

Analysis of Resilience Among Married Students at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra

Selly Syahfitri¹, Cut Metia²

^{1,2} Universitas Islam Negeri Sumatera Utara

Email: selly0102202080@uinsu.ac.id

Abstract

This study aims to analyze the resilience of married students at the Faculty of Da'wah and Communication, UIN Sumatera Utara, and the factors contributing to its formation. The main issue addressed is how married students manage dual roles as students and spouses, as well as the challenges they face in balancing academic responsibilities and family obligations. This research employs a qualitative descriptive method using in-depth interviews, observation, and documentation study techniques. The sample consists of four married students actively attending lectures. The results indicate that the resilience of married students is influenced by their adaptability, the importance of rest for mental health, self-confidence, and support from their spouses and families. The study implies that educational institutions need to provide mentoring programs and counseling services to assist married students in overcoming academic and personal life challenges.

Keywords: Resilience, Married Students, Adaptation, Social Support.

Introduction

Students are an intellectual group with a significant role in society, as they bear a moral responsibility to contribute to various aspects of life and are expected to bring about change through critical thinking and the development of skills beneficial to the community (Setyadi et al., 2021). In this context, students are viewed as agents of change (Hidayat, 2019). However, students face numerous challenges as individuals transitioning toward independence, including meeting academic expectations and achieving comprehensive personal development.

Students encounter different challenges depending on their educational level. Freshmen often struggle to adapt to college learning methods, which differ significantly from high school. Mid-level students face pressure from assignments and difficulties in managing time between academic and extracurricular activities. Meanwhile, senior students are confronted with the demanding final project requirements (Salim & Fakhrurrozi, 2020). Additionally, social adjustments and parental expectations present further challenges (Fajlurrahman & Wardaningsih, 2021). Many students also experience difficulties in demonstrating critical and creative thinking skills, which are essential for higher education. Consequently, students often experience stress due to the complexity of issues spanning personal, interpersonal, and academic domains (Setiawan & Milati, 2022). Married students must further adjust to academic demands while fulfilling their roles as spouses, making these challenges even more arduous.

Students who decide to marry must be prepared for dual burdens, such as balancing time between studies and family (Zulfikar, 2020). Married students face

academic responsibilities like exams, assignments, and research while also bearing household duties, spousal roles, and other aspects of family life. The multitude of roles often leads to conflicts and problems, resulting in psychological stress (Utami & Zahro, 2023).

Studies show that married students are more vulnerable to psychological and emotional stress than their unmarried peers due to the dual demands of academics and family life. This is particularly true for students juggling these dual roles (Zulfikar, 2020). Research by Zulfikar (2020) revealed that married students often encounter relational issues, parenting challenges, and barriers to achieving personal dreams as they prioritize their families. Financial responsibilities and the stress of managing multiple roles frequently cause academic burdens, such as thesis writing, to be neglected. Additionally, they often face challenges in managing time between family and studies, meeting spousal expectations, and dealing with financial issues, which frequently arise in household life. The ability to remain resilient in the face of such pressures is essential for overall mental health and well-being.

Resilience is a vital personal quality, especially for students, as it is necessary for adapting to new situations and environments (Sari & Yustiana, 2022). The concept of resilience was first introduced by Block in the 1950s as ego-resiliency (ER), initially applied to children and known as “invulnerability” or “stress-resistance,” defined as the ability to adjust to internal and external pressures, contributing to well-being and a good quality of life (Farkas & Orosz, 2015).

According to Reivich and Shatte (2002), resilience refers to an individual's ability to bounce back from adversity, recover from setbacks, cope with losses that cause depression, and remain steadfast during trauma. Resilience not only involves enduring difficulties but also successfully rebounding from crises. It is the belief that individual strength can be built through collaborative efforts to face prolonged crises or challenges (Suminta, 2017). Resilience is crucial for students, as university life can be complex and demanding, requiring them to cope with academic pressures, balance learning with living, and manage financial challenges (Salim & Fakhrurrozi, 2020).

