Al-Ishlah: Jurnal Pendidikan
Vol.17, 2 (June, 2025), pp. 2652-2662
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i2.7079

Integrating Academic Talent, Personal Resilience, and Study Persistence: The Role of DAT in University Counseling Services

Rofiqah[1], Abd Hamid Cholili[2], Muhammad Arif Furqon[3]

[1] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; rofiqahrosidi@uin-malang.ac.id
[2] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; hamidcholili@uin-malang.ac.id
[3] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; ariffurqonkediri@gmail.com

ARTICLE INFO

Keywords:

academic talent;
academic resilience;
personal resilience;
study persistence

Article history:

Received 2025-01-31
Revised 2025-02-23
Accepted 2025-06-01

ABSTRACT

Balancing academic talent with personal and academic resilience is essential for sustaining students' commitment to their studies. Counseling programs aim to reinforce personal resilience and enhance persistence among students. This study explores the individual and combined effects of academic talent and personal resilience on study persistence. It also evaluates student responses to three academic support initiatives: the Differential Aptitude Test (DAT), Academic Guidance and Counseling (BKA), and Advanced Educational Guidance and Counseling (BEKAL). A quantitative research design was employed with 233 student participants. Academic talent was assessed using the DAT, personal resilience via the Resilience Scale for Adolescents (READ), and study persistence through the Persistence/Voluntary Dropout Decisions Scale. Multiple regression analysis was used to examine the relationships between these variables. Findings revealed statistically significant positive correlations between academic talent and personal resilience, academic talent and study persistence, and personal resilience and study persistence (all p = 0.000). Academic talent and personal resilience together accounted for 57% of the variance in study persistence. Additionally, students expressed favorable views of the DAT, BKA, and BEKAL programs, citing their value in guiding academic major selection. The results underscore the importance of integrating academic and personal development strategies in educational planning. Counseling interventions like DAT, BKA, and BEKAL can play a critical role in fostering resilience and improving student persistence.

Corresponding Author:
Rofiqah
Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; rofiqahrosidi@uin-malang.ac.id

1. INTRODUCTION

Student academic success is not only determined by intellectual intelligence but also by psychological factors such as personal resilience and study persistence. In a challenging higher education environment, students often face academic pressure, social demands, and various personal obstacles that can affect their academic achievement (Tinto, 1993; Robbins et al., 2004). Therefore, the

role of university counseling services is becoming increasingly important in supporting students' mental and academic well-being.

In this context, the integration of academic talent, personal resilience, and study perseverance is the key to helping students achieve their maximum potential. The existence of a program based on the Differential Aptitude Test (DAT) in university counseling services can be an innovative solution in supporting students facing academic and psychological challenges. The DAT is an assessment tool designed to measure various aspects of an individual's academic ability and potential, assisting in decision-making regarding education and career (Bennett, Seashore, & Wesman, 1982).

Furthermore, combining DAT with psychological assessments such as the Resilience Scale for Adolescents (READ) and the Persistence/Voluntary Dropout Decisions Scale allows university counseling services to gain a holistic understanding of students' academic and personal profiles. With these data, counselors can tailor interventions that not only enhance academic performance but also build students' adaptive capacities in the face of stress and setbacks. Resilient students are more likely to stay motivated and committed even when academic goals become challenging. This integrative approach aligns with the growing recognition that academic success is multifaceted, requiring both cognitive strengths and psychological stamina. Therefore, by identifying both academic aptitude and mental readiness, institutions can develop targeted programs, such as mentoring, workshops, and personalized guidance, to improve student outcomes holistically.

Additionally, implementing programs like Academic Guidance and Counseling (BKA) and Advanced Educational Guidance and Counseling (BEKAL) can strengthen students' decision-making and planning capabilities. These initiatives help students align their strengths and interests with their academic paths, reducing the likelihood of disengagement or dropout. When students understand their aptitudes and feel supported in developing resilience and persistence, they are more likely to adapt to higher education demands. Furthermore, positive feedback on these programs, as shown in the research, reflects their relevance and effectiveness in student development. To maximize their impact, such programs should be continuously refined through regular evaluations and integrated with broader student support systems, including mental health services and career counseling. By institutionalizing these practices, universities can foster a supportive academic environment that prioritizes both achievement and student well-being.

