

**KONTRIBUSI DISPOSISI BERPIKIR KRITIS TERHADAP RESILIENSI
AKADEMIK SISWA KELAS 12 KOTA BANDUNG PADA
PEMBELAJARAN JARAK JAUH**

SKRIPSI

Disusun untuk memperoleh gelar Sarjana Psikologi di Departemen Psikologi
Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia



Disusun oleh:
Dhiya Syifa Aini
1603998

**DEPARTEMEN PSIKOLOGI
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
BANDUNG
2020**

**KONTRIBUSI DISPOSISI BERPIKIR KRITIS TERHADAP RESILIENSI
AKADEMIK SISWA KELAS 12 KOTA BANDUNG PADA
PEMBELAJARAN JARAK JAUH**

Oleh Dhiya Syifa Aini

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Psikologi di Departemen Psikologi Fakultas Ilmu Pendidikan

©Dhiya Syifa Aini 2020
Universitas Pendidikan Indonesia
Desember 2020

©Hak cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan cetak ulang,
difoto kopi, atau cara lainnya tanpa izin dari peneliti.

LEMBAR PENGESAHAN SKRIPSI

Dhiya Syifa Aini
1603998

**Kontribusi Disposisi Berpikir Kritis terhadap Resiliensi Akademik Siswa
Kelas 12 Kota Bandung Pada Pembelajaran Jarak Jauh**

Disetujui dan Disahkan Oleh:

Pembimbing I,



Dr. Tina Hayati Dahlan, S. Psi., M. Pd., Psikolog
NIP. 19720419 200912 2 002

Pembimbing II,



Lira Fessia Damaianti, S. Psi., M. Pd.
NIP. 19631222 200604 2 007

Mengetahui,

Ketua Departemen Psikologi



Dr. Sri Maslihah, M. Psi., Psikolog
NIP. 19700726 200312 2 001

SKRIPSI INI TELAH DIUJIKAN PADA:

Hari/Tanggal : Rabu, 23 Desember 2020
Waktu : 09.00 – 10.00 WIB
Tempat : Ruang 1 (Aplikasi Zoom Meeting)

Penguji terdiri dari:

Penguji I,



Dr. Tina Hayati Dahlan, S. Psi., M. Pd., Psikolog
NIP. 19720419 200912 2 002

Penguji II,



Medianta Tarigan, M.Psi
NIP. 19820514 200604 1 002

Penguji III,



M. Ariez Musthofa, M.Si
NIP. 19740409 200812 1 002

**Tanggung jawab Yuridis ada pada:
Peneliti,**



Dhiya Syifa Aini
NIM 1603998

ABSTRAK

Dhiya Syifa Aini (1603998). Kontribusi Disposisi Berpikir Kritis terhadap Resiliensi Akademik siswa kelas 12 Kota Bandung pada Pembelajaran Jarak Jauh. Skripsi. Departemen Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia. Bandung. (2020).

Penelitian ini memiliki tujuan untuk melihat kontribusi disposisi berpikir kritis terhadap resiliensi akademik pada siswa kelas 12 Kota Bandung. Responden (N=350) kelas 12 di Kota Bandung mengisi kuesioner *Critical Thinking Disposition Scale* (CTDS) untuk mengukur disposisi berpikir kritis dan *Academic Resilience Scale* (ARS-30) untuk mengukur resiliensi akademik yang sudah diadaptasi dalam bahasa Indonesia. Teknik analisis data yang digunakan adalah analisis regresi linear untuk mengetahui kontribusi disposisi berpikir kritis terhadap resiliensi akademik. Hasil penelitian ini menunjukkan bahwa disposisi berpikir kritis memberikan kontribusi pada resiliensi akademik siswa kelas 12 Kota Bandung. Disposisi berpikir kritis merupakan prediktor resiliensi akademik yang memberikan kontribusi sebesar 37,4%. Semakin tinggi disposisi berpikir kritis, semakin tinggi resiliensi akademik.

Kata kunci: Disposisi berpikir kritis; resiliensi akademik; siswa; pembelajaran jarak jauh.

ABSTRACT

Dhiya Syifa Aini (1603998). The Contribution of Critical Thinking Disposition to Academic Resilience on 12th grade students in Bandung. Thesis. Departement of Psychology, Faculty of Education, Indonesia University of Education. Bandung. (2020).