Resilience in marriage refers to a person's ability to cope with stress, rebound from setbacks, and find positive meaning in adverse situations (Susanto & Iwan, 2024). Marital resilience reflects the robustness of married couples in overcoming and recovering from various challenges, conflicts, and stressors in marital relationships. Couples with high resilience can adapt to unexpected changes and challenges that disrupt marital harmony. They manage and resolve marital conflicts without exacerbating tension or creating new problems. In the context of married students, the challenges they face differ from those of general married couples, as they must address academic responsibilities alongside marital challenges.

Resilience in married students involves the ability of spouses to navigate unique challenges in their relationship, such as academic issues, shifts in responsibilities, and financial instability, while maintaining a harmonious relationship. Herawati et al. (2020) found that resilience significantly impacts marital happiness, as it helps couples resolve conflicts and overcome difficult situations without worsening problems.

Every individual will encounter challenges, ranging from relationship issues and work difficulties to health and financial struggles. However, how one confronts these challenges is what truly matters. When facing adversity, individuals with resilience can address problems effectively, making swift and precise decisions under challenging conditions. This aligns with the words of Allah in the Qur'an, Surah Al-Baqarah, verses 155-156:

"And We will surely test you with something of fear and hunger and a loss of wealth and lives and fruits, but give good tidings to the patient. who, when disaster strikes them, say, 'Indeed we belong to Allah, and indeed to Him we will return.'" (Surah Al-Baqarah, verses 155-156).

These verses highlight that Allah tests every person with various challenges in life. By submitting to Allah's will and accepting these tests with patience, one finds inner peace, avoiding feelings of despair and hopelessness. Those who persevere and rise again from adversity receive glad tidings from Allah for successfully overcoming challenges. Thus, resilience in Islam is a mandatory trait for every individual, reflecting their strength as Muslims.

These verses imply that Allah tests every human being in this world with various challenges. However, by surrendering to Allah and accepting these tests with patience, a person will achieve inner peace and be protected from feelings of disappointment and despair. Those who manage to endure and rise above difficulties are given glad tidings by Allah for successfully overcoming their challenges. This illustrates that resilience in Islam is a mandatory quality that every individual must possess. Having resilience within oneself signifies their tested strength and steadfastness as a Muslim.

This study is supported by Rahmah (2022), who found a negative correlation between family resilience and mental health issues. In other words, married students are less likely to experience mental health problems if family resilience is high, and vice versa. Another study by Trihapsana (2013) highlighted the ability of married students to endure challenges, such as taking breaks and seeking help when facing physical, psychological, or social difficulties.

This research is based on observations of married students at the Faculty of Da'wah and Communication, UIN Sumatera Utara. These students face unique challenges in fulfilling their responsibilities as both students and spouses. Attending classes, completing assignments, and participating in group activities are all academic and social obligations. However, their responsibilities as married individuals often interfere with their academic and familial commitments.

According to initial observations, some married students at the Faculty of Da'wah and Communication, UIN Sumatera Utara, experience declining academic performance due to delays or absences in submitting assignments, missing classes due to family issues, and difficulty interacting socially with peers of the opposite gender because of their marital status. These conditions underscore the importance of understanding the resilience of married students in the faculty, as they face unique challenges in an academic environment that frequently demands free time and full concentration, which are difficult to achieve for married students.

At the Faculty of Da'wah and Communication, this research fills a gap in existing studies, as there is limited exploration of the resilience of married students in academic and social contexts, particularly in Islamic higher education institutions.

This study aims to understand how resilience develops and manifests in the lives of married students at the faculty and to identify the factors that encourage the formation of such resilience. The findings highlight that a better understanding of the resilience capabilities of married students will be instrumental in creating relevant support systems within Islamic higher education institutions. Ultimately, this can help students achieve a balance between their academic and familial responsibilities.

