



Academic Resilience During Emergency Online Learning: Student Narratives of Persistence and Wellbeing

Maila D.H. Rahiem*

UIN Syarif Hidayatullah Jakarta,
INDONESIA

Husni Rahim

UIN Syarif Hidayatullah Jakarta,
INDONESIA

Marhamah Lidinia

International Fashion Academy (IFA Paris),
TURKEY

Evi Mulyah

UIN Syarif Hidayatullah Jakarta,
INDONESIA

Ratna Faeruz

UIN Syarif Hidayatullah Jakarta,
INDONESIA

Dewi Salistina

UIN Syarif Hidayatullah Jakarta,
INDONESIA

Article Info

Article history:

Received: February 27, 2026

Revised: May 3, 2026

Accepted: June 9, 2026

Keywords:

Academic resilience;

Coping strategies;

Emergency online learning;

Higher education;

Student wellbeing.

Abstract

Although the acute emergency phase of COVID-19 has ended, the pandemic remains a valuable reference point for understanding how universities can sustain humane learning during disruption. This qualitative open-ended survey study aimed to examine how Indonesian university students narrated academic resilience during emergency online learning, identify the sources of coping, motivation, and support that sustained them, and explain why those narratives remain relevant for post-pandemic online and blended learning. Data were generated from three open-ended questions answered by 266 university students from several Indonesian cities during the major COVID-19 outbreak wave in Indonesia in early 2022. The responses were analyzed using reflexive thematic analysis. Four interrelated themes were developed: emotional burden did not cancel persistence; resilience was relational before it was individual; meaning, gratitude, and purpose organized endurance; and everyday care together with humane lecturer support sustained day-to-day persistence. The findings show that academic resilience is better understood not as a fixed individual trait, but as a dynamic process shaped by emotional regulation, supportive relationships, meaning-making, embodied routines, and pedagogical responsiveness in times of crisis. The study contributes a narrative-ecological account that shifts resilience support from a narrow focus on individual toughness toward relational, meaningful, and pedagogically responsive learning environments for future disruptions.

To cite this article: Rahiem, M. D. H., Rahim, H., Lidinia, M., Mulyah, E., Faeruz, R., & Salistina, D. (2026). Academic resilience during emergency online learning: Student narratives of persistence and wellbeing. *Online Learning in Educational Research*, 6(2), 285-296. <https://doi.org/10.58524/oler.v6i2.1173>.

INTRODUCTION

The pandemic had a huge effect on how higher education was conducted. Universities around the world have swiftly transitioned from in-person delivery of instruction to distance learning, with minimal preparation time and digital inequalities (Aristovnik et al., 2020; Bao, 2020) and a lack of adequate time to purposefully design the online course (Bond et al., 2021; Watermeyer et al., 2021; Wulansari et al., 2025). Research that examines large-scale implementation of emergency remote teaching reveals that several universities went into a reactive phase where the maintenance of instructional continuity became the priority over the interactionality and social presence of learners (Adedoyin & Soykan, 2023). The shift in the organization of the learning process affected more than

* Corresponding Author

Maila D. H. Rahiem, UIN Syarif Hidayatullah Jakarta, INDONESIA ✉ mailadinia@uinjkt.ac.id

just delivery methods; it shifted the academic, social, and emotional context within which students were to continue learning (Nurhidayat et al., 2025).

Studies conducted globally and nationally found that learners encountered this transition through a bundle of challenges that ranged from academics to technology, socioemotional factors, and more (Aguilera-Hermida, 2020; Asyhari & Komikesari, 2024; Coman et al., 2020). The experiences of learners in different settings were characterized by poor connectivity, low interactions, concentration problems, unclear expectations (Gumede & Badriparsad, 2022; Pavin Ivanec, 2022; Viana et al., 2023), loneliness, anxiety, fatigue, home constraints, and disruption of ordinary academic life (Browning et al., 2021; Ebrahim et al., 2022; Elmer et al., 2020; Kecojevic et al., 2020; Lemyre et al., 2023; Son et al., 2020; Suherman et al., 2025; Sundarassen et al., 2020). In Indonesia, studies also showed that learners appreciated flexibility but also had to face heavy workloads, lack of dialogue, technological problems, and emotional burden due to the crisis (Rahiem, 2020b, 2021a, 2021b). Emergency online learning was not only a technical and educational shift but rather a crisis-based learning setting where learning became dependent on learners' management of stress, access to support, and interpretation of challenges.

Previous research has responded to these challenges by documenting barriers, attitudes (Coman et al., 2020), satisfaction, mental health, engagement, teacher presence (Rapanta et al., 2020), self-regulated learning (Panadero, 2017), and social support (Gelles et al., 2020; Rahmawati et al., 2020), student motivation and engagement in digital learning environments (Agusnaya et al., 2024; Nirmala et al., 2025). These studies help understand the conditions that could help or hinder online learning, but what they do not address is the way in which learners talked about the interconnection between the burden, support, meaning, self-care, and lecturer responsiveness in relation to difficulty. Resilience literature during COVID-19 has mostly been quantitative and has used scale scores, prediction models, and individual protective factors, making it more difficult to understand the process of building resilience through everyday relations, embodiment, spirituality, and pedagogy. This is why academic resilience is crucial not just as an outcome, but as a lived process that allows students to learn in difficult times.