This study aims to examined the contribution of critical thinking dispositions to academic resilience on 12th grade students in Bandung. Respondents (N = 350) on 12th grade in Bandung filled out the Critical Thinking Disposition Scale (CTDS) questionnaire to measure critical thinking dispositions and the Academic Resilience Scale (ARS-30) to measure academic resilience which adapted into Indonesian. The data analysis technique used is linear regression analysis to examined the contribution of critical thinking disposition on academic resilience. The results of this study indicate that critical thinking disposition contributes to the academic resilience on 12th grade students in Bandung, a contribution is 37.4%. The higher critical thinking disposition, the higher academic resilience.

Keywords: critical thinking disposition; academic resilience; student; distance learning

DAFTAR ISI

LEMBAR PERNYATAAN	Error! Bookmark not defined.
KATA PENGANTAR	Error! Bookmark not defined.
UCAPAN TERIMAKASIH.....	Error! Bookmark not defined.
ABSTRAK	4
ABSTRACT.....	5
DAFTAR ISI.....	6
DAFTAR TABEL.....	8
DAFTAR GAMBAR	9
DAFTAR LAMPIRAN.....	10
BAB I.....	Error! Bookmark not defined.
PENDAHULUAN	Error! Bookmark not defined.
A. Latar Belakang Penelitian	Error! Bookmark not defined.
B. Pertanyaan Penelitian	Error! Bookmark not defined.
C. Tujuan Penelitian	Error! Bookmark not defined.
D. Manfaat Penelitian	Error! Bookmark not defined.
E. Sistematika Penulisan	Error! Bookmark not defined.
BAB II.....	Error! Bookmark not defined.
KAJIAN PUSTAKA.....	Error! Bookmark not defined.
A. Disposisi Berpikir Kritis	Error! Bookmark not defined.
1. Definisi Disposisi Berpikir Kritis.....	Error! Bookmark not defined.
2. Aspek-Aspek Disposisi Berpikir Kritis...	Error! Bookmark not defined.
3. Faktor-faktor yang Berkorelasi dengan Disposisi Berpikir Kritis...	Error! Bookmark not defined.
B. Resiliensi Akademik	Error! Bookmark not defined.
1. Definisi Resiliensi Akademik.....	Error! Bookmark not defined.
2. Aspek-Aspek Resiliensi Akademik.....	Error! Bookmark not defined.
3. Faktor-Faktor yang Memengaruhi Resiliensi Akademik	Error! Bookmark not defined.
C. Kerangka Pemikiran.....	Error! Bookmark not defined.
D. Hipotesis Penelitian.....	Error! Bookmark not defined.

BAB III	Error! Bookmark not defined.
METODE PENELITIAN	Error! Bookmark not defined.
A. Desain Penelitian.....	Error! Bookmark not defined.
B. Populasi, Sampel dan Responden Penelitian	Error! Bookmark not defined.
C. Variabel Penelitian dan Definisi Operasional	Error! Bookmark not defined.
1. Variabel Penelitian	Error! Bookmark not defined.
2. Definisi Konseptual dan Operasional	Error! Bookmark not defined.
D. Teknik Pengambilan Data	Error! Bookmark not defined.
E. Instrumen Penelitian.....	Error! Bookmark not defined.
1. Instrumen Disposisi Berpikir Kritis	Error! Bookmark not defined.
2. Instrumen Resiliensi Akademik	Error! Bookmark not defined.
F. Adaptasi Instrumen Penelitian	Error! Bookmark not defined.
G. Analisis Data	Error! Bookmark not defined.
BAB IV	Error! Bookmark not defined.
HASIL DAN PEMBAHASAN.....	Error! Bookmark not defined.
A. Hasil	Error! Bookmark not defined.
1. Gambaran Disposisi Berpikir Kritis	Error! Bookmark not defined.
2. Gambaran Resiliensi Akademik	Error! Bookmark not defined.
B. Uji Hipotesis dan Pembahasan.....	Error! Bookmark not defined.
C. Keterbatasan Penelitian	Error! Bookmark not defined.
BAB V.....	Error! Bookmark not defined.
SIMPULAN DAN REKOMENDASI	Error! Bookmark not defined.
A. Simpulan	Error! Bookmark not defined.
B. Rekomendasi	Error! Bookmark not defined.
DAFTAR PUSTAKA	11