Method

This study employs a qualitative research design with a descriptive approach. Qualitative research is based on post-positivist philosophy and is used to explore natural phenomena where the researcher serves as the primary instrument, emphasizing meaning rather than generalization (Sugiono, 2021). The descriptive qualitative approach was chosen to thoroughly explore the experiences and perceptions of married students at the Faculty of Da'wah and Communication, UIN Sumatera Utara. This approach allows for a comprehensive understanding of the resilience components they develop.

The study involved four married students as informants, selected based on specific criteria, namely those who were married and actively enrolled at the Faculty of Da'wah and Communication, UIN Sumatera Utara. These criteria ensured that the informants had relevant experiences that represented the conditions of married students in the faculty. Data collection techniques included in-depth interviews, observations, and document analysis, complemented by data triangulation to enhance the validity of the findings. Semi-structured interviews were conducted, lasting between 45 to 60 minutes, in mutually agreed-upon locations to ensure informant comfort. The interviews covered seven main questions designed based on the research focus.

Data analysis involved systematically searching and organizing data obtained from interviews to make it comprehensible and communicable to others (Sugiono, 2021). The data analysis technique adopted in this study followed the method proposed by Miles and Huberman, comprising three stages: data reduction, data presentation, and conclusion drawing (Sugiono, 2017).

Each step of the research adhered to ethical principles. Informants were thoroughly briefed about the study's purpose, the steps involved, and the expected benefits before participation. Written consent was obtained from each participant. Furthermore, data security was ensured, and pseudonyms were used to protect informants' identities and personal information.

Results and Discussion

This research involved interviews with four students from the Faculty of Da'wah and Communication, UIN Sumatera Utara Medan, who were married while pursuing their undergraduate education. The selection of informants was based on specific criteria to ensure that they were representative of married students facing dual responsibilities in academic and marital contexts. The following table provides detailed information about the informants:

Table 1: Research Informants' Data

No	Informant Initials	Informant Details
1	FS	Female student, Faculty of Da'wah and Communication, Class of 2019
2	SA	Female student, Faculty of Da'wah and Communication, Class of 2017
3	DR	Male student, Faculty of Da'wah and Communication, Class of 2019
4	E	Male student, Faculty of Da'wah and Communication, Class of 2021

The study aims to explore their experiences and resilience in managing both academic and marital responsibilities. The selected informants represent a diverse range of academic years and life circumstances, providing insights into the challenges and adaptive strategies of married students.

Resilience of Married Students in Facing Post-Marriage Changes in College

1. The Decision to Marry During Undergraduate Studies

Economic Challenges as a Motivation

FS explained that her decision to marry during college was driven by financial constraints. Through marriage, her educational expenses were supported by her husband, which significantly impacted her ability to continue her studies. She stated in an interview on June 3, 2024:

"I decided to get married because my parents could no longer afford to pay for my education. Fortunately, my fiancé was willing to fund my studies, and considering this, my parents agreed to my marriage."

FS's testimony illustrates how financial concerns can influence the decision to marry during college. Her practical approach to solving financial issues through marriage reflects her self-regulation skills. However, while this solution alleviated financial burdens, it also introduced additional responsibilities, requiring adjustments in both academic and domestic spheres.

Parental Influence and Social Concerns

SA shared that her decision to marry was heavily influenced by her parents' concerns about potential social stigma if the marriage was delayed. Despite her lack of readiness, family pressure played a significant role. She explained during an interview on June 13, 2024:

"We got married because my parents were worried about potential negative outcomes since we had been engaged for a long time. Honestly, I wasn't ready for marriage because I was afraid I wouldn't be able to continue my studies due to household responsibilities. However, I decided to proceed because of my parents' concerns."

SA's experience demonstrates how cultural and familial expectations can shape such life decisions. It also highlights the social dynamics and pressures influencing resilience among married students.