The novelty of this article therefore lies in its narrative and ecological reading of academic resilience. In contrast to prior COVID-19 resilience research that tended to measure associations among stress, support, motivation, wellbeing, and performance, this study examines the narrative links students made among coping, motivation, wellbeing, family obligation, faith, self-care, and humane teaching. The article treats resilience not as a fixed trait or score but as a relational-pedagogical ecology shaped by dynamic adaptation, social ecology, everyday academic buoyancy, self-regulated learning, and adaptive interpretations of difficulty (Martin & Marsh, 2006, 2008; Masten, 2014; Ungar, 2011; Yeager & Dweck, 2012). This approach allows the study to show not only that students were resilient, but how and why persistence became possible in a specific emergency online learning context.

This focus remains timely beyond the pandemic because universities continue to deal with the longer educational and emotional after-effects of prolonged pandemic learning (Esposito et al., 2024). At the same time, the expansion of online and blended learning means that the relational, motivational, and wellbeing weaknesses exposed during emergency teaching have not disappeared (Yasin et al., 2025). Future disruptions, whether epidemiological, environmental, political, or infrastructural, may again require institutions to move quickly, making the lessons of student resilience relevant to preparedness rather than only historical memory (Celbis et al., 2025).

Using three open-ended questions answered by 266 university students from several Indonesian cities, this study aims to examine how students described their emotional and learning experiences, identify the sources of strength, motivation, and meaning that helped them continue, and explain what forms of care and lecturer support made persistence possible. The article contributes to higher education research by offering a student-centered narrative model of academic resilience that can inform more humane emergency, online, and blended learning design. The study asks: (1) How did students describe their emotional and learning experiences during the outbreak period? (2) What sources of strength, motivation, and meaning helped them keep going? and (3) What kinds of care and lecturer support helped make persistence possible?

METHOD

Research Design

In this study, a qualitative survey approach with open-ended prompts was employed to investigate the way university students constructed their resilience narratives within the context of the coronavirus outbreak in the first quarter of 2022 in Indonesia. This methodological approach was appropriate because the objective of this study was to provide an interpretation of students' personal experiences related to coping, motivation, support, and perseverance rather than to assess the rate of resilience and its psychometric characteristics.

The set of prompts consisted of three open-ended questions (see Table 1). These were concerned with emotions experienced while studying, sources of strength and motivation, and support required from lecturers. Each of the prompts was analyzed by the authorial group in terms of clarity, neutrality, pertinence to the research objectives, and sensitivity to students' pandemic experience. Minor modifications were made to avoid leading language and to enable the respondents to refer to both positive and negative experiences. As the questionnaire is not a standardized scale, no psychometric properties were assessed.

However, open-ended web-based surveys can cause biases of self-selection, brevity, social desirability, and access, since the respondents who had more access to technology, motivation, and willingness to write might be more likely to answer. The first three problems were mitigated by the use of neutral questions, anonymity, freedom to write, and preserving negative cases.

Table 1. Open-Ended Questions used in the Study

Question domain	Open-ended question
Emotional and learning experience	How did you feel while learning during the COVID-19 outbreak period?
Sources of strength and motivation	What helped you remain strong, motivated, and able to continue studying during this period?
Support needed from lecturers	What kinds of support did you need, especially from lecturers, so that you could keep learning well?

The overall research process is summarized in Figure 1.

Research flow: from narrative prompts to thematic interpretation

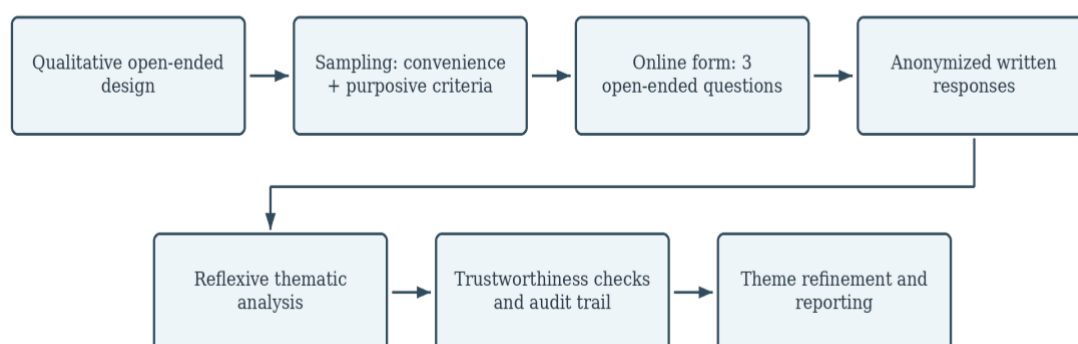


Figure 1. Research Flowchart

Participants and Context

The final data set included 266 university students selected using convenience sampling with the purposeful selection criteria that participants had to be university students who had undergone emergency online education during the outbreak period and who would be ready to provide written responses. The online survey link was sent via student and academic networks available to the researchers, which means that participation in the study was up to students' willingness and access to the internet. The majority of the participants were from the Greater Jakarta urban area ($n = 182$); then there were students from Semarang ($n = 15$), Palembang ($n = 12$), Yogyakarta ($n = 12$), and

