



The Effect of Resilience on Students' Mathematics Concept Understanding

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ABSTRACT

This study aims to find out about the effect of resilience on students' understanding of mathematical concepts. The research method used for this study was survey research at SMP TRAMPIL in 2020 – 2021. The sample used was 30 students consisting of class VIII with the data collection technique using simple random sampling. Data collection was carried out using questionnaires and test questions. The data analysis technique used is descriptive data analysis technique, normality test, linearity test, simple correlation test, coefficient of determination, correlation significance test, regression equation test, and regression significance test. This research was conducted in April – July 2021. The results of the research revealed that: There is a significant influence between resilience and adversity on students' understanding of mathematical concepts by 21.62%. This situation shows that students' understanding of mathematical concepts is contributed by resilience to adversity.

Keywords: *Effect, Students, Mathematics*

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INTRODUCTION

Mathematics is an important branch of science, so math is taught from elementary school to college (Asman dkk., 2023). However, math is still a frightening specter for students at school, from scary teachers to lessons that are considered unpleasant. Until now, math is one of the most difficult subjects tested nationally, starting from elementary to high school (Yeltriana dkk., 2023). Mathematics is a science that we really need in our daily lives because from every inch of it we cannot be separated from counting. However, with the very important use of math, there are still many people who do not care about math as a useful science.

The reality is also that many students easily give up when facing difficulties in learning math (Minarti dkk., 2023). According to Dewi and Suhendri (2017), some view math as a fun subject and some view math as a difficult subject. For those who consider mathematics fun, there will be motivation in the individual to learn mathematics and be

optimistic in solving challenging problems in mathematics lessons. Conversely, for those who perceive math as a difficult subject, the individual will be pessimistic and less motivated to learn it (Mustajab dkk., 2023). Most students still rely on their friends when doing math problems because they are not ready to get difficulties in doing math problems themselves (Ulum dkk., 2023). Its application in learning mathematics is not only influenced by numbers but also understanding a concept.

Concept understanding is very important in the math learning process (Pamungkas & Halimah, 2023). The problem that occurs in most students today is the difficulty of understanding mathematical concepts, because it is in line with Sari's (2016) opinion that mathematics is an abstract science (Mutalib & Dylan, 2021). There are factors that cause the difficulty of students understanding mathematical concepts such as environmental factors also affect the difficulty of students in understanding mathematical concepts because there are students who cannot understand mathematical concepts in a crowded environment and even some students who cannot understand mathematical concepts when they are in a quiet environment (Gusvita & Alon, 2021). The next factor is the learning method used by the teacher in the classroom which is still monotonous (Mudinillah & Rizaldi, 2021). Therefore, there are many factors that influence students' difficulties in understanding mathematical concepts (Arsul dkk., 2021). The function of understanding the concept itself has an important role, especially in learning, because understanding is a fundamental ability that students must have in learning further mathematical concepts.

The problem that occurs is also found in the low absorption of students to mathematical concepts which can be influenced by learning methods, learning media, and even teachers who are still scary for students (Zarnuji, 2023). The low quality of students' concept understanding is also caused by the learning process where teachers still focus on procedural problem exercises and concentrate on pursuing the highest possible School Examination score (Nida dkk., 2023). This causes students to only have to be able to answer questions without caring that the student understands the concept of mathematics or not.

The reality is also found in the low ability of junior high school students to understand mathematical concepts that often occur. In line with the opinion of Hadi and Kasum (2015), it shows that the ability to understand mathematical concepts of students in junior high school is still relatively low (Farid, 2023). This problem is because junior high school students have not been able to develop a concept appropriately, and are mistaken in understanding the problem so that understanding of mathematical concepts has not been fulfilled (Teguh dkk., 2023). Understanding mathematical concepts is needed so that understanding can be communicated to others, so that a student can improve his understanding of mathematics (Afifah dkk., 2023). Understanding concepts in learning mathematics is very important because if students have a good understanding of mathematical concepts, students not only memorize verbally, but understand the concept of the problem or fact being asked (Amirudin dkk., 2022). Understanding mathematical concepts is very useful for each individual student, because by understanding mathematical concepts, students are more excited when faced with learning mathematics.