Religious and Moral Values

DR cited religious and moral considerations as the primary reason for marrying during college. He stated:

"I decided to get married while studying because my spouse and I wanted to avoid immorality and learn to live independently without relying on our parents. We believed that marrying young would teach us responsibility and emotional management."

DR's perspective reflects his commitment to Islamic values and his determination to live an independent and morally grounded life. For him, marriage was not only about fulfilling personal desires but also about adhering to principles that guided his decisions and actions.

Avoiding Negative Influences

E shared that his decision to marry was influenced by his desire to avoid potential negative influences while studying away from home. He remarked: *"I chose to marry during college to avoid inappropriate associations, especially since I was living away from home. Being married keeps me focused on my studies and shields me from behavior that contradicts Islamic teachings."*

E viewed marriage as a proactive step toward maintaining self-discipline and adhering to religious values while navigating the challenges of university life.

2. Academic Attendance and Engagement Before and After Marriage

Reduced Academic Engagement

FS admitted to experiencing difficulties in attending classes and completing assignments post-marriage due to her additional responsibilities as a homemaker. She shared:

"Marriage brought new responsibilities, which divided my focus between academics and household duties. This led to delays in assignments and reduced participation in extracurricular activities. I often felt overwhelmed and anxious."

FS's case underscores the need for institutional support programs, such as counseling, to help married students balance their dual responsibilities effectively.

Maintaining Academic Focus

In contrast, SA reported that marriage did not affect her academic engagement significantly. She stated:

"Marriage hasn't impacted my academics. I still attend classes and submit assignments on time. However, there are times when I feel exhausted from balancing household chores and academic deadlines."

SA's ability to maintain focus highlights her resilience and adaptability, even in the face of emotional and physical fatigue.

Shifting Priorities and Time Management

DR noted significant changes in his priorities after marriage, balancing academic and family responsibilities. He explained:

"Before marriage, I was always on time with classes and assignments. After marriage, I had to adjust my schedule to manage both my studies and family life, which required a shift in priorities."

Balancing Work and Study

E mentioned that his attendance and participation in academic activities decreased post-marriage due to his financial responsibilities. He shared: *"After marriage, I prioritized work to meet my household's financial needs. This affected my class attendance and engagement."*

E's testimony highlights the financial pressures faced by married students, often requiring them to compromise on academic involvement.

3. Time Management Challenges

Married students frequently struggle with balancing their academic and domestic obligations, often leading to accumulated stress and diminished academic performance. FS shared her challenges:

"I find it difficult to balance household duties with academic tasks. This often results in piled-up assignments and limited time for rest or socializing, leaving me feeling stressed and overwhelmed."

Similarly, DR emphasized the dual challenges of managing time and finances post-marriage:

"The difficulty I face after marriage is managing my time and finances. With increased responsibilities, I have less time for studying and more expenses to cover household needs."

E highlighted the conflict between his work schedule and academic commitments, stating:

"Balancing work, studies, and household responsibilities has been a significant challenge. As the head of the family, I'm responsible for meeting daily needs, which often clashes with my academic schedule."

These experiences illustrate the importance of developing time management strategies and institutional support mechanisms to help married students effectively balance their roles.

Factors Contributing to the Development of Resilience in Married Students

Due to the multitude of responsibilities that married students must balance simultaneously, resilience is essential in mitigating the impacts of such challenges. This study discusses the factors contributing to the resilience of married students.

a) Adaptability

Married students often face simultaneous challenges in two distinct domains: academics and household responsibilities. The ability to adapt effectively to such changes sharpens their skills to confront future challenges. Students who adapt well tend to respond more effectively to obstacles, fostering strong mental and emotional resilience—both of which are core components of overall resilience. This aligns with the experiences shared by SA and FS:

"At first, I found it extremely difficult to adapt to my new roles, such as managing my time effectively. It felt like the work never ended—finishing one task only meant starting another. Eventually, I started making daily schedules to organize my activities better. This method helped me manage my time more effectively. In the morning, I focus on household responsibilities like cleaning and cooking to keep the home environment orderly, and at night, I dedicate 1–2 hours to academic tasks. This routine has allowed me to focus on my studies without interference from household matters. Over time, I've become accustomed to it." – SA

The difficulties faced by SA and FS helped them grow stronger, as evidenced by their efforts to adapt to new roles and manage their time efficiently. Creating daily schedules enabled them to balance household and academic responsibilities. This adaptation process not only helped them handle current demands but also

strengthened their psychological and emotional resilience, equipping them to face future challenges.