Mataram ($n = 10$). Other students ($n = 35$) came from various Indonesian cities. Most of the participants ($n = 196$) were female, and there were 70 male participants. Most of the participants were undergraduate students ($n = 240$); there were also master's students ($n = 23$) and doctoral students ($n = 3$). Thus, the sample provided a cross-city view of the topic, but due to the focus on Greater Jakarta and undergraduate women, the results of the study should be viewed from the point of view of analytic transferability. Table 2 summarizes the demographic characteristics and study context of the participants, providing an overview of the sample included in the qualitative analysis.

Table 2. Participant Profile and Study Context

Characteristic	n	Details
Total participants	266	University students from multiple Indonesian cities
Greater Jakarta metropolitan area	182	Largest metropolitan cluster in the sample
Semarang	15	Regional city group
Palembang	12	Regional city group
Yogyakarta	12	Regional city group
Mataram	10	Regional city group
Other cities	35	Remaining respondents from other cities
Female	196	Majority gender in the sample
Male	70	Remaining gender group
Undergraduate (S1)	240	Largest study-level group
Master's (S2)	23	Postgraduate subgroup
Doctoral (S3)	3	Smallest study-level subgroup

The table is descriptive and clarifies who answered the three open-ended questions. The qualitative corpus consisted of students' written responses to the three prompts; responses varied from brief statements to richer reflections linking learning conditions, emotional states, family life, health anxieties, and future aspirations.

Data Analysis

The responses were analyzed using reflexive thematic analysis (Braun & Clarke, 2021, 2023; Byrne, 2022). The process included repeated reading of the full corpus, generation of meaning units, provisional coding, cross-domain comparison across the three prompts, theme development, and refinement against the full dataset. The analysis was interpretive rather than frequency-led: a theme was retained when it explained an important patterned meaning in how students kept learning under pressure.

Trustworthiness and Triangulation

The credibility of the study was enhanced through triangulation, cross-case analysis, triangulation of the researchers, an audit trail, and negative cases. In particular, the main coder analyzed the entire dataset, while two other coders independently analyzed samples of responses, codes, and potential themes. Disagreements concerning code demarcation and the interpretation of selected excerpts were discussed in the team of authors until a consensus was arrived at. Names of themes and claims of the study were agreed upon only after their verification against the full data set and the research questions.

Ethical Considerations and Limitations

The process was strictly voluntary. Permission to conduct research was sought from the Center for Research and Publication of UIN Syarif Hidayatullah Jakarta, the affiliation of the lead researcher. The data set was anonymous, as the identities of the respondents were presented using codes of letters and numbers. The quotes have been translated into English from Indonesian and slightly edited to improve readability without losing their essence.

RESULTS AND DISCUSSION

Analytic Grounding of Themes

The Results and Discussion have been merged purposefully. Each theme presented below is composed of what was found, its manifestation in students' stories, theoretical significance, and the relation to existing literature. The four themes indicate that academic resilience was not an absence of challenges, but rather a process that emerged through emotional toughness, relations, meaning construction, daily regulation, and humane teaching. To avoid redundancy, the findings have been provided in Table 3 instead of conceptual maps. Table 3 outlines the source of each theme and its grounding, while the narrative discussion includes quotes, their interpretation, and literature review.

Table 3. Evidence Trail and Integrated Interpretation for Theme Development

Theme	Main Prompt Domain	Grounding in the Data
Emotional burden did not cancel persistence	Feelings and learning experience	Students described sadness, boredom, worry, isolation, and fatigue while still trying to attend, adapt, and remain academically present.
Resilience was relational before it was individual	Sources of strength and motivation	Students repeatedly located endurance in family reassurance, peer encouragement, prayer, practical help, and accountability to people who mattered.
Meaning, gratitude, and purpose organized endurance	Sources of strength and motivation	Students connected persistence with gratitude, faith, usefulness to others, future aspirations, and the wish to make parents proud.
Everyday care and humane support sustained persistence	Support needed to keep learning well	Students linked self-care routines and embodied regulation with requests for lecturer empathy, clearer explanation, flexibility, and manageable workloads.

Theme 1. Emotional Burden Did Not Cancel Persistence

This theme explains what was found: students continued studying while carrying sadness, boredom, worry, isolation, and fatigue. The narratives show that academic resilience did not begin after emotional strain disappeared; it operated while strain was still present. Students described emergency online learning as tiring, emotionally uneven, and socially thinning, rather than as a neutral change of medium. One student wrote, "During the pandemic I felt bored and sad. Online learning made me want face-to-face classes again as soon as possible because I missed meeting friends on campus." Another explained that learning from home had made everything feel flat, repetitive, and harder to understand even though classes continued. These responses linked affective hardship with disrupted learning conditions, showing that the academic burden of online study was inseparable from the loss of ordinary campus relationships and routines.