However, in the classroom there are still many students who are afraid which leads to a low understanding of the mathematical concepts of their students (Muhammadong dkk., 2023). Based on the results of interviews with one of the mathematics teachers at SMP TRAMPIL, it shows that most students tend to be afraid when faced with difficult math learning and students do not understand the material, where the average student score in mathematics subjects gets a score of 73 which still does not meet the KKM score of 76 (Pathurohman dkk., 2023). This is in accordance with the results of the UTS of VIII grade students at SMP TRAMPIL, less than 50 percent of students have not met the Minimum Completeness Criteria (KKM), the data is seen in table 1.

Table 1. Average Test Score Results of 8th Grade Students of TRAMPIL Junior High School 2020-2021 Academic Year

Subjects	Average Student Score	KKM
Math	73	76
SCIENCE	76	76
Workshop	80	78
Indonesian Language	77	78
SOCIAL STUDIES	75	76
Religion	81	78
Pkn	76	78
English	74	76
Pjok	83	78
SBK	80	78

Source: Documentation of 8th Grade Mathematics Teacher 2020-2021 Academic Year

Most students also experience difficulties and fear when faced with difficult problems, causing laziness in learning, lack of confidence, and only relying on friends. Likewise, the low fighting power of students also illustrates the low ability of students to deal with difficulties.

The problem of students' fighting power in the learning process is a major problem. In fact, students' fighting power varies in learning and can affect the competence of the individual's own knowledge (Alberty dkk., 2023). In line with the opinion of Dewi and Suhendri (2017), it is stated that resilience is the attitude or judgment of a person who considers that problems and challenges are opportunities rather than obstacles. So students who have high resilience will have strong control over the difficulties in the learning process that occur.

Student success in learning is seen from the endurance of students in facing difficulties (Sitinjak dkk., 2023). The resilience that exists in students makes these students strong in all the obstacles they face in the learning process. So, in general it can be said that resilience is an individual's ability to deal with difficulties or misfortunes and unwanted circumstances.

Therefore, maturation within students needs to be considered in order to form students who can compete with many people in the future by having a strong mentality and not giving up easily (Arumi Sunarta dkk., 2023). By mastering resilience, it can make students more confident in doing various things, one of which can help students to understand mathematical concepts.

RESEARCH METHODOLOGY

The research used in quantitative research is correlational research. Correlational or correlation research is a study conducted by collecting a number of data to find out and determine whether or not there is a relationship between two or more variables in order to measure how much the level of relationship between the two variables is measured (Hassan dkk., 2023). Quantitative approach is an approach used to research on certain populations or samples of data collection using research instruments, data analysis is quantitative / statistical.

The sample is part of the number and characteristics of the population (Sugiyono, 2016: 81). In other words, the sample is part of the population. Roscoe in Sugiyono (2012: 91) suggests that the sample size for research is a feasible sample size in research is between 30 and 500 (Herliani dkk., 2023). In line with the above statement, the researcher took a research sample from the population of 8th grade students of TRAMPIL Junior High School as many as 30 students out of 51 students. The sampling technique in this study was simple random sampling, which according to Sugiyono (2011: 120) the simple random sampling technique is a sampling of members of the population using random without paying attention to the strata (levels) in the population members (Adema dkk., 2023). Researchers use a lottery to determine the sample to be used from the entire sample.

Research variables are anything in the form of anything that is determined by the researcher to study so that information about it is obtained, then conclusions are drawn (Sugiyono, 2016: 64). Variable X is an independent variable, which is a variable that affects or causes changes or the emergence of the dependent variable (Sugiyono, 2016: 64) (Arifuddin dkk., 2023). The independent variable in this study is resilience. Variable Y is the dependent variable, which is the variable that is affected or that is the result of the independent variable (Sugiyono, 2016: 135). The dependent variable in this study is the understanding of mathematical concepts.

In this study there are two types of data collected based on their sources, namely: Data on resilience comes from instruments in the form of questionnaires and data on understanding of mathematical concepts comes from instruments in the form of tests.

The scale used for the questionnaire instrument is divided into two components that compose the statements, which consist of favorable (statements that support) and unfavorable (statements that do not support). In each statement there are four answer choice items, namely very suitable (SS) (Hardana dkk., 2023), suitable (S), not suitable (TS), and very unsuitable (STS). Each statement will have a different score. For favorable statements, the answer is very suitable (SS) has a score of 4, suitable (S) has a score of 3, not suitable (TS) has a score of 2, and very not suitable (STS) has a score of 1. Meanwhile, on unfavorable statements, the answer is very suitable (SS) has a score of 1, suitable (S) has a score of 2, not suitable (TS) has a score of 3, and very not suitable (STS) has a score of 4. The malangan resilience indicators used can be seen in table 2.

