

PERSONAL AND CONTEXTUAL FACTORS AND ACADEMIC RESILIENCE OF LECTURERS AT STATE AND PRIVATE ISLAMIC UNIVERSITIES DURING PANDEMIC

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Abstract : *This article discusses what factors can potentially determine the academic toughness of lecturers in the PTKIN and PTKIS environments in Indonesia during the Covid-19 pandemic. To that end, this article adapts Martin and Marsh's concepts of academic resilience and teacher resilience developed by Beltman and the ideas of Beltman et al., Mansfield et al., and Alyev et al., on the determinants of academic toughness. Survey data from lecturers at PTKIN and PTKIS were analyzed using descriptive statistical analysis and produced the following findings. The academic toughness of potential PTKIN and PTKIS lecturers is determined by the following two groups of factors, namely personal and contextual factors. Trust or belief in self (self-efficacy) and self-respect (self-respect) as lecturers to achieve the learning outcomes they plan to achieve are two important personal factors that can determine the academic toughness of the PTKIN and PTKIS lecturers. In addition, this article also describes six types of potential contextual factors that determine their academic toughness. Both types of groups of factors have the potential to determine their academic resilience in carrying out academic activities, especially in the context of education and teaching that they carry out during the Covid-19 pandemic.*

Keywords : *Personal and Contextual Factors; Academic Toughness; Covid-19 Pandemic.*

Abstrak : *Artikel ini bertujuan untuk membahas tentang faktor-faktor apa saja yang potensial menentukan ketangguhan akademik dosen di lingkungan PTKIN dan PTKIS di Indonesia di masa pandemi covid-19. Untuk tujuan tersebut, artikel ini mengadaptasi konsep ketangguhan akademik Martin dan Marsh dan ketangguhan pengajar yang dikembangkan oleh Beltman dan ide-ide dari Beltman dkk, Mansfield dkk dan Alyev dkk tentang faktor-faktor penentu ketangguhan akademik. Data survei yang bersumber dosen yang bekerja di PTKIN dan PTKIS dianalisis dengan menggunakan analisis statistik deskriptif dan menghasilkan temuan-temuan berikut. Ketangguhan akademik dosen PTKIN dan PTKIS potensial ditentukan oleh dua kelompok faktor berikut, yaitu faktor-faktor personal dan kontekstual. Kepercayaan atau keyakinan pada diri (self-efficacy) dan respek pada diri sendiri (self-respect) sebagai dosen untuk dapat mencapai capaian pembelajaran yang mereka rencanakan merupakan dua faktor personal yang penting yang dapat menentukan ketangguhan akademik dosen PTKIN dan PTKIS tersebut. Selain itu, artikel ini juga memaparkan ada enam jenis faktor kontekstual yang potensial yang menentukan ketangguhan akademik mereka. Kedua jenis kelompok faktor tersebut sama-sama potensial ikut menentukan ketangguhan akademik mereka dalam menjalankan kegiatan akademik, khususnya dalam konteks pendidikan dan pengajaran yang mereka jalankan di masa pandemi covid-19.*

Kata Kunci : *Faktor Personal dan Kontekstual; Ketangguhan Akademik; Pandemi Covid-19.*

INTRODUCTION

Since early March 2020, education and teaching activities in tertiary institutions in Indonesia have undergone quite drastic changes. The main trigger is the outbreak of the Covid-19 pandemic. The existence of a policy limiting offline activities and the application of strict health protocols means that the education and teaching process is no longer thoroughly carried out face-to-face. Instead, the majority of these processes are carried out online. In response to the outbreak of the Covid-19 pandemic, teachers in higher education are not only required to be more capable of using digital technology devices to support the learning and teaching process. To avoid learning loss, they are also expected to have the ability to maintain the quality of learning (Subagya, 2021; Napitupulu, 2022; Adiputri, 2022).

