which are divided into two, namely risk factors and protective factors (Hendriani, 2018). Risk factors contribute negatively to individual self-defense when dealing with stressors (Koroh & Andriany, 2020). Meanwhile, protective factors are factors that contribute to increasing individual resilience, which are delaying, minimizing, and even neutralizing negative outcomes (Koroh & Andriany, 2020; Setyowati et al., 2010). These factors include individual factors, family factors, and community environmental factors. Specifically, Grotberg reveals that there are three components of resilience that are interrelated to form a resilient individual, namely, I Have, I Am and I Can. The three successively come from external support (external supports), internal support (internal personal strength), and social interaction (social, interpersonal skills).

Internal factors originating from individuals also affect the mathematical resilience of students. Based on the results of interviews with mathematics teachers at MTs Ats-Tsabat Makassar, namely Nismawati, S.Pd. on July 11, 2022 related to the tendency of students when facing difficulties when learning mathematics, he said that some students were still not confident in themselves in solving mathematical problems during the learning process, which in the end were still accustomed to seeing their friends' work while doing their work. tasks as a form of self-confidence in their abilities. The results of the interview also showed that some students had problems working on math problems, namely confusion and could not work on the questions given if the questions were different from the examples given by educators because of their lack of understanding of the problems given, lack of ability to model problems in questions, and the lack of strategic planning in solving these math problems.

This is also supported based on the results of a preliminary study in the form of initial observations during mathematics learning which showed different student activities during the learning process. Starting from the enthusiasm of students who were less visible when learning mathematics, followed by many who put on expressions of confusion and went back and forth to the teacher's desk to ask what the question meant, while the questions given were in accordance with the explanation of the material that the teacher had taught. This shows that the high will of the students has not been seen and the attitude of giving up easily on the problems they face makes them not try to solve the problems independently. Of course, this is a concern because it comes from individuals who simultaneously determine their personal qualities related to resilience. The combination of each individual trait and learning experiences gained through interactions and opportunities provided by family, school, and community also helps shape individual resilience (Khanlou & Wray, 2014).

Then external factors are closely related to environmental factors, including family environmental factors and community environment. In his first education, the family instills the values of life, one of which is social values. In the family environment, the foundation of skills in children is formed and developed through habits (Amiati & Hanggara, 2018). A good family environment will indirectly affect the resilience of students. Of course, the family in question is a family environment that educates and pays attention to children (Setyowati et al., 2010).

In addition to family environmental factors, community environmental factors influence resilience (Setyowati et al., 2010). The peer environment is a social environment that often interacts with children after the family environment so that it will influence their abilities. Because in this environment, children feel they have many similarities and are comfortable developing their abilities Students whose resilience level is said to be good because of a good balance in themselves and the surrounding environment, especially from the way students socialize with family and friends (Amiati & Hanggara, 2018; Khanlou & Wray, 2014). This influence occurs because of the existence of students in society.

Internal and external factors that affect mathematical resilience are interrelated with each other so that they are inseparable. Research conducted by Amiati & Hanggara (2018) on Student Resilience Levels shows that resilience is formed and influenced by several factors originating from things that are internal to oneself (internal) in the form of independence and social skills, as well as external sources (external), namely the family environment and peer environment. From the explanation above, the researcher argues that the factors that influence mathematical resilience are essential and exciting to study because the concepts offered can be developed for students with 'bad' experiences with mathematics.

2. METHODS

The method applied in this research is the mix method which uses a sequential explanatory design. This design is applied by collecting and analyzing quantitative data in the first stage, followed by the collection and analysis of qualitative data in the second stage which is built based on initial quantitative results (Sudaryono, 2021). In other words, in this study the author tries to collect, analyze, and mix quantitative and qualitative methods to understand the research problem.

This research was conducted at MTs Ats-Tsabat Makassar with a total sample of 44 students for quantitative data. Six research subjects were selected based on quantitative analysis to be used as qualitative data sources. The instrument used is a mathematical resilience questionnaire for quantitative data and interview guidelines as a tool for researchers, as the main instrument in collecting qualitative data. The questionnaire is a data collection technique that gives the informants a set of written questions to answer (Sugiyono, 2015). The questionnaire method in this research is used to describe the mathematical resilience of students to explore further the factors that influence

it by interviewing. The questionnaire used has undergone validation tests from experts and instrument testing, including validity and reliability tests.