Similarly, interviews with DR and E revealed that adaptability is a critical component of resilience for married students. DR noted that his ability to adjust to changes after marriage was supported by effective strategies and strong family support:

"I managed to adapt to the changes, even though it was initially very difficult and challenging. The right approach and family support helped me adjust." – DR

E shared that he felt well-prepared to adapt to the changes brought by marriage because it was a life decision he had carefully considered beforehand:

"I found it easy to adapt to changes after marriage because marrying young was my choice. I had already considered the potential consequences, so the changes didn't surprise me." – E

These accounts suggest that E's preparedness made him more resilient to challenges. The statements from DR and E highlight that good social support and emotional readiness are vital for adapting to significant life changes.

b) Resting the Mind and Body

Dealing with challenges requires effective coping strategies. Each individual develops their own approach to resilience, allowing them to recover from stress and maintain mental and emotional stability. FS shared her method:

"I usually take a short break and watch a movie to relax my mind and body."

This illustrates the importance of rest as a key aspect of building resilience. Taking breaks allows individuals to restore their energy and maintain focus. SA described a similar approach:

"I usually read a novel and eat my favorite snacks. After doing that, my mind feels calm again."

For individuals like FS and SA, engaging in enjoyable activities helps restore their mental energy and calmness, enabling them to face new challenges with greater strength. These strategies promote resilience and enhance their ability to manage sustained stress.

DR, on the other hand, highlighted the role of communication and personal care in maintaining his well-being:

"After marriage, certain activities helped reduce fatigue and stress, like having conversations with my spouse and sharing daily stories, which calmed me and strengthened our bond. I also made time for 'me-time' to enjoy hobbies and practice self-care, helping my body and mind relax." – DR

E adopted a different approach, emphasizing physical activity and spiritual reflection:

"When I face challenges, I usually engage in activities with my friends, like playing futsal. Most importantly, I turn to prayer and surrender everything to Allah." – E

E's approach illustrates the benefits of physical exercise, like futsal, in alleviating stress and providing distraction from challenges. Additionally, prayer served as a reflective and spiritual outlet, helping him achieve inner peace and calm. Overall, DR and E demonstrated that engaging in activities that relax the body and mind is vital for managing stress after marriage. Their ability to find effective coping mechanisms was crucial for maintaining mental and physical health.

c) Belief in Self-Ability

Believing in oneself is a fundamental factor in fostering resilience. When individuals trust their own abilities, they tend to approach challenges with optimism and confidence. This self-belief encourages problem-solving rather than succumbing to despair. FS shared her perspective:

"Whenever I face a problem, I trust that I can overcome it. I believe in my abilities because if I don't handle it myself, who else will? I keep motivating myself by saying that this is manageable and that I can get through it."

Positive affirmations, as FS demonstrates, are a powerful motivator in confronting challenges. SA also emphasized the importance of self-confidence:

"I usually tell myself that this is a small problem and that I can handle it because I've overcome harder things before. I remain optimistic and trust in myself to get through it."