Several studies show that students with a high level of personal resilience are better able to overcome academic and social obstacles, so they have a higher graduation rate than those who are less resilient (Martin & Marsh, 2006; Richardson, Abraham, & Bond, 2012). In addition, academic talent combined with emotional support and effective learning strategies can increase students' learning persistence, which ultimately has a positive impact on their academic success (Zimmerman, 2002). Although many studies have highlighted the importance of these factors separately, there are still few studies that integrate these three aspects into one comprehensive intervention model, especially in the context of university counseling services. As well as continuing research that has been carried out previously regarding the development of practical counseling guidelines that focus on solutions for continuity and continuity education (Rofiqah, Wiyono, Ramli & Mappiare, 2017) and studies of factorial validity and internal consistency of the Indonesian version of the Youth Resilience Scale (Rofiqah, Rosidi & Pawelzick, 2023).

Previous studies have consistently demonstrated the individual importance of academic talent, personal resilience, and study persistence in predicting student success. There is a lack of integrated models that examine how these three constructs interact within the framework of university counseling services. Most existing research tends to explore these variables in isolation or within limited educational contexts, without assessing their combined impact on students' academic trajectories. Furthermore, while tools like the Differential Aptitude Test (DAT) have been used to assess academic potential, their role in conjunction with psychological assessments in counseling services remains underexplored. No comprehensive model currently exists that systematically integrates DAT results with resilience and persistence profiles to guide counseling interventions. This

gap highlights the need for a holistic framework that not only assesses students' academic and psychological readiness but also translates these assessments into actionable counseling strategies to enhance student retention and achievement in higher education.

Therefore this research aims to find out: a) The relationship between academic talent and student personal resilience, b) The relationship between academic talent and student study persistence, c) The relationship between personal resilience and student study persistence, d) The great contribution of academic talent and personal toughness to students' persistence in studies, e) Find out students' evaluative responses to the policies for implementing DAT, Academic Guidance and Counseling (BKA), and Advanced Educational Guidance and Counseling (BEKAL).

The urgency of this research lies in the need for a holistic approach to support student academic success amid the growing complexity of higher education challenges. Academic achievement is not solely determined by intellectual capacity, but also significantly influenced by psychological factors such as personal resilience and study persistence. Many universities are struggling with issues such as low student retention and high dropout rates, which often stem from a lack of psychological support and effective academic guidance. By integrating academic talent, personal resilience, and study persistence, this study offers a comprehensive framework for improving university counseling services. The use of the Differential Aptitude Test (DAT) provides a data-driven method to identify students' academic potential, which, when combined with resilience and persistence assessments, can enhance personalized guidance strategies. Moreover, evaluating student responses to programs like BKA and BEKAL ensures that existing academic and psychological support systems are aligned with student needs, making this research highly relevant for developing more targeted and impactful educational policies.

2. METHOD

This study employs a quantitative research design aimed at statistically examining the relationships between variables through numerical data collection and analysis. The population comprises all active students at Universitas Islam Majapahit during the 2022/2023 academic year, totalling 1,024 students across 4 classes and 13 study programs. Sampling was conducted using purposive sampling, a non-probability technique where participants are selected based on specific criteria aligned with the research objectives. The final sample consisted of 233 students, representing approximately 22.65% of the total population.

The instruments utilized include the Differential Aptitude Test (DAT) to assess academic talent, the Resilience Scale for Adolescents (READ) to measure personal resilience—which has been validated and demonstrated reliable by Rofiqah, Rosidi, and Pawelzick (2023)—and the Persistence/Voluntary Dropout Decisions Scale developed by Pascarella and Terenzini (1980) to evaluate students' study persistence.

Data analysis was performed using multiple regression analysis, a statistical method that models the relationship between one dependent variable and two or more independent variables. The t-test (partial test) was applied to evaluate the individual impact of each independent variable on the dependent variable, determining whether each predictor significantly affects the outcome on its own. Concurrently, the F-test (simultaneous test) was used to assess the overall significance of the regression model, measuring the collective influence of all independent variables on the dependent variable. This dual-testing approach enables a thorough understanding of both isolated and combined effects of academic talent and personal resilience on study persistence, highlighting which factors are significant predictors and the extent of their contribution to the variance in students' persistence.

3. FINDINGS AND DISCUSSION

3.1. The Relationship Between Academic Talent and Student Personal Resilience

Based on hypothesis testing that has been carried out using the SPSS program, there is a relationship between academic talent and students' resilience/toughness, where the sig. Of 0,000. This proves that academic talent has a strong relationship to students' resilience.