The interview is a technique of collecting data using one-sided questioning, which is carried out systematically and based on the existing research objectives, namely finding problems more openly, where the parties invited to the interview are asked for their opinions and ideas (Sugiyono, 2015). Interviews were conducted in-depth and repeatedly to understand the questions' answers flexibly. The form of questions concerns the research topic, without any order in which questions are asked first.

3. RESULTS & DISCUSSION

To find out the factors that affect the mathematical resilience of students at MTs Ats-Tsabat Makassar, the researchers used two data collection stages: the first stage of quantitative data collection and the second stage of qualitative. Quantitative data retrieval through the provision of mathematical resilience questionnaires to all MTs Ats-Tsabat Makassar students totaling 44 students. Through the mathematical resilience scores obtained, the researchers obtained subjects who had high, medium, and low mathematical resilience. The results of the acquisition of quantitative data become a reference for researchers to collect qualitative data, in this case, to analyze the factors that influence it.

Qualitative data retrieval was carried out by semi-structured interviews regarding several matters relating to factors that affect students' mathematical resilience. Based on quantitative data after categorization, with purposive sampling technique, the researcher determined six respondents to be interviewed: two respondents in the high mathematical resilience category, two medium categories, and two low categories.

Description of Mathematical Resilience of MTs Ats-Tsabat Makassar Students

Based on the calculation of students' final scores, descriptive statistical analysis was carried out. The following table shows the results of descriptive statistical analysis of mathematical resilience of MTs Ats-Tsabat Makassar students, namely:

Table 1. Descriptive Statistics of Mathematical Resilience Score Data for MTs Ats-Tsabat Makassar Students

Descriptive Statistical	Statistical Value
Mean	51,18182
Median	52
Mode	64
Standard Deviation	13,43593
Minimum	20
Maximum	84
Count	44

The results of the descriptive analysis showed that the average score obtained from filling out questionnaires by students was 51,181. The maximum score obtained by students is 84, and the minimum score obtained is 20. The descriptive analysis also found that the standard deviation is smaller than the average value, so it can be said that the data is homogeneous with the average mathematical resilience of students with a low deviation rate.

Furthermore, mathematical resilience categorization is carried out based on students' final score. The categorization of students' mathematical resilience scores follows the mathematical resilience categorization :

Table 2. Mathematical Resilience Score Categorization

No.	Score Interval Limit	Category	Frequency	Percentage (%)
1.	$X < 41{,}33$	Low	11	25
2.	$41{,}33 \leq X < 62{,}67$	Medium	22	50
3.	$X \geq 62{,}67$	High	11	25

The table above shows that most of the mathematical resilience levels of MTs Ats-Tsabat Makassar students are in the medium category with a percentage of 50%. From the mathematical resilience categorization table above, a mathematical resilience categorization diagram is presented as follows:

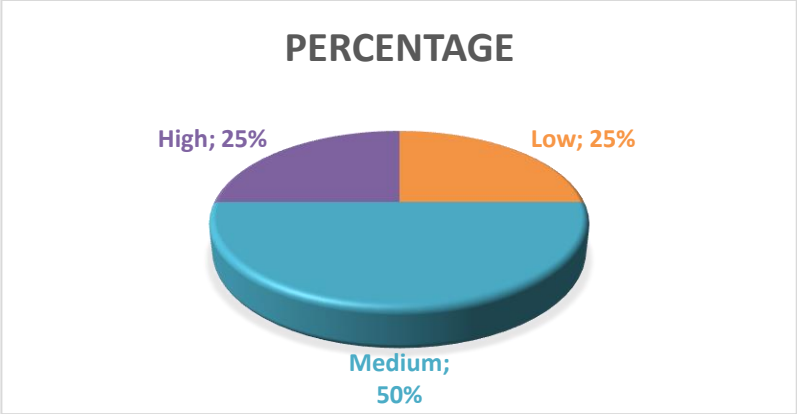

Figure 1. Mathematical Resilience Categorization Diagram of MTs Ats-Tsabat Makassar Students

Based on the categorization results, it can be seen that on average students have moderate mathematical resilience with a percentage of 50%. Furthermore, to find out a more detailed description of the mathematical resilience of MTs Ats-Tsabat Makassar students, each indicator in mathematical resilience will be explained based on the categorization that has been done.