These statements underline the role of optimism and self-confidence in developing mental resilience. Those with self-belief are better equipped to face adversity and adopt a positive outlook that facilitates growth. DR and E also emphasized the importance of self-confidence, which they attributed to past experiences and external support:

"I often remind myself of previous challenges I've overcome because it's proof that I can handle new problems. Believing in oneself doesn't mean we don't need others—sometimes, support from a partner or family can be very meaningful, but self-belief is the foundation." – DR

E, meanwhile, linked his confidence to spiritual faith and optimism:

"Whenever I face problems, I'm confident I can overcome them because I believe every problem has a solution. Allah has promised in Surah Al-Insyirah (5-6): 'For indeed, with hardship comes ease. Indeed, with hardship comes ease.'" – E

DR and E's accounts suggest that self-belief stems from both internal strength and external sources of support, such as family, partners, and faith.

d) Support from Spouses and Family

Resilience is the ability to recover from challenges and difficulties in life. Emotional and practical support from spouses and family significantly contributes to strengthening an individual's resilience. Emotional support provides a sense of love and acceptance, boosting confidence in facing difficult situations. Practical support, such as assistance with daily tasks, can also alleviate pressure. FS shared:

"When I have problems, I talk to my husband so he knows what I'm going through. Sharing my burdens makes them feel lighter, and sometimes he offers solutions that help."

SA echoed this sentiment:

"When I face challenges, my husband listens to me without judgment and offers words of encouragement, reassuring me that he believes I can overcome them."

Both statements illustrate how spousal support fosters resilience by creating an environment of understanding and shared problem-solving. DR and E also emphasized the critical role of family and spousal support in navigating life's challenges:

"My husband is my main confidant when I'm struggling, followed by my sibling, who knows me well and offers advice." – DR

"When I face difficulties in studies or marriage, I trust my brother or sister to listen and provide feedback on whether my actions are right or wrong." – E

These accounts highlight the significant role that emotional and practical support from spouses and family plays in resilience. The trust and understanding within these relationships enable individuals to navigate challenges more effectively and develop stronger coping mechanisms.

The objective of this study is to explore the resilience of married students at the Faculty of Da'wah and Communication, UIN Sumatera Utara. The study first discusses the reasons behind students' decisions to marry, examines the impact on their attendance, and highlights the challenges faced by married students in managing their time effectively.

Reasons for Marriage During College

The first finding reveals the reasons students decide to marry while pursuing their studies at the Faculty of Da'wah and Communication, UIN Sumatera Utara. FS, for instance, cited financial constraints as her primary reason for getting married. Despite her determination to continue her education, even by tutoring children near her rented home, the income she earned was insufficient to cover her tuition fees. With her parents unable to provide financial support, FS decided to marry to ensure she could continue her studies. This highlights how financial struggles compel many students to work while studying, which often creates additional challenges. However, individuals with strong resilience are better equipped to persevere. Rasmanah (2020) supports this notion, stating that students exhibit resilience when facing financial difficulties through self-regulation, problem-solving, responsibility, optimism, and the support of those around them.

Meanwhile, SA's decision to marry was driven by parental concerns over potential behaviors that conflict with societal norms, especially considering the increasingly liberal dating culture among young people today. DR and E, on the other hand, viewed marriage as a means to uphold moral and religious commitments. DR emphasized that marriage provided him the opportunity to live independently, share responsibilities with his spouse, and gain emotional support. E believed that marriage protected him from negative influences while living away from home and allowed him to focus more on his studies.

Impact on Attendance Before and After Marriage

The second finding examines the impact of marriage on student attendance. Some students experienced changes in their attendance patterns due to the additional roles and responsibilities they had to assume, as well as shifts in prioritization. For instance, married students often prioritized their family roles over their academic responsibilities, leading to frequent absences from lectures and extracurricular activities, such as group work or organizational events. They also struggled to keep up with course materials and often submitted assignments late or failed to complete them entirely.

Conversely, other students reported no changes in attendance, possibly because they were more motivated to complete their studies to secure their family's future. Overall, these changes in attendance reflect how married students adapt to their new roles. Managing these roles often involves overcoming significant barriers and challenges, requiring strong resilience. This aligns with the findings of Purba (2013), who noted that married students often experience reduced attendance, which negatively impacts their academic performance. However, marriage during college can

also provide positive motivation, as support from a spouse and children encourages students to complete their studies.