Table 2. Malanganese Resilience Indicators

Dimensi	Indicators
Control	Able to control oneself when there is a problem
	Able to endure problems
	Thinking and acting positively in difficult situations
	Able to find a solution to a problem
Origin dan Ownership	Understand the cause of the problem
	Regretting the mistakes that have been made
	Take responsibility for the problems that occur
	Recognize the mistakes that have been made
Reach	Able to limit the problem so that it does not have an impact on other aspects of life
Endurance	Considering the problem faced is temporary
	Having confidence in overcoming the problem
	Not giving up easily when facing problems

The data validation process is carried out by requesting research from experts and practitioners regarding the content and grids of the resilience questionnaire test questions. So that the tools used as student data collection tools in this study can really be accounted for validity. Instrument validation is used as support before conducting research. Instruments can be used in research if they meet valid or invalid criteria so that they can proceed to the next stage.

Scoring guidelines for the ability to understand mathematical concepts are adjusted to the concept understanding indicators used in this study. The indicators of understanding of mathematical concepts used can be seen in table 3.

Table 3: Indicators of Understanding Mathematical Concepts

Indicators of Concept Understanding	Sub Indicators of Concept Understanding
Restate a concept.	Explaining concepts related to flat-sided spaces.
Classify objects according to certain properties in accordance with the concept.	Determine the parts of flat-sided spaces based on their properties.
Giving examples and non-examples of a concept.	Provide arguments in distinguishing which are flat-sided spaces and not flat-sided spaces in everyday life.
Present concepts in various forms of mathematical representations.	Present the concept of flat-sided spaces in the form of images or symbols systematically.
Develop necessary or sufficient conditions of a concept.	Determine the volume of flat-sided spaces.
Use and utilize and select certain procedures or operations.	Calculate the surface area of flat-sided spaces from their nets.
Apply concepts or algorithms to problem solving.	Apply a mathematical model of a real problem related to flat-sided spaces.

The data validation process is carried out by requesting research from experts and practitioners regarding the content and grids of mathematical concept understanding test questions. So that the tools used as data collection tools for students in this study can really be accounted for validity. Instrument validation is used as support before conducting research. Instruments can be used in research if they meet valid or invalid criteria so that they can proceed to the next stage. Researchers conducted validation tests

on three experts and the results of the three experts stated that the math concept understanding test questions were declared valid.

Data analysis prerequisite test through several processes of normality test and linearity test. After all data analysis prerequisite tests have been met, then hypothesis testing can be tested through statistical methods in the form of simple correlation tests, determination coefficients, correlation significance tests, regression equation tests, regression significance tests.

The formulation of the statistical hypothesis to test whether there is an effect of resilience on students' understanding of mathematical concepts is as follows: $H_0 : \beta = 0$, There is no significant influence between resilience on the understanding of mathematical concepts. $H_a : \beta \neq 0$, There is a significant influence between resilience on the understanding of mathematical concepts.

RESULT AND DISCUSSION

From the results of research on SMP TRAMPIL in class VIII, in the form of understanding of mathematical concepts (Y) contained in an instrument with a total of 7 questions as a result of research observations, namely by measuring resilience (X) contained in an instrument with a total of 34 questions. The research was conducted online through Google Forms that the researcher had provided. At the time of the research implementation, the researcher provided a Google Form link containing a questionnaire on the resilience variable, as well as a test question on the variable understanding of the mathematical concept of the head of the homeroom teacher of class VIII, which then the link was distributed to all students in class VIII.

In this study, the dependent variable (Y) is the understanding of mathematical concepts. Data on understanding of mathematical concepts is obtained from distributing test questions as many as 7 questions with 30 students as respondents. From the results of the data calculation data above, the frequency distribution table of the class understanding of mathematical concepts is obtained as follows:

Table 4. Frequency Distribution of Test Questions on Understanding Mathematical Concepts