The achievement of each indicator for each category is analyzed based on the score for each item in the questionnaire statement and then the percentage of achievement is obtained. Below is a table of percentage achievement indicators for each category of mathematical resilience.

Table 3. Description of Achievement of Mathematical Resilience Indicators for Each Category

No.	Category	Percentage of Achievement Indicator
1.	Low	34,18%
2.	Medium	51,27%
3.	High	68%

From the research results above, it is known that most students are in the moderate resilience category. This shows that most of the students have enough fighting power, diligent attitude, and a high desire to succeed in learning mathematics so that students do not give up easily when experiencing pressure or difficulty when learning mathematics. This is in line with the research conducted by Salsabila (2021) entitled "Analysis of Mathematical Resilience Judging from the Mathematics Learning Outcomes of High School Students" that students with moderate levels of

mathematical resilience already have a strong desire to achieve success in dealing with problems. when learning mathematics, so they will not give up easily.

As for the results of data analysis for each category of mathematical resilience based on the achievement of mathematical resilience indicators, there are several things that are of concern to researchers, namely it is found that there are several indicators of mathematical resilience that are generally met by students of MTs Ats-Tsabat Makassar. However, there are also several indicators that in general are still not fulfilled by students of MTs Ats-Tsabat Makassar. The achievement of these indicators is in accordance with the categorization of mathematical resilience that has been carried out. Students with high mathematical resilience almost meet all indicators of mathematical resilience. Students with moderate mathematical resilience also fulfill almost all indicators, although not optimally. Meanwhile, students with low resilience do not meet several indicators of mathematical resilience.

Students with high and moderate mathematical resilience who meet the indicators with the highest scores, namely the indicators of using failure experiences to build self-motivation. This means that most students use their failure experiences to build self-motivation so they don't get stuck in the same mistakes and are more motivated to succeed. This is relevant to the research conducted by Nurjannah and Marlina (2021) in their journal entitled "Analysis of Resilience in Mathematics Learning for Junior High School Students" that students who have excellent resilience, can motivate themselves and have good self-confidence. The higher the resilience of students, the higher the motivation and achievement of students learning mathematics.

As for students with low mathematical resilience, the indicator with the lowest score is the indicator of language skills. This means that students do not have a good ability to convey the contents of their thoughts to others. Students with low mathematical resilience assume that the difficulties they face are a burden, so that the burden is considered a threat and quickly experiences frustration. This is relevant to Zanthy's research (2018) in his journal entitled "The Contribution of Mathematical Resilience to Students' Academic Ability in the Mathematical Statistics Course" that someone who has low resilience tends to experience more anxiety, sadness, and anger compared to other individuals. If they experience disappointment and difficulty when facing math problems, they will be trapped in disappointment and anxiety so that they cannot solve the problems given.

Factors Affecting Mathematical Resilience of MTs Ats-Tsabat Makassar Students

Based on the results of interviews, obtained several things that are factors that affect the mathematical resilience of students. The results of the study are the findings of the themes of the six informants. Some of the findings of this theme are categorized into more general themes. Theme categories are based on grouped themes. The findings of these themes help researchers to see the factors that affect the mathematical resilience of students at MTs Ats-Tsabat Makassar. These factors are summarized in the following diagram:

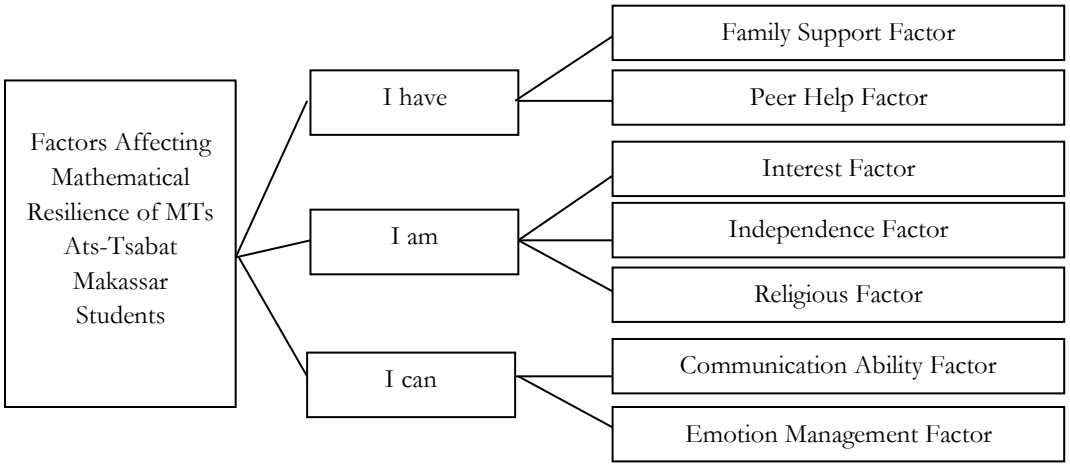

Figure 2. Diagram of Research Results on Factors Affecting Mathematical Resilience of Students at MTs Ats-Tsabat Makassar

(1) Family Support Factor

Family support is very important for students in the learning process. With family support can make the child feel cared for and encourage them when facing a problem. So, the child will try to overcome the problem as well as possible. Based on the results of interviews, it is known that dominant students get support from their families in the form of motivation from parents and include tutoring children.

The motivation given by parents can be a driving force for students when they face a problem. Motivation consists of several forms including the form of direction, form of encouragement, and form of support. Motivation in the form of encouragement such as children being told to study hard, go to school and do math homework. Another form of family support is in the form of parental assistance when their child has difficulty doing math problems. On the other hand, support

from older siblings is also part of family support. This shows the close relationship that provides mutual support between family members can help students in the learning process.

To deepen students' mathematical abilities, it can also be done by adding additional learning that can balance learning at school and at home, namely by providing additional lessons. The family, in this case the parents, has a role in enrolling their child in tutoring in order to increase their child's understanding. Because it is also part of family support for the learning process of students who can provide more knowledge when students try to overcome their problems during the learning process. This is in line with research conducted by Pratiwi et al. (2021) in their journal entitled "Parental Support and Student Academic Resilience in an Islamic Perspective" that parents in an Islamic perspective are one that can influence students to develop a sense of resilience. themselves and how they survive through academic challenges.

(2) Peer Help Factor

The existence of good colleagues who always provide support is something that every student wants in the process of studying at school. Good colleagues will have a positive impact on students, both in terms of behavior and in terms of academics, especially when learning mathematics. Conversely, when colleagues do not provide support, it can have a negative impact in the form of lack of confidence in overcoming problems.

When experiencing difficulties, students usually work with their friends to find solutions. Based on interviews with students, it was found that the existence of colleagues was able to become a place to discuss with each other related to the difficulties faced and make it easier for students to solve problems. Although sometimes there are students who prefer to study alone. This is in line with research conducted by Sari and Indrawati (2016) in their journal entitled "The Relationship Between Peer Social Support and Academic Resilience in Final Year Students of Department X, Faculty of Engineering, Diponegoro University" that peer social support provides a positive relationship that significant effect on academic resilience in final year students of Department X, Faculty of Engineering, Diponegoro University.

(3) Interest Factor

Interest is something that needs to be considered in the learning process. Because without the interest of students, the learning process cannot be achieved optimally, in this case it is devoted to mathematics. Interests can affect students' efforts to follow the learning process and will be more diligent in overcoming the problems they face. Based on interviews with students, it was found that there were differences in interest or different interests in mathematics subjects between students with high, medium and low resilience categories.

Students who have an interest in mathematics tend to have a high category of resilience, so there is more willingness to try when experiencing problems. Meanwhile, for students who are less interested in mathematics, it will be difficult to continue trying to overcome problems because their interest is not in mathematics. This shows that interest has an effect on students' mathematical resilience. This is in line with research conducted by Murni et al. (2021) in his journal entitled "The Relationship Between Learning Interest and Mathematical Resilience during the COVID-19 Pandemic" that the higher students' interest in learning, the higher the students' mathematical resilience. On the other hand, the lower the students' interest in learning, the lower the students' mathematical resilience.

(4) Independence Factor

Independence is important to achieve good learning outcomes, especially in mathematics. Independent learning can be demonstrated by the efforts of students to overcome the problems encountered during the learning process by searching in depth for the information needed from various sources independently.