Table 1. Relationship between academic talent and students' Resilience/toughness

Correlations

Control Variables			Academic Aptitude Composite Score	Persistence of Student Studies	Student Personal Resilience
-none-(a)	Academic Aptitude Composite Score	Correlation	1.000	0.509	0.648
		Significance (2-tailed)	.	0.000	0.000
		df		231	231
	Persistence of Student Studies	Correlation		1.000	0.755
		Significance (2-tailed)	.		0.000
		df			231
	Student Personal Resilience	Correlation			1.000
		Significance (2-tailed)		.	
		df			
Student Personal Resilience	Academic Aptitude Composite Score	Correlation	1.000	.041	
		Significance (2-tailed)	.	.534	
		df	0	230	
	Persistence of Student Studies	Correlation	.041	1.000	
		Significance (2-tailed)	.534	.	
		df	230	0	

a Cells contain zero-order (Pearson) correlations.

Based on the hypothesis testing conducted using the SPSS program, the results of the analysis show that there is a significant relationship between academic talent and student resilience, with a significance value (sig.) Of 0.000. This value indicates that the relationship between the two variables is very strong and statistically significant, meaning that the higher the student's academic talent, the higher the level of personal resilience. In statistical analysis, the significance value (p-value) is used to determine whether the results obtained occur by chance or reflect a real relationship between variables. A p-value <0.05 is generally considered significant, meaning that there is a possibility of less than 5% that the results occurred by chance. A p-value = 0.000 (which actually means p <0.001) indicates a very high level of significance, so it can be concluded that the relationship between academic talent and personal resilience is not a coincidence but a real and strong relationship.

The significant relationship between academic talent and personal resilience suggests that individuals with higher academic talent tend to have higher levels of personal resilience. This means that academic ability can contribute to one's ability to cope with challenges and stress in academic settings or daily life. This finding is in line with previous research showing that individuals with higher academic talent tend to have better levels of resilience in dealing with academic and daily life challenges (Cassidy, 2015). This can be explained by the presence of better cognitive skills and problem-solving strategies in students with high academic talent, which help them cope with stress and obstacles more effectively (Reivich & Shatté, 2002).

Apart from that, research conducted by Martin and Marsh (2006) also confirmed that academic factors can influence the level of student resilience, where individuals who have excellence in academic achievement are more likely to develop a positive mindset and better adaptability in dealing with academic pressure. Therefore, the findings in this study reinforce the importance of academic assessment-based counseling services such as DAT in helping students improve their resilience.

The significance value of 0.000 in the context of the relationship between academic talent and personal resilience indicates a very strong relationship and does not occur by chance. This emphasizes the importance of developing academic talent as one of the factors that can increase individual resilience in facing various challenges.

3.2. The Relationship between Academic Talent and Student Study Persistence

Based on hypothesis testing that has been carried out using the SPSS program, there is a relationship between academic talent and student study persistence where the sig. Of 0,000. This proves that academic talent has a strong relationship to student study persistence.

Table 2. Relationship between academic talent and student study persistence

Correlations

Control Variables -none-(a)			Student Personal Resilience	Persistence of Student Studies	Academic Aptitude Composite Score
	Student Personal Resilience	Correlation	1.000	0.755	0.648
		Significance (2-tailed)	.	0.000	0.000
		df	0	231	231
	Persistence of Student Studies	Correlation	0.755	1.000	0.509
		Significance (2-tailed)	0.000	.	0.000
		df	231	0	231
	Academic Aptitude Composite Score	Correlation	0.648	0.509	1.000
		Significance (2-tailed)	0.000	0.000	.
		df	231	231	0
Persistence of Student Studies	Student Personal Resilience	Correlation	1.000	.466	
		Significance (2-tailed)	.	.000	
		df	0	230	
	Persistence of Student Studies	Correlation	0.466	1.000	
		Significance (2-tailed)	.000	.	
		df	230	0	

a Cells contain zero-order (Pearson) correlations.