Interval	<i>fi</i>	Fk	Xi	<i>fi.Xi</i>	$(Xi - \bar{X})$	$(Xi - \bar{X})^2$	<i>fi(Xi - $\bar{X}$)²</i>	<i>Xi²</i>	<i>fi.Xi²</i>
20-21	1	1	21	20,5	-4,60	21,16	21,16	420	420,25
22-23	8	9	23	180	-2,60	6,76	54,08	506	4050
24-25	7	16	25	171,5	-0,60	0,36	2,52	600	4201,75
26-27	9	25	27	238,5	1,40	1,96	17,64	702	6320,25
28-29	5	30	29	142,5	3,40	11,56	57,8	812	4061,25
Total	30			753			153,2		19053,5

Based on the results of descriptive analysis of students' mathematical concept understanding abilities, it can be seen from the histogram and polygon images that it can be concluded that students' concept understanding shows a fairly high number. It can be seen from the magnitude of the average and mode which is in the median class.

In this study, the independent variable (X) is resilience. Resilience data is obtained from distributing a questionnaire of 34 questions with 30 students as respondents.

Table 5. Frequency Distribution of Resilience Questionnaire

Interval	<i>fi</i>	Fk	Xi	<i>fi.Xi</i>	$(Xi - \bar{X})$	$(Xi - \bar{X})^2$	<i>fi</i> $(Xi - \bar{X})^2$	Xi^2	$(fi.Xi^2)$
71-83	6	6	77	462	-24,70	610,09	3660,54	5929	35574
84-96	6	12	90	540	-11,70	136,89	821,34	8100	48600
97-109	6	18	103	618	1,30	1,69	10,14	10609	63654
110-122	9	27	116	1044	14,30	204,49	1840,41	13456	121104
123-135	3	30	129	387	27,30	745,29	2235,87	16641	49923
Total	30			3051			8568,3		318855

Based on the results of the descriptive analysis of resilience, it can be seen from the histogram and polygon images that it can be concluded that resilience shows a fairly high number. Seen from the magnitude of the average and mode which is in the median class.

Before testing the hypothesis, it is necessary to test the normality of the data on each variable to determine whether the two variables are normally or abnormally distributed.

The normality test technique used on the variable understanding of mathematical concepts in this study is the Lilliefors test with a significance level of 0.05 and the number of respondents 30 students, then the L_{table} value = 0.161. From the results of the data calculation of the normality test of the class understanding of mathematical concepts, the value of L_o = 0.1186 is obtained, while from the Lilliefors table, for the real level α = 0.05 and n = 30, the value of L_{table} = 0.1618 is obtained. Because the value of L_o is less than L_{table} ($0.1186 < 0.161$), then H_0 is accepted so it can be concluded that the data of understanding of mathematical concepts is normally distributed.

Furthermore, the normality test technique used on the resilience variable in this study is the Lilliefors test with a significance level of 0.05 and the number of respondents 30 students, then the L_{table} value = 0.161. From the results of the data calculation of the resilience class normality test, the value of L_o = 0.1251 is obtained, while from the Lilliefors table, for a real level of α = 0.05 and n = 30, the value of L_{table} = 0.161 is obtained. Because the L_o value is less than L_{table} ($0.1251 < 0.161$), then H_0 is accepted so it can be concluded that the resilience data is normally distributed.

After doing the normality test, then the linearity test between the variables of understanding of mathematical concepts and resilience is carried out to determine whether it has a linear relationship or not significantly. Then the calculation results can be seen in table 6.

Table 6. Linearity Test of Y Regression on X

Source Variance (SV)	dk	JK	RJK	F count	F table
Total	30	19023	-		
Regression (a)	1	18900,3	18900,3		
Regression (b/a)	1	26,6	26,6	0,51	3,43
Residual	28	96,1	3,43		
Unmatched	21	57,97404	2,76		

Error	7	38,17	5,45
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From the results of the above calculations obtained F_{hitung} less F_{tabel} ($0.51 < 3.43$), then H_0 is accepted and it can be concluded that the understanding of mathematical concepts on the resistance of linear polar regression models.

The initial stage of hypothesis testing is done to test the similarity of the two averages, namely the simple correlation test is used.

$$r_{xy} = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{[n \cdot \sum X^2 - (\sum X)^2][n \cdot \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{30 \cdot 77112 - 3051 \cdot 753}{\sqrt{[9628170 - (3051)^2][570690 - (753)^2]}} = 0,465$$

It can be concluded that there is a linear relationship between resilience and understanding of mathematical concepts where the linear relationship that occurs can be said to be positive. Thus, an increase in resilience occurs together with an increase in understanding of mathematical concepts. Vice versa, a decrease in resilience occurs together with a decrease in understanding of mathematical concepts.