Based on interviews with students, it was found that independence in students was shown from efforts to find solutions to their problems from various sources, then from their findings they would find new things in the form of solutions that were more effective and easier to understand. Meanwhile, there are students who tend to lack independence so that they still have efforts to solve problems, but do not try to develop other knowledge from their findings. This is in line with research conducted by Permatasari et al. (2021) in his journal entitled "The Effect of Independent Learning on Student Mathematical Resilience in Online Learning" that learning independence has a

positive influence on mathematical resilience so that learning independence needs to be developed so that students have mathematical resilience.

(5) Religious Factor

Religiosity can be in the form of a person's strong belief in his Lord in carrying out all activities in daily life, in this case specifically for learning mathematics. Religiosity can also be in the form of positive thoughts obtained from belief in God when experiencing difficulties in learning so as to provide confidence that students will be able to survive even in difficult circumstances. Based on interviews with students, it was found that the religiosity of students was instilled by parents from an early age, including sending their children to schools that balance religious knowledge and general knowledge. This gives students confidence that every problem has a solution.

Religiosity in students also means having confidence and prudence in carrying out an activity in order to solve the problem if it is not in accordance with the teachings of Allah SWT. especially when completing difficult math tasks or on exams. In addition, the belief that there will be facilities provided by Allah SWT. for every business can raise the confidence of students to try harder. This is in line with the research conducted by Ulfa Miladiah (2022) in his journal entitled "The Contribution of Religiosity to Students' Academic Resilience During Online Learning" that there is a significant influence of religiosity on academic resilience.

(6) Communication Ability Factor

Communication skills have an important role in supporting the learning process of students, especially when facing problems in mathematics. Communication skills are needed so that students can actively participate in the learning process and easily convey what is considered a problem that needs to be solved. Based on interviews with students, it was found that communication skills were shown by efforts to convey what was considered difficult at the time of learning to the mathematics teacher and asked for a re-explanation when they still did not understand how to solve the problem. Communication skills can also be seen in the ability of students to build social relationships with other people, be it with teachers or friends and then convey their mathematical ideas so that it is easier to adapt to various problems and can rise from the problems encountered during learning. mathematics. This is in line with research conducted by Amiati and Hanggara (2018) in their journal entitled "Level of Student Resilience (Analysis of the Influence of Family Environment, Peers, Social

Skills and Learning Independence on Economic Education Student Resilience)" Affecting resilience are social skills that also show good communication skills.

(7) Emotion Management Factor

Emotional management is important for students who face pressure when they have difficulties in learning mathematics. Students who can manage emotional expression well can help them to grow resilience in these students, especially when learning mathematics.

Based on interviews with students, it was found that some of them felt overflowing emotions when they were unable to solve their problems in learning mathematics. Nevertheless, they are able to manage those emotions. The ability to control the expression of emotions that arise when they encounter difficulties during the mathematics learning process makes them able to rise from emotional feelings that can hinder the struggle to overcome various problems and pressures. This is in line with research conducted by Sukmaningpraja and Santhoso (2018) in their journal entitled "The Role of Emotion Regulation on Resilience in Semi-Military-Based Boarding School Students" that emotion regulation plays a role in resilience in school students.

From some of the factors described above, there are factors that have a dominant influence on the mathematical resilience of MTs Ats-Tsabat Makassar students among the factors that have been found. The factors are factors that come from the I Am source, namely the source of resilience that comes from the individual's internal as someone who carries out the learning process and how his fighting power is against the pressures that are obtained when experiencing difficulties in the process. Thus, the dominant factors are interest factors, independence factors and religiosity factors. The match between the level of mathematical resilience and the factors that influence it is more visible in the three factors.

The existence of these dominant factors is caused by several things, including the characteristics of students who are in an Islamic school environment, where the main goal of this school is to form intellectual characteristics in human students so that they are able to live life as good people in accordance with religious teachings. The subjects contained in this school are also dominated by religious subjects, so that the tendency of students is more in the realm of religious lessons, although some students also have an interest in mathematics. The independence factor is also dominant because some students live a dormitory life, so that independence is more honed for

various kinds of problems. Likewise, the side by side religiosity factor is in line with the school's vision in shaping the religious character of its students.

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