The Covid-19 pandemic outbreak has created various problems in public life, including in the field of education. In response to this, all parties continue to be required to be able to adapt to the new environment created by the outbreak of the Covid-19 pandemic. During the pandemic, not only universities were required to be more adaptive (Mediana, 2022). Teachers and educators in various tertiary institutions are also required to develop their competence in providing education full of various types of new challenges during a pandemic (Pancawati, 2021). In other words, they must have sufficient academic resilience to respond to various problems that arise in the education and teaching process that they carry out during the pandemic (Napitupulu, 2021).

This article departs from the assumption that academic toughness is significant for lecturers in Indonesia, including those who work in state Islamic universities (PTKIN) and private Islamic universities (PTKIS). The academic toughness of the lecturers is needed to maintain the continuity of the teaching and learning process they manage. Although quite a lot of research has been carried out discussing the academic resilience of lecturers during the Covid-19 pandemic (Raghunathan et al., 2022), research that examines explicitly what determines the academic toughness of lecturers in PTKIN and PTKIS environments in Indonesia has not been widely carried out.

The author thinks that a study that maps out potential factors that can determine the academic toughness of lecturers is significant. The reason is as follows. First, several experts argue that in dealing with various problems that arise in the world of education, both due to natural disasters and pandemics, what is needed is not only to build university resilience (Ayebe-Arthur, 2017; Nandy et al., 2021; Bartuseviciene et al., 2021). More than that, the resilience of teachers in adapting and responding to various educational problems during the pandemic is also very much needed (Bento et al., 2021; Wang, 2021). This academic toughness is determined not only by personal factors alone but also by contextual factors related to the organization and environment outside the teachers themselves (Naidu, 2021; Beltman et al., 2011; Mansfield et al., 2016).

Second, since the outbreak of the Covid-19 pandemic, not only students but teachers are also required to be able to deal with various problems that arise due to the pandemic.

They are required to be more resilient in overcoming the various challenges they have to face during the pandemic, such as restrictions on joint activities and implementing health protocols (Naidu, 2021). Such ability is not only needed in the short term but also the long term so that they are still able to achieve the learning achievement targets they want. This kind of academic toughness is needed to meet these targets (Naidu, 2021).

Third, over the past few years, there have been many studies examining academic resilience (Raghunathan et al., 2022). In the Indonesian context, several studies have focused on student academic toughness and what factors determine student academic toughness (Hapsari et al., 2020). Other research is aimed at analyzing what things can determine academic toughness, both teaching candidates at several public and private universities, as was done by Dalimunthe et al. (2021), as well as elementary education teachers, as was done by Nurwidodo et al. (2017). Subsequent research was also conducted by Amin et al. (2022) to study teacher resilience at State Universities in NTB and what factors could determine their resilience in responding to changes in education policy made by the Indonesian government during the pandemic. However, research that maps explicitly out what determines the academic toughness of lecturers in PTKIN and PTKIS environments in Indonesia has yet to be well developed. Therefore, this article is intended to examine it.

This article will adopt the concepts of resilience, academic resilience, and teacher resilience presented by the following experts. Kangas-Dick & O'Shaughnessy (2020) defines *resilience* as the capacity of a person who can demonstrate his ability to survive and adapt positively during his difficulties. Meanwhile, Southwick et al. (2014) define resilience as a person's conscious effort to move forward and develop based on the lessons he gets when facing difficulties. Resilience, as a concept, includes two elements that are interrelated with one another. These two elements are challenges and risks that arise, which often become threats and must be faced by a person (adversity), on the one hand, and a person's competence to adapt amidst these challenges and risks, on the other hand (Pooley & Cohen, 2000; Yates et al., 2015). In this article, the authors adapt the concept of resilience as conveyed by the experts above.

Resilience basically can emerge or develop or be developed in various fields of public life, including in the field of education. In the field of education, several concepts derived from the concept of academic toughness have been developed by experts. Three of them are university toughness (Ayebi-Arthur, 2017; Nandy et al., 2021; Bartuseviciene et al., 2021), academic toughness (Wang et al., 1994; Conado-Hijon, 2016; Martin, 2002; Beltman et al., 2011; Mansfield et al., 2016) and teacher resilience (Beltman, 2020). In this article, the author will adapt the concept of academic and teaching resilience conveyed by the following experts.