These results indicate that there is a significant relationship between academic talent and student learning persistence, with a significance value (sig.) of 0.000 based on hypothesis testing using the SPSS program. This shows that the higher a student's academic talent, the more likely they are to persist and complete their studies. A significance value (sig.) of 0.000 in statistical analysis is used to determine whether the results obtained occur by chance or reflect a real relationship. A sig. value of 0.000 (often written as $p < 0.001$) indicates that the possibility of the results occurring by chance is very small, so the relationship between academic talent and learning persistence is considered very statistically significant.

Significant relationship between academic talent and student learning persistence with sig. 0.000 value emphasizes the importance of paying attention to academic potential in an effort to improve student learning consistency and consistency. Educational institutions can use this information to design programs that support the development of academic talent to encourage higher learning persistence.

This finding is in line with previous research which emphasizes the importance of internal factors, such as talents and interests, in influencing student academic achievement and persistence. For example, research by Novitasari et al. (2020) identified that interests and talents, together with facilities and learning motivation, have a significant influence on students' Grade Point Average (GPA). Although the focus is on GPA, these results support the view that academic aptitude plays an important role in students' study success.

In addition, research by Yohana et al. (2016) examined the relationship between personality type and academic achievement of medical study program students, which indirectly highlights the role of individual characteristics in academic achievement. Although this research focuses more on personality type, the findings strengthen the argument that personal attributes, including academic aptitude, contribute to academic persistence and success.

In the context of data analysis, using the SPSS program to test hypotheses, as you did, is an appropriate and commonly used approach in educational research. SPSS facilitates accurate and efficient statistical analysis, allowing researchers to test relationships between variables more easily.

These results indicate that students with higher academic talent tend to have higher levels of learning persistence. This means that good academic ability can support students to be more persistent and consistent in their learning process. Research on the relationship between academic talent and other factors in education has been widely conducted. Among those who examined the predictive validity of scholastic talent and learning achievement as college entrance selection criteria found that scholastic aptitude test scores can be a significant predictor of students' academic achievement. Although the study did not directly discuss learning persistence, it showed the importance of academic talent in students' study success. In addition, factors such as learning motivation, social environment, and academic services also play a role in students' learning persistence. Internal student factors, including characteristics and learning motivation, also have a direct influence on learning persistence.

Overall, the research results add to the empirical evidence that academic talent has a strong relationship with persistence in student study. These findings can be a basis for educational institutions in designing talent development programs and learning strategies that support the continuity of student studies.

3.3. The Relationship between Personal Resilience and Student Study Persistence

Based on the results of hypothesis testing conducted using the SPSS statistical program, a significant relationship was found between personal resilience and student study persistence, with a significance value (sig.) of 0.000. This result indicates a highly significant correlation, suggesting that students with higher levels of personal resilience tend to demonstrate greater persistence in their academic efforts.

The finding supports the idea that personal resilience—defined as the ability to adapt positively in the face of adversity—plays a crucial role in sustaining motivation, overcoming challenges, and maintaining consistent academic engagement. In an educational context, resilient students are more likely to persevere through difficulties such as academic pressure, time management issues, and setbacks in performance, which contributes to their continued commitment to studying.

This strong relationship highlights the importance of fostering resilience as part of student development programs. Schools and educators may benefit from implementing strategies that help students build emotional strength, coping skills, and adaptive learning behaviors to enhance both their academic success and long-term personal growth.

Table 3. Relationship between personal resilience and student study persistence

Correlations					
Control Variables -none-(a)			Student Personal Resilience	Persistence of Student Studies	Academic Aptitude Composite Score
	Student Personal Resilience	Correlation	1.000	0.755	0.648
		Significance (2-tailed)	.	0.000	0.000
		df	0	231	231
	Persistence of Student Studies	Correlation	0.755	1.000	0.509
		Significance (2-tailed)	0.000	.	0.000
		df	231	0	231
	Academic Aptitude Composite Score	Correlation	0.648	0.509	1.000
		Significance (2-tailed)	0.000	0.000	.
		df	231	231	0
Academic Aptitude Composite Score	Student Personal Resilience	Correlation	1.000	.648	
		Significance (2-tailed)	.	.000	
		df	0	230	
	Persistence of Student Studies	Correlation	0.648	1.000	
		Significance (2-tailed)	.000	.	
		df	230	0	

a Cells contain zero-order (Pearson) correlations.