Challenges in Balancing Education and Household Responsibilities

The third finding highlights the difficulty of balancing education and household responsibilities. Married students often face increased responsibilities, leaving insufficient time to manage everything simultaneously. Despite these challenges, many married students strive to balance their dual roles, ensuring that neither is neglected. Aola (2020) corroborates this, noting that married students face difficulties in managing time due to their multiple, equally important roles. For those with children, these responsibilities multiply, encompassing childcare, spousal duties, and academic commitments.

Factors Supporting Resilience in Married Students

Following the discussion on reasons for marriage, the impact on attendance, and time management challenges, this study explores the factors contributing to resilience in married students, including adaptability, rest, self-confidence, and support from spouses and family.

Adaptability

Married students must adjust to various changes in their academic and personal lives. To fulfill all their responsibilities, they adopt time management strategies, such as creating daily schedules. Juliawati and Marsela (2017) found that married students with good self-management, strong responsibility, and high social awareness experience positive impacts on their lives. For instance, FS and SA developed effective daily routines to balance household and academic duties.

Resting the Mind and Body

Resting is essential for resilience, allowing individuals to restore the energy needed to face challenges. Activities such as watching movies or reading can improve mood and mental health. Septiyani and Rahmasari (2023) found that resilience is fostered by engaging in enjoyable activities, sharing stories with friends, and maintaining a sense of purpose.

Belief in Self-Ability

Self-confidence is a crucial component of resilience. Students who believe in their ability to overcome difficulties are better equipped to recover from setbacks. According to Grotberg's theory of resilience, this aligns with the "I am" component, which emphasizes personal strengths (Kurniawati, 2021). Students with strong self-belief draw on their inner resources to tackle challenges effectively.

Support from Spouses and Family

Support from spouses and family provides emotional strength and practical assistance, enabling individuals to cope with stress more effectively. Grotberg's "I have" component highlights the importance of social support as a source of resilience (Kurniawati, 2021). Mufidah (2017) found a positive correlation between social relationships and resilience, demonstrating that greater support strengthens resilience, while a lack of social support and self-efficacy weakens it.

Conclusion

Based on the results and discussion of this study, it can be concluded that the resilience of married students is reflected in their ability to balance the roles of a spouse while maintaining focus on their education. Despite changes in class attendance and assignment submissions after marriage, these students effectively manage these challenges through time management strategies, such as creating daily schedules. The factors contributing to their resilience include adaptability to changes, the importance of rest, confidence in their own abilities, and support from spouses and family. The practical implications of this study suggest that married students should develop time management skills and actively seek social support. Educational institutions are also encouraged to provide counseling services and appropriate academic support to address their needs. For future research, it is recommended to explore individual differences in the resilience of married students and investigate how educational institutions can better support them in overcoming their challenges.