How resilience worked was visible in the pairing of distress with continued effort. Students who missed campus life still described trying to attend classes, remain enthusiastic, and complete assignments. This pattern is consistent with studies showing heightened loneliness, anxiety, fatigue, and learning disruption among university students during COVID-19 (Browning et al., 2021; Elmer et al., 2020; Lemyre et al., 2023; Son et al., 2020), but it extends barrier-focused research by showing how persistence was narrated alongside distress rather than after distress had been resolved.

Why the finding matters is that it reframes resilience as effortful continuation under strain. The finding aligns with academic buoyancy and resilience theories that view resilience as an adaptive response to everyday and major educational adversity (Martin & Marsh, 2006, 2008; Masten, 2014; Yeager & Dweck, 2012). What else it suggests is that universities should not interpret attendance or assignment completion as evidence that students were unaffected; visible academic participation may coexist with substantial emotional load. This emotional starting point leads to the next finding: students' persistence was rarely described as solitary toughness, because the capacity to continue was repeatedly held together by relationships.

Theme 2. Resilience was Relational before It was Individual

The persistence theme described the way persistence was anchored in relations. Students found their endurance not only in their own will but also through the support from their families, the encouragement from peers, the practical assistance received, prayers, and accountability to people who were important to them. In the answers to the strength and motivation question, there was very little emphasis on the resilient qualities as something that was solely an individual accomplishment. One student explained, "I got through the pandemic with my family - my parents, siblings, in-laws, and nephew - who kept supporting me whenever I started to feel tired and anxious." Another wrote, "When I felt exhausted and down, my parents and family always supported me. My friends also kept encouraging me, so because of them I could endure and stay strong." These accounts show that support was not an abstract resource; it was a relational infrastructure that made emotional survival and academic continuity possible.

How relationships supported resilience was both emotional and motivational. Support soothed distress, stabilized routine, and kept students oriented toward obligations and future aspirations (Anilon et al., 2026). This finding is consistent with social-ecological resilience theory, which argues that resilience depends on access to meaningful relationships and contextually available resources (Masten, 2014; Ungar, 2011), and with recent evidence on the role of family, social, and teacher support in academic resilience (Cai & Meng, 2025; Kassis et al., 2024; Suud et al., 2024). The reasons behind the emergence of this pattern can be attributed to the social environment of Indonesia, which was reflected in the sample data as the students talked about being resilient through dependency and not by themselves. Another implication this has for higher education is that there should be practices of building connections within peers, families, and lecturers without abandoning the students.

Theme 3. Meaning, Gratitude, and Purpose Organized Endurance

This theme describes how students created a larger moral and existential context for adversity. Resilience was structured by gratitude, religion, helping others, ambition for one's family, and future goals, thus enabling students to find meaning in endurance, as opposed to making it obligatory for them. Whenever students described the factors that kept them going in school, they tended to situate their adversity in a wider moral and spiritual context. It is gratitude, service, religiosity, and the desire to make one's parents proud that emerged as interpretive frameworks here. One student stated, "My life purpose may sound very pious, but it is true for me: to seek God's pleasure by trying to be useful to other people and society." Another wrote, "I want to become someone who is useful to many people and someone who can make my parents proud." These responses show how persistence was attached to dignity, faith, family aspiration, and contribution to others.

How meaning sustained resilience was visible in students' use of gratitude to interpret adversity without denying it. Students did not claim that life was easy; rather, they described gratitude as a way to remain steady amid uncertainty. This finding supports studies linking meaning in life, spirituality, and resilience with student wellbeing (Lehihi et al., 2025; Rasheed et al., 2022; Reyes-Perez et al., 2025), while adding narrative detail about how moral purpose and family aspiration organized endurance during emergency online learning. The importance of this finding is that resilience was not just achieved through the use of coping strategies and personal discipline, but through the way in which students made sense of their difficulties. The other thing it implies is that the concept of well-being and academic support must be able to accommodate students' values and spiritual beliefs.

Theme 4. Everyday Care and Humane Support Sustained Persistence

This theme brings together the practical and pedagogical conditions that made persistence sustainable in daily life. Resilience was built through ordinary self-care routines and through lecturer practices that made online learning clearer, more flexible, and more humane. Students described two converging forms of support (Zakariyah et al., 2025). The first was embodied and practical: exercise, rest, vitamins, food regulation, hygiene, prayer, and small routines helped them feel more stable (Sari et al., 2025). The second was pedagogical: students asked lecturers for empathy, clearer explanation, manageable workload, varied teaching, and flexibility when learning conditions became difficult.

A student wrote, "During the pandemic I exercised every day, stopped sugar so I could be healthier, took supplements such as vitamin D3, vitamin C, and fish oil, and paid much more attention to cleanliness." Another emphasized that lecturers needed to understand students' task burden, vary online teaching, and not assume that students were always fully available. These accounts show how resilience was practiced through bodily regulation and enabled through teaching conditions that did not intensify distress.