DAFTAR TABEL

Tabel 3. 1 Data Demografis Responden	Error! Bookmark not defined.
Tabel 3. 2 Data Penggunaan Media Pembelajaran Jarak Jauh....	Error! Bookmark not defined.
Tabel 3.3 Kisi-Kisi Instrumen CTDS	Error! Bookmark not defined.
Tabel 3. 4 Kisi-Kisi Instrumen ARS-30.....	Error! Bookmark not defined.
Tabel 3.5 Penyekoran Instrumen.....	Error! Bookmark not defined.
Tabel 3.6 Norma Kategorisasi.....	Error! Bookmark not defined.
Tabel 3. 7 Parameter Item Misfit	Error! Bookmark not defined.
Tabel 4.1 Gambaran Umum Disposisi Berpikir Kritis.....	Error! Bookmark not defined.
Tabel 4.2 Gambaran Disposisi Berpikir Kritis Perdimensi..	Error! Bookmark not defined.
Tabel 4.3 Hasil Uji Beda Disposisi Berpikir Kritis dengan Faktor Demografis	Error! Bookmark not defined.
Tabel 4. 4 Gambaran Umum Resiliensi Akademik.....	Error! Bookmark not defined.
Tabel 4.5 Gambaran Resiliensi Akademik Perdimensi	Error! Bookmark not defined.
Tabel 4.6 Hasil Uji Beda Resiliensi Akademik dengan Faktor Demografis..	Error! Bookmark not defined.
Tabel 4.7 Hasil Analisis Regresi Linier	Error! Bookmark not defined.
Tabel 4.8 Hasil Analisis Indikator Disposisi Berpikir Kritis terhadap Dimensi Ketekunan Resiliensi Akademik.....	Error! Bookmark not defined.
Tabel 4.9 Hasil Analisis Indikator Disposisi Berpikir Kritis terhadap Dimensi Mencari Bantuan Adaptif Resiliensi Akademik	Error! Bookmark not defined.
Tabel 4. 10 Hasil Analisis Indikator Disposisi Berpikir Kritis terhadap Dimensi Perasaan Negatif dan Respons Emosional Resiliensi Akademik	Error! Bookmark not defined.
Tabel 4. 11 Hasil Analisis Dimensi Critical Openness terhadap Variabel Resiliensi Akademik.....	Error! Bookmark not defined.
Tabel 4. 12 Hasil Analisis Dimensi Reflective Scepticism terhadap Variabel Resiliensi Akademik	Error! Bookmark not defined.

DAFTAR GAMBAR

Gambar 2. 1 Kerangka Pemikiran.....	Error! Bookmark not defined.
Gambar 3.1 Desain Penelitian.....	Error! Bookmark not defined.

DAFTAR LAMPIRAN

- Lampiran 1. SK Pengangkatan Pembimbing**Error! Bookmark not defined.**
Lampiran 2 Kartu Bimbingan Skripsi**Error! Bookmark not defined.**
Lampiran 3 Surat Pernyataan Expert Judgement ...**Error! Bookmark not defined.**
Lampiran 4 Pernyataan Verifikasi Data**Error! Bookmark not defined.**
Lampiran 5 Data Demografis Responden**Error! Bookmark not defined.**
Lampiran 6 Reliabilitas Instrumen Disposisi Berpikir Kritis**Error! Bookmark not defined.**
Lampiran 7 Reliabilitas Instrumen Resiliensi Akademik **Error! Bookmark not defined.**
Lampiran 8 Reliabilitas Perdimensi**Error! Bookmark not defined.**
Lampiran 9 Kategorisasi Disposisi Berpikir Kritis **Error! Bookmark not defined.**
Lampiran 10 Kategorisasi Resiliensi Akademik....**Error! Bookmark not defined.**
Lampiran 11 Analisis Data.....**Error! Bookmark not defined.**
Lampiran 12 Perizinan Instrumen Penelitian**Error! Bookmark not defined.**
Lampiran 13 Kuesioner Penelitian.....**Error! Bookmark not defined.**
Lampiran 14 Analisis Item Disposisi Berpikir Kritis **Error! Bookmark not defined.**
Lampiran 15 Analisis Item Resiliensi Akademik ..**Error! Bookmark not defined.**
Lampiran 16 Analisis Person**Error! Bookmark not defined.**
Lampiran 17 Hasil Expert Judgement.....**Error! Bookmark not defined.**