References

- Fajlurrahman, I., & Wardaningsih, S. (2021). Kebijakan Kampus Terkait Kesehatan Jiwa Pada Mahasiswa: Literature Review. *Jurnal Keperawatan Jiwa (JKJ): Persatuan Perawat Nasional Indonesia*, 9(3), 603–612.
- Farkas, D., & Orosz, G. (2015). Ego-Resiliency Reloaded: A Three-Component Model Of General Resiliency. *Plos ONE*, 10(3), 1–26. <https://doi.org/10.1371/journal.pone.0120883>
- Hidayat, V. (2019). Kebermaknaan Hidup Pada Mahasiswa Semester Akhir. *Jurnal Psikologi Integratif*, 6(2), 141. <https://doi.org/10.14421/jpsi.v6i2.1491>
- Juliawati, D., & Marsela, H. (2017). Studi Kasus Terhadap Mahasiswa Yang Menikah Saat Menempuh Masa Kuliah. *Tarbawi: Jurnal Ilmu Pendidikan*, 13(02), 43–49.
- Rahmah, Shifa Nurul. (2022). *Hubungan Resiliensi Keluarga Dengan Masalah Kesehatan Mental Mahasiswa Yang Sudah Menikah Di Jabodetabek*. Fakultas Psikologi Universitas Mercu Buana Jakarta.
- Salim, F., & Fakhurrozi, M. (2020). Academic Self-Efficacy And Resilience On Undergraduate Students. *Jurnal Psikologi*, 16(1), 175–187. <https://ejournal.uin-suska.ac.id/index.php/psikologi/article/view/9718/pdf>
- Salim, F., & Muhammad Fakhurrozi, M. (2020). Efikasi Diri Akademik Dan Resiliensi Pada Mahasiswa. *Jurnal Psikologi*, 16(2), 175. <https://doi.org/10.24014/jp.v16i2.9718>
- Sari, S. P., & Yustiana, Y. R. (2022). Bimbingan Dan Konseling Bermain Dengan Pendekatan Cognitive Behavioral Untuk Mengembangkan Resiliensi Mahasiswa. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(1), 113. <https://doi.org/10.31602/jmbkan.v8i1.6233>
- Setiawan, N. A., & Milati, A. Z. (2022). Hubungan Antara Harapan Dengan Quarter Life Crisis Pada Mahasiswa Yang Mengalami Toxic Relationship. *ANFUSINA: Journal Of Psychology*, 5(1), 13–24. <https://doi.org/10.24042/ajp.v5i1.13985>
- Sugiono. (2017). *Metode Penelitian Kualitatif Dan Kuantitatif*. Alfabeta.
- Sugiono. (2021). *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. Alfabeta.
- Suminta, R. R. (2017). Perempuan, Resiliensi Dan Lingkungan (Studi Pada Ibu Yang Memiliki Anak Retardasi Mental). *PALASTREN Jurnal Studi Gender*, 10(1), 149. <https://doi.org/10.21043/palastren.v10i1.2746>

- Susanto, & Iwan, T. (2024). *Urip Iku Urup Sebagai Model Pendampingan Dan Konseling Untuk Meningkatkan Dan Memulihkan Resiliensi Pernikahan Masyarakat Jawa Di Salatiga*. Fakultas Teologi Universitas Kristen Satya Wacana Salatiga.
- Trihapsana, A. (2013). Resiliensi Mahasiswa Pasca Nikah Dalam Menyelesaikan Studi Di Fakultas Ushuluddin, Adab Dan Dakwah Iain Parepare. In *Paper Knowledge . Toward A Media History Of Documents*. [Http://Repository.iainpare.Ac.Id/Id/Eprint/4440/1/17.3200.011.Pdf](http://Repository.iainpare.ac.id/Id/Eprint/4440/1/17.3200.011.Pdf)
- Utami, S. P., & Zahro, I. F. (2023). Self Management Mahasiswa Akhir Stai Attanwir Yang Sudah Menikah Dalam Menyelesaikan Tugas Akhir. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 9(1), 23. [Https://Doi.Org/10.31602/Jmbkan.V9i1.9048](https://doi.org/10.31602/jmbkan.v9i1.9048)
- Yorri Didit Setyadi, Dwi Wulandari, Lutfi Dwi Lestari, Wa Ode Meliasari, & Ifit Novita Sari. (2021). Peran Mahasiswa Kampus Mengajar 2 Sebagai “Agent Of Change Dan Social Control.” *Dinamisia : Jurnal Pengabdian Kepada Masyarakat*, 5(6), 1542–1547. [Https://Doi.Org/10.31849/Dinamisia.V5i6.8592](https://doi.org/10.31849/dinamisia.v5i6.8592)
- Zulfikar. (2020). Regulasi Emosi Dan Kecemasan Pada Petugas Pemadam Kebakaran Rosa. *Acta Psychologia*, 2(2), 80–91.