Why the pedagogical side matters is that students did not present lecturer support as optional kindness. They treated clear explanation, humane pacing, social presence, and flexibility as conditions that made learning survivable. This finding aligns with research on compassionate flexibility, teacher presence, online engagement, supportive teaching environments, and student wellbeing (Amelia et al., 2020; Erlangga et al., 2024; Fadji & Eloff, 2024; Gelles et al., 2020; Prananto et al., 2025; Rapanta et al., 2020; Riadi et al., 2024; Wang et al., 2025; Xia et al., 2024). What else this theme contributes is a shift from asking students simply to become stronger toward asking how courses can be designed so that strength remains possible. Academic resilience was assembled through sleep, food, movement, prayer, encouragement, and lecturer actions that recognized students as whole persons learning under crisis conditions (Ichsan et al., 2025).

Cross-theme Interpretation and Theoretical Contribution

Across the four themes, academic resilience appeared as a relational-pedagogical ecology rather than a private psychological possession. Emotional burden explains the strain, relational support explains how students were held, meaning explains why persistence remained worthwhile, and everyday care and humane support explain how persistence became sustainable in practice. This integrated interpretation is consistent with social-ecological views of resilience (Masten, 2014; Ungar, 2011) and academic resilience theories that emphasize adaptive responses to difficulty (Martin & Marsh, 2006, 2008; Yeager & Dweck, 2012).

The study's theoretical contribution is to show how these dimensions were narrated together in emergency online learning. Barrier-focused studies have been indispensable for documenting access problems, stress, isolation, and disengagement during COVID-19 (Adedoyin & Soykan, 2023; Bond et al., 2021; Browning et al., 2021; Lemyre et al., 2023), but the present analysis shows that students did not experience these factors as separate domains. They connected emotional burden with family obligation, prayer, gratitude, bodily routines, and expectations of lecturers in the same narrative field. The study thus contributes to research into resilience by exploring how perseverance was interactionally constructed, how students were enabled to persist due to the alignment of relations, practices, meaningfulness, and pedagogy that made learning manageable. It is particularly critical in collectivist cultures and family-centered societies, where support can come from reassurance, accountability, prayers, assistance, and a future-based reason to persist.

The implications for pedagogy are unequivocal. Resilience-enabling pedagogy goes beyond counseling students about becoming more disciplined. Institutions and lecturers can enhance or undermine the ability of students to persevere through effective workload planning, communication, social presence, feedback, and compassionate flexibility. Concerning policy and practice, learning during emergencies and blended learning should take into account the management of emotional burdens, social disconnect, workload planning, and communication practices. Training for lecturers should encompass compassionate communication, flexible and responsive course design, and maintaining social presence online. Support for students needs to be ecological, too – peer networks, family-sensitive work, advising, and wellness support are not separable. Institutional success in disruption should therefore be measured not only by whether classes continue, but by whether students can continue learning in ways that remain psychologically and educationally sustainable.

LIMITATIONS

There are some constraints associated with this research as well. Firstly, the data collection process included an open-ended questionnaire and not personal interviews. It allowed for getting input from many students, as well as letting them describe the problem using their words; however, no further probing and exploration could be conducted in the process. Secondly, the participants were recruited using convenience sampling with purposive criteria and included mostly

undergraduate students, women, and people coming from the Greater Jakarta metropolitan area. In turn, convenience sampling might result in over-representation of accessible and willing participants.

Thirdly, the geographical imbalance is one of the constraining factors in terms of the transferability of results. Since the number of 182 people is from Greater Jakarta, the findings may represent the experiences of a large metropolitan area with its unique infrastructure, network of universities, and households. People living in rural, remote, or not so easily accessible places might face another type of vulnerability which will not be reflected in this dataset. Finally, the research is based on a retrospective account of a certain outbreak period. Fifth, quotations were translated from Indonesian into English and lightly edited for readability, which may have reduced some linguistic nuance. These boundaries should guide how the findings are transferred to other contexts.

CONCLUSION

In summary, resilience in terms of emergency online learning is not a pre-existing disposition of the individual nor a linear process of adjustment. Rather, students described academic resilience through continuing to learn despite challenges through relationships, meaning, caring, and humane lecturing. The emotional strain did not go away but became easier to bear when students felt accompaniment, meaningfulness, and good pedagogy. For the field of higher education, this study has offered an interpretive and ecological analysis of resilience. It has demonstrated how the ability of students to persevere depends on the interplay of individual practices, relational ties within families and among peers, spiritual and moral meaning, and the quality of the teaching. For university practice, future designs of blended and online learning experiences have to incorporate emotional livability, relational presence, flexibility in assessments, and clear communication.

Future-proofed universities would be able to shift their learning environments online while preserving the element of care, intelligibility, and humanity of the learning experience. Future research should follow students longitudinally across emergency, blended, and post-pandemic learning; compare metropolitan and non-metropolitan contexts; include more balanced gender and study-level samples; and examine how specific lecturer practices or institutional support systems influence resilience over time.