According to Wang et al. (1994), academic toughness is an academic's ability to succeed in a complex environment. Meanwhile, according to Coronado-Hijon (2016), academic toughness is a person's ability to overcome various difficulties to achieve personal,

professional and academic achievements. Somewhat different from them, Martin (2002) defines *academic toughness* as a process of adaptation and capacity possessed by academics to achieve the expected academic targets amidst the various challenges and threats and problems they face. In contrast to the experts mentioned above, Morales (2008) interprets academic toughness as a concept inherently related to the ability to achieve educational outcomes within a certain period amidst the various risks and challenges it faces. This ability is also associated with a person's level of academic success, which determines whether a person is considered successful or failed in the academic world (Alyev et al., 2021).

The individual toughness of a teacher is dynamic and is determined by several factors. Beltman et al. (2011) argue that two potential factors can determine academic toughness. The first element comes from individual aspects; 1) of the teacher, such as self-confidence and stress. At the same time, the second element is a contextual element; 2), such as the teaching or school environment, family and professional environment. In addition, other personal elements can also strengthen the toughness of a teacher, namely elements related to individual teachers, such as motivation, altruistic attitude, self-efficacy, self-confidence and personal competence. Meanwhile, other contextual elements that can strengthen one's academic toughness are supported by schools, mentors, co-workers, students, family and friends (Beltman et al., 2011).

Academic resilience has so far been defined from various perspectives. One of them is with an individual perspective. Regarding this perspective, academic toughness, according to Martin (2002), includes several components, namely self-belief, one's assessment of the importance of education, the ability to focus on learning, to be patient and diligence. Learn, plan, monitor and manage the learning process (Sunarti, 2022). This ability is usually also associated with the ability of someone with limited resources during difficult situations to overcome significant problems that occur in the academic world, which causes a person to become increasingly disinterested in the world of education and learning and is low in achieving learning targets and goals. (Martin and Marsh, 2009; Martin, 2013; Ye et al., 2021).

Resilience as a concept, including in the academic field, is generally studied with a focus on three things. First, focus on people and their environment. Related to this, a study on resilience was conducted to see how far a person can rise and survive during various difficulties. Second, focus on the interaction between people and their environment. In the second, a person's toughness is assessed based on the extent to which a person has the right strategy to maintain his commitment and condition amidst the various challenges they face. In contrast to the first, the second sees resilience not only focusing on capacities that can be owned or attached to a person alone but also on the environmental context that creates various problems and challenges that he must face (Wang, 2021). Third, focus on the organization. The concept of resilience in this context is evaluated based on the extent to which an organization, such as a university, has the adaptability and capacity to solve the

various complex problems it faces, for example, due to natural disasters or due to pandemics (Ayebi-Arthur, 2017; Nandy et al., 2021; Bartuseviciene et al. ., 2021; Shaya et al., 2022).

Various types of potential elements can affect the level of academic toughness. According to Aliyev et al. (2021), the elements that determine a person's academic toughness can come from internal and external sources. From the internal side, it consists of two things, namely, the internal protective factor and the external protective factor. The first includes internal academic rules, academic stimulation, motivation, and self-efficacy. The second includes external academic rules, one's level of acceptance in an academic environment, strict controls imposed on the academic environment and one's assessment of educational ecology (Alyev et al., 2021). This last factor is related to educational values attached to or perceived by individual academics or teachers related to the importance of their role in education/teaching in the eyes of their family members, their friends and society in general (Alyev et al., 2021).

By adopting the experts' thoughts above, the authors classify potential factors that can determine academic toughness into the following two factors. The first is personal or internal factors that originate from a teacher. The second is contextual or external factors that originate outside a teacher. This personal factor consists of the following four factors. First, trust or confidence in oneself (self-efficacy) as a lecturer to achieve the learning outcomes they plan. Second, belief and respect for oneself (self-respect) as a lecturer to achieve this goal. Third, the level of student participation to achieve these goals. Fourth, the attitude of students to support these achievements.