DAFTAR PUSTAKA

- Abduh, M. (2020). *Peningkatan Kompetensi Peserta Didik Melalui AKM (Asesmen Kompetensi Minimum)*.
- Académica, R., & F, L. F. R. (2015). *Factors Affecting Academic Resilience in Middle School Students : A Case Study 1*. 11(11).
- Akin, I., & Radford, L. (2018). Exploring The Development Of Student Self-Esteem And Resilience In Urban Schools. *Contemporary Issues in Education Research (CIER)*, 11(1), 17–24. <https://doi.org/10.19030/cier.v11i1.10118>
- Alwi1, M., & Sugiono, E. (2019). *nal Manajemen Oikonomia STUDI EKSPLORATIF DAMPAK PANDEMI COVID-19 TERHADAP PROSES PEMBELAJARAN ONLINE DI SEKOLAH DASAR*. 15(2), 98–112. <http://journal.unas.ac.id/oikonamia/article/view/748/620>
- Anggraini, O. D., Wahyuni, E. N., Soejanto, T., Ilmu, F., Universitas, P., & Malang, K. (2017). *Hubungan antara Efikasi Diri dengan Resiliensi Menghadapi Ujian pada Siswa Kelas XII SMAN 1 Trawas*. 2(2), 50–56.
- Ariawan, S., & Malang, S. (2020). Building Critical Thinking in Covid-19 Pandemic Era: Impossible or I am Possible? *International Research Journal on Advanced Science Hub*, 2(6), 127–130. <https://doi.org/10.47392/irjash.2020.49>
- Ayala, J. C., & Manzano, G. (2019). resilience and engagement Academic performance of first-year university students : the influence of resilience and engagement Juan Carlos Ayala & Guadalupe Manzano. *Higher Education Research & Development*, 0(0), 1–15. <https://doi.org/10.1080/07294360.2018.1502258>
- Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour Research and Therapy*, 42(10), 1129–1148. <https://doi.org/10.1016/j.brat.2003.08.008>
- Budi, H., Universitas, U., Pgri, N., & Utomo, H. B. (2015). Keterkaitan Antara Kognitif dengan Regulasi Emosi. *Research Gate, September*, 1–3.
- Butler, H. A. (2012). Halpern critical thinking assessment predicts real-world

outcomes of critical thinking. *Applied Cognitive Psychology*, 26(5), 721–729. <https://doi.org/10.1002/acp.2851>

- Cappella, E., & Weinstein, R. S. (2001). Turning around reading achievement: Predictors of high school students' academic resilience. *Journal of Educational Psychology*, 93(4), 758–771. <https://doi.org/10.1037/0022-0663.93.4.758>
- Carr, P. B., & Steele, C. M. (2009). Stereotype threat and inflexible perseverance in problem solving. *Journal of Experimental Social Psychology*, 45(4), 853–859. <https://doi.org/10.1016/j.jesp.2009.03.003>
- Cassidy, S. (2015). Resilience building in students: The role of academic self-efficacy. *Frontiers in Psychology*, 6(NOV), 1–14. <https://doi.org/10.3389/fpsyg.2015.01781>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*, 7(NOV), 1–11. <https://doi.org/10.3389/fpsyg.2016.01787>
- Catterall, J. S. (1998). Risk and resilience in student transitions to high school. *American Journal of Education*, 106(2), 302–333. <https://doi.org/10.1086/444184>
- Cauce, A. M., Domenech-Rodríguez, M., Paradise, M., Cochran, B. N., Shea, J. M., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking: A focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology*, 70(1), 44–55. <https://doi.org/10.1037/0022-006X.70.1.44>
- Charity, N. (n.d.). *PREDICTIVE POWER OF ACADEMIC SELF-EFFICACY ON ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS*. 294–306.
- Connor, K. M., & Davidson, J. R. T. (2003). *Research Article DEVELOPMENT OF A NEW RESILIENCE SCALE* : 82(April), 76–82. <https://doi.org/10.1002/da.10113>
- Coronado-hijón, A. (2017). Academic resilience : a transcultural perspective. *Procedia - Social and Behavioral Sciences*, 237(June 2016), 594–598. <https://doi.org/10.1016/j.sbspro.2017.02.013>
- Dehghani, M., Sani, H. J., Pakmehr, H., & Malekzadeh, A. (2011). Relationship between students' critical thinking and self-efficacy beliefs in Ferdowsi University of Mashhad, Iran. *Procedia - Social and Behavioral Sciences*, 15, 2952–2955. <https://doi.org/10.1016/j.sbspro.2011.04.221>
- Dubow, E. F., Lovko Jr., K. R., & Kausch, D. F. (1990). Demographic Differences in Adolescents' Health Concerns and Perceptions of Helping Agents. *Journal of Clinical Child Psychology*, 19(1), 44–54. https://doi.org/10.1207/s15374424jccp1901_6
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit:

- Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Egok, A. S. (2016). Kemampuan Berpikir Kritis Dan Kemandirian Belajar Dengan Hasil Belajar Matematika. *Jurnal Pendidikan Dasar*, 7(2), 186. <https://doi.org/10.21009/JPD.072.01>
- Ennis, R. H. (1996). Critical Thinking Dispositions: Their Nature and Assessability. *Informal Logic*, 18(2), 165–182. <https://doi.org/10.22329/il.v18i2.2378>
- Everall, R. D., Jessica Altrows, K., & Paulson, B. L. (2006). Creating a future: A study of resilience in suicidal female adolescents. *Journal of Counseling and Development*, 84(4), 461–470. <https://doi.org/10.1002/j.1556-6678.2006.tb00430.x>
- Fong, C. J., Kim, Y., Davis, C. W., Hoang, T., & Kim, Y. W. (2017). A meta-analysis on critical thinking and community college student achievement. *Thinking Skills and Creativity*, 26(June), 71–83. <https://doi.org/10.1016/j.tsc.2017.06.002>
- Frisby, B. N., Hosek, A. M., & Beck, A. C. (2020). The role of classroom relationships as sources of academic resilience and hope. *Communication Quarterly*, 68(3), 289–305. <https://doi.org/10.1080/01463373.2020.1779099>
- Gabster, B. P., van Daalen, K., Dhatt, R., & Barry, M. (2020). Challenges for the female academic during the COVID-19 pandemic. *The Lancet*, 395(10242), 1968–1970. [https://doi.org/10.1016/S0140-6736\(20\)31412-4](https://doi.org/10.1016/S0140-6736(20)31412-4)
- Gómez- Molinero, R., Zayas, A., Ruíz-González, P., & Guil, R. (2018). Optimism and resilience among university students. *International Journal of Developmental and Educational Psychology. Revista INFAD de Psicología.*, 1(1), 147. <https://doi.org/10.17060/ijodaep.2018.n1.v1.1179>
- Gonzalez, R., & Padilla, A. M. (1997). The academic resilience of Mexican American high school students. *Hispanic Journal of Behavioral Sciences*, 19(3), 301–317. <https://doi.org/10.1177/07399863970193004>
- Grant, L., & Kinman, G. (2012). Enhancing Wellbeing in Social Work Students: Building Resilience in the Next Generation. *Social Work Education*, 31(5), 605–621. <https://doi.org/10.1080/02615479.2011.590931>
- Hart. (2015). Falling short ? College learning and career success. *Hart Research Association*, 13. <https://www.aacu.org/sites/default/files/files/LEAP/2015employerstudentsurvey.pdf>
- Hjemdal, O. (2007). Measuring Protective Factors: The Development of Two Resilience Scales in Norway. *Child and Adolescent Psychiatric Clinics of North America*, 16(2), 303–321. <https://doi.org/10.1016/j.chc.2006.12.003>
- Indradi, A. R. I. S. A. H., Arsyah, A. M., Mulyani, C. K., Athilla, K. D., Faruq,

- M. H. Al, Rayhan, M., Aldebarant, N. R. R., & Dinda, S. (2020). Politik Hukum Pemerintah dalam Penanganan Pandemi Covid-19. *Universitas Gajah Mada*, 1–44. demajusticia.org
- Irwing, P., & Lynn, R. (2005). Sex differences in means and variability on the progressive matrices in university students: A meta-analysis. *British Journal of Psychology*, 96(4), 505–524. <https://doi.org/10.1348/000712605X53542>
- Jiwandono, N. R. (2019). Kemampuan Berpikir Kritis (Critical Thinking) Mahasiswa Semester 4 (Empat) Pada Mata Kuliah Psikolinguistik. *Ed-Humanistics : Jurnal Ilmu Pendidikan*, 4(1). <https://doi.org/10.33752/ed-humanistics.v4i1.351>
- Kamali, Z., & Fahim, M. (2011). The Relationship between Critical Thinking Ability of Iranian EFL Learners and Their Resilience Level Facing Unfamiliar Vocabulary Items in Reading. *Journal of Language Teaching and Research*, 2(1), 104–111. <https://doi.org/10.4304/jltr.2.1.104-111>
- Kebudayaan, K. P. dan. (2016). Jendela pendidikan dan kebudayaan. In *Media Komunikasi dan Inspirasi* (Issue 0711).
- Kebudayaan, K. P. dan. (2020). Kementerian Pendidikan Dan Kebudayaan Republik Indonesia. In *4 Januari 2016* (Vol. 3, Issue 1, pp. 1–19). <https://www.kemdikbud.go.id/main/blog/2016/05/rumah-kunci-sukses-pola-asuh-anak>
- Kuldas, S., Hashim, S., & Ismail, H. N. (2015). Malaysian adolescent students' needs for enhancing thinking skills, counteracting risk factors and demonstrating academic resilience. *International Journal of Adolescence and Youth*, 20(1), 32–47. <https://doi.org/10.1080/02673843.2014.973890>
- Kumpfer, K. L. (1999). The resilience framework. *Resilience and Development: Positive Life Adaptations*, 179–224.
- Lin, S. H., & Huang, Y. C. (2014). Life stress and academic burnout. *Active Learning in Higher Education*, 15(1), 77–90. <https://doi.org/10.1177/1469787413514651>
- Littman-Ovadia, H., & Lavy, S. (2015). Going the Extra Mile: Perseverance as a Key Character Strength at Work. *Journal of Career Assessment*, 24(2), 240–252. <https://doi.org/10.1177/1069072715580322>
- Liu, B., & Platow, M. J. (2020). Chinese adolescents' belief in a just world and academic resilience : The mediating role of perceived academic competence. <https://doi.org/10.1177/0143034320908001>
- Lynam, S., & Cachia, M. (2018). Students' perceptions of the role of assessments at higher education. *Assessment and Evaluation in Higher Education*, 43(2), 223–234. <https://doi.org/10.1080/02602938.2017.1329928>
- Mahanal, S., Zubaidah, S., Sumiati, I. D., Sari, T. M., & Ismirawati, N. (2019). RICOSRE: A learning model to develop critical thinking skills for students with different academic abilities. *International Journal of Instruction*, 12(2),