AUTHOR CONTRIBUTIONS

MDHR conceptualization, methodology, formal analysis, writing - original draft, writing - review and editing, supervision, and funding coordination. HR conceptualization, contextual interpretation, and writing - review and editing. ML data preparation, literature support, and writing - review and editing. EM writing - review and editing. RF data checking and literature support. DS data checking and administration. All authors read and approved the final manuscript.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the Education for Resilience and Sustainability Goals Research Group (EduRISE), Faculty of Education, UIN Syarif Hidayatullah Jakarta, for its scholarly support and collegial encouragement throughout this study. The authors also gratefully acknowledge UIN Syarif Hidayatullah Jakarta for providing research funding, which was administered through the Center for Research and Publication. Finally, the authors extend their heartfelt thanks to all university students who generously shared their time, experiences, and reflections in this research. Their voices made this study possible.

REFERENCES

- Adedoyin, O. B., & Soykan, E. (2023). COVID-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 31(2), 863–875. <https://doi.org/10.1080/10494820.2020.1813180>
- Aguilera-Hermida, A. P. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *International Journal of Educational Research Open*, 1, 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>

- Agusnaya, N., Wahid, A., Akbar, M., Hidayat M., W., Sanatang, S., Soeharto, S., & Lavicza, Z. (2024). Enhancing digital learning in higher education: The mediating role of academic self-efficacy in motivation and engagement. *Online Learning in Educational Research*, 4(2), 167–183. <https://doi.org/10.58524/oler.v4i2.505>
- Amelia, R., Rofiki, I., Tortop, H. S., & Abah, J. A. (2020). Pre-service teachers' scientific explanation with e-scaffolding in blended learning. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 9(1), 33–40. <https://doi.org/10.24042/jipfalbiruni.v9i1.5091>
- Anilon, B. J., Sairin, S., Abdulkarim, K. A., Wigidlo, M. S. A., & Suud, F. M. (2026). Academic commitment of Muslim Filipino students in an Islamic boarding school: A phenomenological study at Islamic boarding school. *Nazhruna: Jurnal Pendidikan Islam*, 9(1), 227–245. <https://doi.org/10.31538/nzh.v9i1.302>
- Aristovnik, A., Kerzic, D., Ravselj, D., Tomazevic, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability*, 12(20), 8438. <https://doi.org/10.3390/su12208438>
- Asyhari, A., & Komikesari, H. (2024). Investigating factors affecting students' attitudes and readiness towards collaborative online learning environments in physics. *Online Learning in Educational Research*, 4(2), 113–130. <https://doi.org/10.58524/oler.v4i2.509>
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi.org/10.1002/hbe2.191>
- Bond, M., Bedenlier, S., Marin, V. I., & Händel, M. (2021). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Technology in Higher Education*, 18, 50. <https://doi.org/10.1186/s41239-021-00282-x>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, 24(1), 1–6. <https://doi.org/10.1080/26895269.2022.2129597>
- Browning, M. H. E. M., Larson, L. R., Sharaievska, I., Rigolon, A., McAnirlin, O., Mullenbach, L., Cloutier, S., Vu, T. M., Thomsen, J., Reigner, N., Metcalf, E. C., D'Antonio, A., Helbich, M., Bratman, G. N., & Alvarez, H. O. (2021). Psychological impacts from COVID-19 among university students: Risk factors across seven states in the United States. *PLoS ONE*, 16(1), e0245327. <https://doi.org/10.1371/journal.pone.0245327>
- Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & Quantity*, 56(3), 1391–1412. <https://doi.org/10.1007/s11135-021-01182-y>
- Cai, Z., & Meng, Q. (2025). Academic resilience and academic performance of university students: The mediating role of teacher support. *Frontiers in Psychology*, 16, 1463643. <https://doi.org/10.3389/fpsyg.2025.1463643>
- Celbis, O., van de Laar, M., & Volante, L. (2025). Resilience in higher education during the COVID-19 pandemic: A scoping literature review with implications for evidence-informed policymaking. *International Journal of Educational Research Open*, 8, 100392. <https://doi.org/10.1016/j.ijedro.2024.100392>
- Coman, C., Tiru, L. G., Mesesan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Ebrahim, A. H., Dhahi, A., Husain, M. A., & Jahrami, H. (2022). The psychological well-being of university students amidst COVID-19 pandemic: A scoping review, systematic review, and meta-analysis. *Sultan Qaboos University Medical Journal*, 22(2), 179–197. <https://doi.org/10.18295/squmj.6.2021.081>
- Elmer, T., Mephram, K., & Stadtfeld, C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. *PLoS ONE*, 15(7), e0236337. <https://doi.org/10.1371/journal.pone.0236337>
- Erlangga, N.S.Y., Setyawan, D.N., Wijayanti, A., Winingsih, P.H., Poort, E.A.(2024). Enhancing students' critical thinking in thermodynamics through long bumbung local wisdom-based physics