These results indicate a significant relationship between personal resilience and student study persistence, with a significance value (sig.) of 0.000 based on hypothesis testing using the SPSS program. This indicates that the higher a student's level of personal resilience, the more likely they are to persist and complete their studies. In statistical analysis, the significance value (p-value) is used to determine whether the results obtained occurred by chance or reflect a real relationship between variables. A p-value of 0.000 means that the probability of the relationship occurring by chance is very small (less than 0.001), far below the common threshold of 0.05. Thus, this result is highly statistically significant.

This finding is in line with previous research, which emphasizes the importance of resilience in supporting student academic success. Academic resilience, which includes the ability to recover from difficulties and adapt to academic challenges, has been shown to play an important role in achieving academic achievement. For example, research by Fatmawati (2017) found a positive and significant relationship between resilience and academic achievement in migrant students at the Indonesian University of Education. Despite the focus on academic achievement, these results support the view that personal resilience contributes to students' persistence in their studies.

In addition, research by Surya and Armiati (2023) identified several factors that influence students' academic resilience when completing their thesis, such as self-regulation, emotional support, and motivation. These factors play a role in helping students overcome academic obstacles and maintain their commitment to their studies, ultimately increasing study persistence.

In the context of data analysis, using the SPSS program to test hypotheses, as you did, is an appropriate and commonly used approach in educational research. SPSS facilitates accurate and efficient statistical analysis, allowing researchers to test relationships between variables more easily.

The significance value of 0.000 indicates a very strong and significant relationship between personal resilience and student learning persistence. This means that the higher the personal resilience

of a student, the more likely they are to remain persistent and consistent in the learning process, despite facing various challenges. This finding emphasizes the importance of developing personal resilience among students. Training programs that focus on increasing resilience, managing stress, and strengthening motivation can help students become more persistent in learning. Thus, educational institutions can consider including such training in their curriculum or student development programs.

Overall, the results of your research add to empirical evidence that personal resilience has a strong relationship with persistence in student study. These findings can be a basis for educational institutions in designing resilience development programs and learning strategies that support the continuity of student studies.

3.4. The Contribution of Academic Talent and Personal Toughness to Students' Persistence in Studies

Based on hypothesis testing that has been carried out using the SPSS program, the contribution of academic talent and personal toughness to student study persistence is 57%. This is based on the R Square figure of 0.570 in the summary model calculation.

Tabel 4. The contribution of academic talent and personal toughness to student study persistence

Model	R	R Square	AdjustedR Square	Std. Error of the Estimate
1	0.755	0.570	0.567	11,63460

Based on regression analysis carried out using the SPSS program, it was found that academic talent and personal toughness together contributed 57% to student study persistence, as indicated by an R Square value of 0.570 in the summary model. This indicates that more than half of the variation in student study persistence can be explained by these two variables. The coefficient of determination (R^2) of 0.570 indicates that 57% of the variation in student learning persistence can be explained by two independent variables, namely academic talent and personal resilience. In other words, the combination of these two factors contributes significantly to students' ability to persist and be consistent in the learning process.

The R Square (R^2) value is a coefficient of determination that shows the proportion of variability in the dependent variable that can be explained by the independent variables in the regression model. In this context, an R^2 of 0.570 means that 57% of the variation in student study persistence can be explained by academic talent and personal toughness. The remaining 43% is likely influenced by other factors not included in this model. An R^2 value close to 1 indicates a good model for explaining data variability.

The remaining 43% of the variation in learning persistence is explained by other factors not included in this research model. These factors may include:

a. Intrinsic and extrinsic motivation: Internal drives or external influences that encourage students to learn.
b. Social support: The role of family, friends, and the surrounding environment in supporting the learning process.
c. Learning environment conditions: Facilities, atmosphere, and resources available in the educational environment.
d. Learning strategies: Methods and techniques used by students in the learning process.
e. Mental and physical health: Psychological and physical conditions that affect learning ability.

Academic aptitude refers to the intellectual abilities and specific skills that students possess in a particular field of study. Personal resilience, or resilience, is an individual's ability to persist and adapt in the face of stress or challenges. Both of these factors play a significant role in determining a student's persistence in learning. The combination of the two is essential to ensure that students are not only

able to understand the material, but are also able to overcome obstacles that may arise during the learning process.

Previous research supports these findings. For example, a study by Fatmawati (2017) found a positive relationship between resilience and academic achievement in migrant students. In addition, research by Surya and Armiati (2023) identified that self-regulation, emotional support, and motivation play a role in increasing students' academic resilience during the completion of their thesis.