417–434. <https://doi.org/10.29333/iji.2019.12227a>

Mangunsong, F. M. (2009). *Pengaruh Faktor-Faktor Protektif Internal Dan Eksternal Pada Resiliensi Akademis Siswa Penerima Bantuan Khusus Murid Miskin (Bkmm) Di Sma Negeri Di Depok (the Effects of Internal and External Protective Factors on the Academic Resilience of Bantuan Khu. VI(2), 107–119.*

Menna, R., & Ruck, M. D. (2004). Adolescent Help-Seeking Behaviour: How Can We Encourage It? *Guidance & Counseling, 19(4)*, 176–183.
<https://eric.ed.gov/?id=EJ739571%0Ahttp://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=17218595&site=ehost-live&scope=site>

Miller, M. (n.d.).

Morales, E. E. (2008). The resilient mind: The psychology of academic resilience. *Educational Forum, 72(2)*, 152–167.
<https://doi.org/10.1080/00131720701805017>

Nicoll, W. G. (2014). Developing Transformative Schools: A Resilience-Focused Paradigm for Education. *International Journal of Emotional Education, 6(1)*, 47–65.
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1085706&site=ehost-live>

Nieto, A. M., & Saiz, C. (2014). *Skills and dispositions of critical thinking : Are they sufficient ? Skills and dispositions of critical thinking : are they sufficient ? June.*

Nirwana, H. (2017). *Kontribusi Motivasi Menyelesaikan Masalah dan Komunikasi Interpersonal terhadap Strategi Pemecahan Masalah Siswa Sekolah Menengah. 3, 1–14.*

Nyambura Mwangi, C. (2017). Gender Differences in Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya. *Psychology and Behavioral Science International Journal, 5(5)*, 1–7. <https://doi.org/10.19080/pbsij.2017.05.555673>

Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi, 20(2)*, 541. <https://doi.org/10.33087/jiubj.v20i2.932>

Oshio, A., Taku, K., Hirano, M., & Saeed, G. (2018). Resilience and Big Five personality traits: A meta-analysis. *Personality and Individual Differences, 127(17)*, 54–60. <https://doi.org/10.1016/j.paid.2018.01.048>

Phan, H. P. (2009). Relations between goals, self-efficacy, critical thinking and deep processing strategies: A path analysis. *Educational Psychology, 29(7)*, 777–799. <https://doi.org/10.1080/01443410903289423>

Ponce-garcia, E. (2016). *Relationship between Thinking Styles and Resilience THINKING STYLES AND RESILIENCE By ELISABETH PONCE-GARCIA Bachelor of Science in Psychology University of Science and Arts Chickasha*

, Oklahoma Submitted to the Faculty of the Graduate College of the Okla.
July 2012.