The second stage is to find the coefficient of determination to find out how much influence between the resilience variable and the variable understanding of students' mathematical concepts. The formulation is as follows:

$$KD = r^2 \times 100\%$$

$$KD = 0,465^2 \times 100\% = 21,62\%$$

It can be concluded that the resilience variable affects the variable of students' understanding of mathematical concepts by 21.62% while the rest ($100\% - 21.62\% = 78.38\%$) is influenced by other variables with variables that are not studied.

The third stage is the correlation significance test The t-table price at $\alpha=0.05$ and $dk = n - 2 = 30 - 2 = 28$ for a two-party test t_{table} is 1.701. Because t_{count} is greater than t_{table} ($2.780 > 1.701$), then H_0 is rejected so it is concluded that there is a significant positive correlation between resilience (X) and understanding of mathematical concepts (Y).

The fourth stage determines the constant and coefficient of regression direction. Based on the value of $a = 20.02$ and $b = 0.05$, then the liner regression equation model can be found as follows: $\hat{Y} = 20.02 + 0.05X$. From the results obtained, it can be concluded that the higher the resilience, the understanding of students' mathematical concepts will increase.

The fifth stage conducts a regression significance test. It turns out that in this study it was obtained $F_h > F_t$ ($7.76 > 4.20$), so H_0 was rejected, and it was concluded that there was a significant effect of resilience (X) on understanding the concept of mathematics (Y).

The research was conducted at TRAMPIL Junior High School located on Jl. Olahraga II, Cililitan, Kec. Kramat Jati, East Jakarta City Prov. DKI Jakarta in class VIII

which amounted to 30 students. Based on the data description of the research results, there is an effect of resilience (X) on students' understanding of mathematical concepts (Y) where the resilience variable affects the variable understanding of students' mathematical concepts by 21.62% while the remaining 78.38% is influenced by other variables not examined.

The regression equation model $\hat{Y} = 20.02 + 0.05X$ was obtained. The constant value of 20.02 shows that the level of resilience is quite high, the high resilience of students so that it has an impact on students. While the regression coefficient value of 0.05 indicates that there is a significant influence between the independent variable (resilience) on the dependent variable (understanding of mathematical concepts). The regression coefficient number shows that every time there is an increase of one resilience value, there will be an increase in understanding of mathematical concepts. Everything is *ceteris paribus* or unchanged. Furthermore, from the simple correlation analysis, the t_{count} value is greater than the t_{table} ($2.780 > 1.701$), then H_0 is rejected so it is concluded that there is a significant positive correlation between resilience (X) and understanding of mathematical concepts (Y). This can happen because resilience can arouse students' enthusiasm and interest in solving a problem without despair in learning so that students can easily understand mathematical concepts. This is in line with the opinion of Dewi and Suhendri (2017) in their research which states that students will be able to analyze a problem in learning, not easily despair, and be able to solve the problem. This affects the ability to understand a concept that he faces.

We can also see the relationship between resilience and understanding of mathematical concepts if we know the understanding of mathematical concepts. According to Aledya (2019) concept understanding is a type of learning outcome that is higher than knowledge. For example, being able to explain in his own sentence structure something he read or heard, give another example of what has been exemplified, or use application instructions in other cases. In this case, according to Hari (2020) states that if students have sufficient resilience to support, these students tend to be able to overcome all difficulties with their intelligence.

When viewed that resilience can have a positive impact on several aspects. Like the research conducted by Leonard & Amanah (2014), it is stated in their research that the majority of respondents have adversity quotient and thinking skills that are quite good and in fact empirically have a positive effect on their mathematics learning achievement. Someone who has a high adversity quotient will have a trait that does not give up easily in the face of difficulties. There is a significant influence between adversity quotient (AQ) on mathematics learning achievement, which means that the better the student's adversity quotient, the better his mathematics learning achievement.

CONCLUSION

Based on the results of the research that the researchers have conducted, it can be concluded that there is an effect of resilience on students' understanding of mathematical concepts at TRAMPIL Junior High School in the 2020-2021 academic year of 21.62%

while the remaining 78.38% is influenced by other variables with variables that are not studied. This can prove that resilience can arouse students' enthusiasm and interest in solving a problem without giving up in learning so that students can easily understand math concepts.

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