The results of this research have practical implications for higher education institutions. By understanding that academic talent and personal resilience contribute significantly to study persistence, institutions can:

a. Developing Talent Development Programs: Providing facilities and resources that support the development of student academic talents.
b. Organizing Resilience Training: Holding workshops or seminars aimed at increasing students' resilience and adaptive skills.
c. Provide Psychological Support: Provide counseling services to help students overcome stress and academic challenges.

By implementing these strategies, it is hoped that student study persistence can increase, which in turn will contribute to improving the quality of education and graduation rates.

3.5. Student Evaluative Responses to the Policies for Implementing DAT, Academic Guidance and Counseling (BKA), and Advanced Educational Guidance and Counseling (BEKAL)

From the results of the DAT and counseling data, it is clear that this program can help students make decisions about which major to take. Programs that combine the use of the Differential Aptitude Test (DAT) and counseling sessions have proven effective in helping students determine a major that suits their talents and interests. The DAT, or Differential Aptitude Test, is designed to measure a variety of individual abilities, such as verbal, numerical, and abstract reasoning, that are relevant in academic and professional contexts. The use of this test in educational counseling helps identify students potential and tendencies, thus facilitating more informed decision-making regarding major selection. (Yani and Kurniadi 2015).

The implementation of this program is in line with research that emphasizes the importance of guidance and counseling services in the major selection process. These services play a role in increasing students' understanding of their interests and talents, as well as providing the information needed to make informed decisions. Thus, the combination of DAT test results and counseling sessions allows students to gain in-depth insight about themselves, which ultimately helps in determining the major that best suits their potential and aspirations (Rachmawati, 2023).

In addition, other research shows that choosing a major based on a deep understanding of an individual's talents and interests can increase learning motivation and academic achievement. Therefore, integration between aptitude tests such as the DAT and counseling services is an effective approach in supporting students in this crucial academic decision.

However, it should be noted that the personal resilience of students is not solely a result of high or low academic talent, but is also contributed by advanced guidance and counseling services (BEKAL), especially for those who, based on psychological assessments, show low academic talent scores. This means that the integration of psychological assessments with DAT devices followed by academic guidance and counseling services, has served to help students identify their academic talents, help align interests (desires) with academic talents, and help strengthen the commitment to increase higher learning efforts, especially for those with low academic talents. Conceptually theoretically, academic talent is part of cognitive intelligence, while personal resilience is part of emotional intelligence. In general, cognitive intelligence refers to the ability to think, focus mentally, process visual information and have working memory. For example, when we talk about IQ, what we mean is general cognitive intelligence, while academic talent is more specific cognitive intelligence.

4. CONCLUSION

This research concludes that academic talent significantly correlates with personal resilience, indicating that students with higher academic abilities tend to have stronger resilience in facing challenges and stress. Likewise, academic talent is positively related to study persistence, showing that capable students are more consistent and committed to their learning. Personal resilience also plays a crucial role in supporting students' persistence, as resilient individuals are better equipped to overcome obstacles in their educational journey. Together, academic talent and personal resilience contribute 57% to students' persistence in study, highlighting the importance of both cognitive ability and emotional strength in academic success. This combination ensures that students can not only understand learning material but also remain motivated despite difficulties. Additionally, the implementation of the Differential Aptitude Test (DAT), Academic Guidance and Counseling (BKA), and Advanced Educational Guidance and Counseling (BEKAL) received positive feedback from students, helping them make more informed decisions regarding their academic majors. While academic talent and resilience are key factors, the findings also suggest that other elements must be addressed to enhance overall student persistence in learning.

This study, while providing valuable insights into the relationship between academic talent, personal resilience, and study persistence, has several limitations. First, the use of purposive sampling and the focus on one university limit the generalizability of the findings to broader student populations. Second, the study relies on self-report instruments, which may be subject to bias or inaccuracies in participants' responses. Additionally, the cross-sectional design captures only a snapshot in time, making it difficult to assess changes or causality over the long term. For future research, it is recommended to involve a more diverse sample across multiple universities and regions to enhance external validity. Longitudinal studies are also encouraged to examine how these variables develop and interact over time. Moreover, incorporating qualitative methods could provide deeper insights into the personal experiences and contextual factors that influence resilience and persistence in academic settings. These approaches would enrich the understanding and applicability of the findings.

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