- Priyadi, R., Mustajab, A., Tatsar, M. Z., & Kusairi, S. (2018). Analisis Kemampuan Berpikir Kritis Siswa SMA Kelas X MIPA dalam Pembelajaran Fisika. *JPFT (Jurnal Pendidikan Fisika Tadulako Online)*, 6(1), 53. <https://doi.org/10.22487/j25805924.2018.v6.i1.10020>
- Rachmawati, Y., Ma'arif, M., Fadhillah, N., Inayah, N., Ummah, K., Siregar, M. N. F., Amalyaningsih, R., C., F. A. A., & F., A. A. (2020). Studi Eksplorasi Pembelajaran Pendidikan IPA Saat Masa Pandemi COVID-19 di UIN Sunan Ampel Surabaya. *Indonesian Journal of Science Learning, Volume 1*,(1), 32–36. <http://jurnalftk.uinsby.ac.id/index.php/IJSL/article/view/633>
- Ramdani, R. (2021). *Development and Validation of Indonesian Academic Resilience Scale Using Rasch Models*. 14(1).
- Ray, R. D., McRae, K., Ochsner, K. N., & Gross, J. J. (2010). Cognitive reappraisal of negative affect: Converging evidence from EMG and self-report. *Emotion*, 10(4), 587–592. <https://doi.org/10.1037/a0019015>
- Resnick, B., Gwyther, L. P., & Roberto, K. A. (2011). Resilience in aging: Concepts, research, and outcomes. In *Resilience in Aging: Concepts, Research, and Outcomes*. <https://doi.org/10.1007/978-1-4419-0232-0>
- Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The Power of Personality: The Comparative Validity of Personality Traits, Socioeconomic Status, and Cognitive Ability for Predicting Important Life Outcomes. *Perspectives on Psychological Science*, 2(4), 313–345. <https://doi.org/10.1111/j.1745-6916.2007.00047.x>
- Roohr, K. C. (2020). *Exploring Critical Thinking as an Outcome for Students Enrolled in Community Colleges*. <https://doi.org/10.1177/0091552120923402>
- Sagone, E., & De Caroli, M. E. (2016). “Yes ... I can”: psychological resilience and self-efficacy in adolescents. *International Journal of Developmental and Educational Psychology. Revista INFAD de Psicología.*, 1(1), 141. <https://doi.org/10.17060/ijodaep.2016.n1.v1.240>
- Sakız, H., & Aftab, R. (2018). Academic achievement and its relationships with psychological resilience and socio-demographic characteristics. *International Journal of School & Educational Psychology*, 00(00), 1–11. <https://doi.org/10.1080/21683603.2018.1446372>
- Sari, P., & Indrawati, E. (2016). Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Resiliensi Akademik Pada Mahasiswa Tingkat Akhir Jurusan X Fakultas Teknik Universitas Diponegoro. *Empati*, 5(2), 177–182.
- Sari, S. P., Aryansah, J. E., & Sari, K. (2020). Indonesian Journal of Guidance and Counseling. *Indonesian Journal of Guidance and Counseling : Theory and Application*, 9(1), 17–22. journal.unnes.ac.id/sju/index.php/jbk

- Sarigoz, O. (2012). Assessment of the High School Students' Critical Thinking Skills. *Procedia - Social and Behavioral Sciences*, 46, 5315–5319. <https://doi.org/10.1016/j.sbspro.2012.06.430>
- Sarkar, M., & Fletcher, D. (2014). Ordinary magic, extraordinary performance: Psychological resilience and thriving in high achievers. *Sport, Exercise, and Performance Psychology*, 3(1), 46–60. <https://doi.org/10.1037/spy0000003>
- Scherer, R., & Gustafsson, J. E. (2015). The relations among openness, perseverance, and performance in creative problem solving: A substantive-methodological approach. *Thinking Skills and Creativity*, 18, 4–17. <https://doi.org/10.1016/j.tsc.2015.04.004>
- Seibert, S. A. (2020). Problem-based learning: A strategy to foster generation Z's critical thinking and perseverance. *Teaching and Learning in Nursing*, 000, 2–5. <https://doi.org/10.1016/j.teln.2020.09.002>
- Shabani, M. B., & Mohammadian, M. (2014). *RELATIONSHIP BETWEEN GOAL ORIENTATION, CRITICAL THINKING, META-COGNITIVE AWARENESS AND SELF-*. 5(January), 403–418.
- Siddiq, A., & Jahan, A. (2018). The Relationship Between Spirituality and Resilience. *A Primer of Lebesgue Integration*, 5(37), 39–45.
- Solihati, N., & Hikmat, A. (2018). *Critical Thinking Tasks Manifested in Indonesian Language Textbooks for Senior Secondary Students*. 17. <https://doi.org/10.1177/2158244018802164>
- Sosu, E. M. (2012). The development and psychometric validation of a Critical Thinking Disposition Scale. *Thinking Skills and Creativity*. <https://doi.org/10.1016/j.tsc.2012.09.002>
- Splitter, L. J. (1991). Critical Thinking: What, Why, When and How. *Educational Philosophy and Theory*, 23(1), 89–109. <https://doi.org/10.1111/j.1469-5812.1991.tb00178.x>
- Stiles, T., Hjemdal, O., Friborg, O., & Stiles, T. C. (2016). *Resilience predicting psychiatric symptoms : A prospective study of protective factors and their role in adjustment to stressful life events Symptoms : A Prospective Study of Protective Factors and their Role in*. 201(August), 194–201.
- Studies, M. (2020). *Academica*. 4(December).
- Sulistiana. (2018). *UPAYA MENINGKATAN RESILIENSI SISWA KELAS XII MIPA-2 DALAM MENENTUKAN STUDI LANJUT MELALUI Upaya Meningkatkan Resiliensi Siswa Kelas Xii Mipa-2 Dalam Menentukan Studi Lanjut Melalui Layanan Klasikal Berbasis Video Di SMA Negeri Kebomas Sulistiana*. 168–182.
- Sumintono, B., & Widhiarso, W. (2015). Penilaian Pendidikan dan Ujian. *Aplikasi Rasch Pemodelan Pada Assessment Pendidikan*, 1–4.
- Sunarti, E., Islamia, I., Rochimah, N., & Ulfa, M. (2018). Resiliensi Remaja: Perbedaan Berdasarkan Wilayah, Kemiskinan, Jenis Kelamin, dan Jenis