- comics. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 13(1), 69-79, <https://doi.org/10.24042/jipfalbiruni.v13i1.17872>
- Esposito, C., Agueli, B., Arcidiacono, C., & Di Napoli, I. (2024). COVID-19 and university students' well-being: An ecological and multidimensional perspective on post-pandemic effects. *Behavioral Sciences*, 14(10), 938. <https://doi.org/10.3390/bs14100938>
- Fadiji, A. W., & Eloff, I. (2024). Student wellbeing and academic support in higher education. *Frontiers in Education*, 9, 1119110. <https://doi.org/10.3389/educ.2024.1119110>
- Gelles, L. A., Lord, S. M., Hoople, G. D., Chen, D. A., & Mejia, J. A. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. *Education Sciences*, 10(11), 304. <https://doi.org/10.3390/educsci10110304>
- Gumede, L., & Badriparsad, N. (2022). Online teaching and learning through the students' eyes: Uncertainty through the COVID-19 lockdown—A qualitative case study in Gauteng Province, South Africa. *Radiography*, 28(1), 193–198. <https://doi.org/10.1016/j.radi.2021.10.018>
- Ichsan, I., Santosa, S., Aulia, M. G., Rifai, I., & Munajat, N. (2025). Analysis of the effect of self-regulation and adversity quotient on resilience and its implications on the psychological well-being of Islamic Religious Education teachers. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 607–626. <https://doi.org/10.31538/nzh.v8i3.274>
- Kassis, W., Vasiou, A., Govaris, C., Favre, C., Aksoy, D., & Graf, U. (2024). Social and individual factors predicting students' resilience: A multigroup structural equation model. *Education Sciences*, 14(1), 15. <https://doi.org/10.3390/educsci14010015>
- Kecojevic, A., Basch, C. H., Sullivan, M., & Davi, N. K. (2020). The impact of the COVID-19 epidemic on mental health of undergraduate students in New Jersey: A cross-sectional study. *PLoS ONE*, 15(9), e0239696. <https://doi.org/10.1371/journal.pone.0239696>
- Lehihi, T. G., Tsabedze, W. F., Oduaran, C. A., & Onyencho, V. C. (2025). Exploring spirituality and academic resilience among university undergraduate students. *Frontiers in Education*, 10, 1671316. <https://doi.org/10.3389/educ.2025.1671316>
- Lemyre, A., Palmer-Cooper, E., & Messina, J. P. (2023). Wellbeing among university students during the COVID-19 pandemic: A systematic review of longitudinal studies. *Public Health*, 222, 125–133. <https://doi.org/10.1016/j.puhe.2023.07.001>
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26–46. <https://doi.org/10.1037/amp0000151>
- Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43(3), 267–281. <https://doi.org/10.1002/pits.20149>
- Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of School Psychology*, 46(1), 53–83. <https://doi.org/10.1016/j.jsp.2007.01.002>
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6–20. <https://doi.org/10.1111/cdev.12205>
- Nirmala, P., Suhardi, I., Kaswar, A. B., Surianto, D. F., B, M. F., Soeharto, S., & Lavicza, Z. (2025). Enhancing computational thinking skills through digital literacy and blended learning: The mediating role of learning motivation. *Online Learning in Educational Research*, 5(1), 9–24. <https://doi.org/10.58524/oler.v5i1.504>
- Nurhidayat, N., Fadillah, N., Dilla, S., Syahrul, S., & Surianto, D. F. (2025). K-Means-based behavioral segmentation of social media users for digital communication analysis in Indonesia. *International Journal of Electronics and Communications Systems*, 5(2), 249–261. <https://doi.org/10.24042/ijecs.v5i2.28749>
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422. <https://doi.org/10.3389/fpsyg.2017.00422>
- Pavin Ivanec, T. (2022). The lack of academic social interactions and students' learning difficulties during COVID-19 faculty lockdowns in Croatia: The mediating role of the perceived sense of

- life disruption caused by the pandemic and the adjustment to online studying. *Social Sciences*, 11(2), 42. <https://doi.org/10.3390/socsci11020042>
- Prananto, K., Cahyadi, S., Lubis, F. Y., & Hinduan, Z. R. (2025). Perceived teacher support and student engagement among higher education students: A systematic literature review. *BMC Psychology*, 13(1), 112. <https://doi.org/10.1186/s40359-025-02412-w>
- Rahiem, M. D. H. (2020). The emergency remote learning experience of university students in Indonesia amidst the COVID-19 crisis. *International Journal of Learning, Teaching and Educational Research*, 19(6), 1–26. <https://doi.org/10.26803/ijlter.19.6.1>
- Rahiem, M. D. H. (2021a). Indonesian university students' likes and dislikes about emergency remote learning during the COVID-19 pandemic. *Asian Journal of University Education*, 17(1), 1–18. <https://doi.org/10.24191/ajue.v17i1.11525>
- Rahiem, M. D. H. (2021b). Remaining motivated despite the limitations: University students' learning propensity during the COVID-19 pandemic. *Children and Youth Services Review*, 120, 105802. <https://doi.org/10.1016/j.childyouth.2020.105802>
- Rahmawati, D. U., Wilujeng, I., Jumadi, J., Kuswanto, H., Sulaeman, N. F., & Astuti, D. P. (2020). Problem based learning e-handout: Improving students' mathematical representation and self efficacy. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 9(1), 41–50. <https://doi.org/10.24042/jipfalbiruni.v9i1.4607>
- Rapanta, C., Botturi, L., Goodyear, P., Guardia, L., & Koole, M. (2020). Online university teaching during and after the COVID-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2, 923–945. <https://doi.org/10.1007/s42438-020-00155-y>
- Rasheed, N., Fatima, I., & Tariq, O. (2022). University students' mental well-being during COVID-19 pandemic: The mediating role of resilience between meaning in life and mental well-being. *Acta Psychologica*, 227, 103618. <https://doi.org/10.1016/j.actpsy.2022.103618>
- Reyes-Perez, M. D., Carreno Saucedo, L., Sanchez-Levano, M. J., Cabanillas-Palomino, R., Monje-Yovera, P. F., Jaime-Rodriguez, J. P., Atoche-Silva, L. A., Alarcon-Bustios, J. M., & Fernandez-Altamirano, A. E. F. (2025). The spirituality-resilience-happiness triad: A high-powered model for understanding university student well-being. *European Journal of Investigation in Health, Psychology and Education*, 15(8), 158. <https://doi.org/10.3390/ejihpe15080158>
- Riadi, B., Fuad, M., Yulianti, D., & Firdaus, R. (2024). Social, cognitive, teaching, and technology presence in blended inquiry learning: A higher education study. *Online Learning in Educational Research*, 4(2), 143–155. <https://doi.org/10.58524/oler.v4i2.507>
- Sari, E. F. N., Siregar, N. M., Nugroho, S., Riza, L. S., Ali, M., & Asri, N. (2025). Game-based training model: Does it improve fundamental badminton young athletes' skills? *Journal of Coaching and Sports Science*, 4(2), 188–198. <https://doi.org/10.58524/jcss.v4i2.905>
- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9), e21279. <https://doi.org/10.2196/21279>
- Suherman, W. S., Nopembri, S., Andrianto, S. D., Nanda, F. A., Nurhidayah, D., Novriansyah, N., & García-Jiménez, J. V. (2025). Confirmatory factor analysis of emotional management instrument in Indonesian futsal players. *Journal of Coaching and Sports Science*, 4(2), 176–187. <https://doi.org/10.58524/jcss.v4i2.977>
- Sundarasan, S., Chinna, K., Kamaludin, K., Nurunnabi, M., Baloch, G. M., Khoshaim, H. B., Hossain, S. F. A., & Sukayt, A. (2020). Psychological impact of COVID-19 and lockdown among university students in Malaysia: Implications and policy recommendations. *International Journal of Environmental Research and Public Health*, 17(17), 6206. <https://doi.org/10.3390/ijerph17176206>
- Suud, F. M., Agilkaya-Sahin, Z., Na'imah, T., Azhar, M., & Kibtiyah, M. (2024). The impact of family social support on academic resilience in Indonesian and Turkish students: The mediating role of self-regulated learning. *International Journal of Adolescence and Youth*, 29(1), 2361725. <https://doi.org/10.1080/02673843.2024.2361725>
- Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry*, 81(1), 1–17. <https://doi.org/10.1111/j.1939-0025.2010.01067.x>

- Viana, J., Padez, C., Diniz, A., de Sá, C., & Melo, A. (2023). The challenges faced by higher education students and institutions during the COVID-19 pandemic in Portugal. *Education Sciences*, 13(4), 372. <https://doi.org/10.3390/educsci13040372>
- Wang, F., Huang, P., Xi, Y., & King, R. B. (2025). Fostering resilience among university students: The role of teaching and learning environments. *Higher Education*. Advance online publication. <https://doi.org/10.1007/s10734-025-01484-2>
- Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. *Higher Education*, 81(3), 623–641. <https://doi.org/10.1007/s10734-020-00561-y>
- Wulansari, O. D. E., Zaini, T. M., Bachry, B., & Nursiyanto. (2025). Augmented reality for 3D geometric shapes and nets combination for Android. *International Journal of Electronics and Communications Systems*, 5(1), 69–79. <https://doi.org/10.24042/ijecs.v5i1.27574>
- Xia, L., Wang, L., & Huang, C. (2024). Implementing a social presence-based teaching strategy in online lecture learning. *European Journal of Investigation in Health, Psychology and Education*, 14(9), 2580–2597. <https://doi.org/10.3390/ejihpe14090170>
- Yasin, A. F., Susilawati, S., Supriyatno, T., Tasir, Z., Asmawati, R. I., Chakim, A., & Putri, C. A. (2025). Innovative learning models in improving the spirituality of higher education students in Indonesia and Malaysia. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 714–731. <https://doi.org/10.31538/nzh.v8i3.319>
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>
- Zakariyah, Z., Muhid, A., & Arifin, M. (2025). Transformation of Al-Qur'an memorization learning in the digital age through the blended learning flipped classroom approach. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 594–606. <https://doi.org/10.31538/nzh.v8i3.193>