- Sekolah. *Jurnal Ilmu Keluarga Dan Konsumen*, 11(2), 157–168.
<https://doi.org/10.24156/jikk.2018.11.2.157>
- Tirto News. (2020). Segudang Masalah Belajar dari Rumah karena Corona COVID-19. In *Tirto.Id*. <https://tirto.id/segudang-masalah-belajar-dari-rumah-karena-corona-covid-19-eGqQ>
- Tudor, K. E., & Spray, C. M. (2017). Approaches to measuring academic resilience: A systematic review. *International Journal of Research Studies in Education*, 7(4), 41–61. <https://doi.org/10.5861/ijrse.2017.1880>
- Tugade, M. M., & Fredrickson, B. L. (2004). Resilient Individuals Use Positive Emotions to Bounce Back From Negative Emotional Experiences. *Journal of Personality and Social Psychology*, 86(2), 320–333.
<https://doi.org/10.1037/0022-3514.86.2.320>
- Utami, L. H. (2020). Bersyukur dan Resiliensi Akademik Mahasiswa. *Nathiqiyah: Jurnal Psikologi Islam*, 105, 1–21.
- Uyar, R. O., Yilmaz Genc, M. M., & Yasar, M. (2018). Prospective preschool teachers' academic achievements depending on their goal orientations, critical thinking dispositions and self-regulation skills. *European Journal of Educational Research*, 7(3), 601–613. <https://doi.org/10.12973/eu-jer.7.3.601>
- Verawati, Arifin, S. R., Idris, R., & Hamid, N. A. A. (2010). Gender analysis of MyCT (Malaysian Critical Thinking) instrument. *Procedia - Social and Behavioral Sciences*, 7(C), 70–76.
<https://doi.org/10.1016/j.sbspro.2010.10.011>
- Veselska, Z., Geckova, A. M., Orosova, O., Gajdosova, B., van Dijk, J. P., & Reijneveld, S. A. (2009). Self-esteem and resilience: The connection with risky behavior among adolescents. *Addictive Behaviors*, 34(3), 287–291.
<https://doi.org/10.1016/j.addbeh.2008.11.005>
- Villela, lucia maria aversa. (2013). 濟無No Title No Title. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1994). Educational resilience in inner cities. *Educational Resilience in Inner-City America: Challenges and Prospects.*, 45–72.
- Webb, R. E., & Rosenbaum, P. (2019). Resilience and Thinking Perpendicularly: A Meditation or Morning Jog. *Journal of College Student Psychotherapy*, 33(1), 75–88. <https://doi.org/10.1080/87568225.2018.1449687>
- Windle, G., Bennett, K. M., & Noyes, J. (2011). A methodological review of resilience measurement scales. *Health and Quality of Life Outcomes*.
<https://doi.org/10.1186/1477-7525-9-8>
- Yusup, F., Studi, P., Biologi, T., Islam, U., & Antasari, N. (2018). Uji Validitas Dan Reliabilitas. *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, 7(1), 17–23.
- Zhang, H., & Lambert, V. (2008). Critical thinking dispositions and learning styles of baccalaureate nursing students from China. *Nursing and Health*

Sciences, 10(3), 175–181. <https://doi.org/10.1111/j.1442-2018.2008.00393.x>

Zuriah, N. (2020). *Strategy for Implementing Blended Learning With Google Classroom during the COVID-19 Pandemic Era in Higher Education*. 477(Iccd), 559–563. <https://doi.org/10.2991/assehr.k.201017.124>