Meanwhile, contextual factors consist of the following five types of factors. First, factors related to collective support and motivation from colleagues who work as lecturers where he teaches, family, students, study program leaders, faculties and universities and the Government to achieve these learning outcomes. Second, factors related to the existence of reasonable, flexible and adaptive academic rules, both at the level of the study program (1), faculty (2), university (3) and the level of the Ministry/Ministry of Education and Culture (4) needed to improve the ability of teachers to achieve their targeted learning outcomes during the pandemic. Third, factors related to the support of information and communication technology infrastructure, experts, supervisors and innovation teams that support the use of this technology to support targeted learning processes and outcomes during the pandemic. Fourth, factors related to support from parents/guardians of students, living environment, community, academic administration team and ICT team to help smooth the learning process and achieve learning outcomes during the pandemic. Fifth, factors related to incentives or awards for lecturers, appreciation from study programs, university faculties, Government and society for lecturers who can innovate to support the success of learning targets during the pandemic. The following research methods will explore how the personal and contextual factors above can determine the academic toughness of PTKIN and PTKIS lecturers.

METHOD

As explained earlier, this article is intended to map out what potential factors can determine the academic toughness of lecturers in PTKIN and PTKIS environments in Indonesia. For this purpose, the authors adapted quantitative research methods and collected survey data from teachers/lecturers in the PTKIN and PTKIS environments. The online survey was conducted using a Google form. Questions or questionnaires related to the factors mentioned above were asked in the survey via the Google form, which was distributed to all lecturer networks in the PTKIN and PTKIS environments via the WhatsApp group. This survey was conducted using an online survey model by taking samples, namely lecturers who work in the PTKIN and PTKIS environments. At first, the survey was conducted among lecturers who teach at PTKIN and PTKIS in the Jabodetabek area. However, taking into account that the response rate was still low and the number of respondents who filled out this questionnaire was still limited, an online survey was then conducted with PTKIN and PTKIS lecturers in all regions of Indonesia who were willing to take their time to fill out the survey questionnaire.

The authors surveyed in December 2022. Respondents who did not complete the survey were not included in the data analysis for this survey. The number of respondents who filled out the questionnaire in full was 37 people. Their profile, in brief, is as follows. Most are men (62.2%) and have a master's degree (59.5%). They have quite a variety of academic rank levels, ranging from expert assistants (43.2%), Lectors (32.4%) and Head Lecturers (24.3%). They were aged between 31-40 years (49%), between 41-50 years (37.8%), between 51-60 years (10.8%) and also under 30 years (2.7%). Most of them teach in study programs related to education and education (51.3%). These fields include Islamic religious education (PAI), MPI, education management and management of Islamic education, PGMI, Arabic language education and biology education. Judging from the types of faculties where they teach, they come from various faculties. However, most claim to teach at the faculties of Tarbiyah and education (FITK and FKIP) and the Faculty of Sharia and Law. 45.9% of them are teachers at UIN Syarif Hidayatullah, Jakarta. The rest come from various campuses outside UIN Syarif Hidayatullah Jakarta. Likewise, the length of time they work as lecturers also varies greatly. However, most work as lecturers between 1-10 years (64%). Only a small proportion work between 11-15 years (10.8%) and between 16-20 years (16.2%), and over 21 years (8.1%). Most are ordinary lecturers who do not hold structural positions (70.3%), and only a few hold structural positions (29.7%). The survey data collected from these respondents were analyzed using descriptive statistical analysis methods and produced findings that will be presented in the following sub-sections.

RESULT AND DISCUSSION

1. Personal Factors and Academic Resilience of PTKIN and PTKIS Lecturers

Academic toughness is needed so that teachers or lecturers can achieve the learning outcomes they have targeted during the pandemic. Several factors become potential factors that can determine academic toughness. The survey data, as visualized in Figure 1, indicates that four personal factors can determine the academic toughness of lecturers in the PTKIN and PTKIS environments. First, trust or confidence in oneself (self-efficacy) as a lecturer to achieve the learning outcomes they plan. Second, belief and respect for oneself (self-respect) as a lecturer to achieve this goal. Third, their personal views are related to the level of student participation in achieving these goals. Fourth, their personal views are related to students' attitudes to support these achievements.

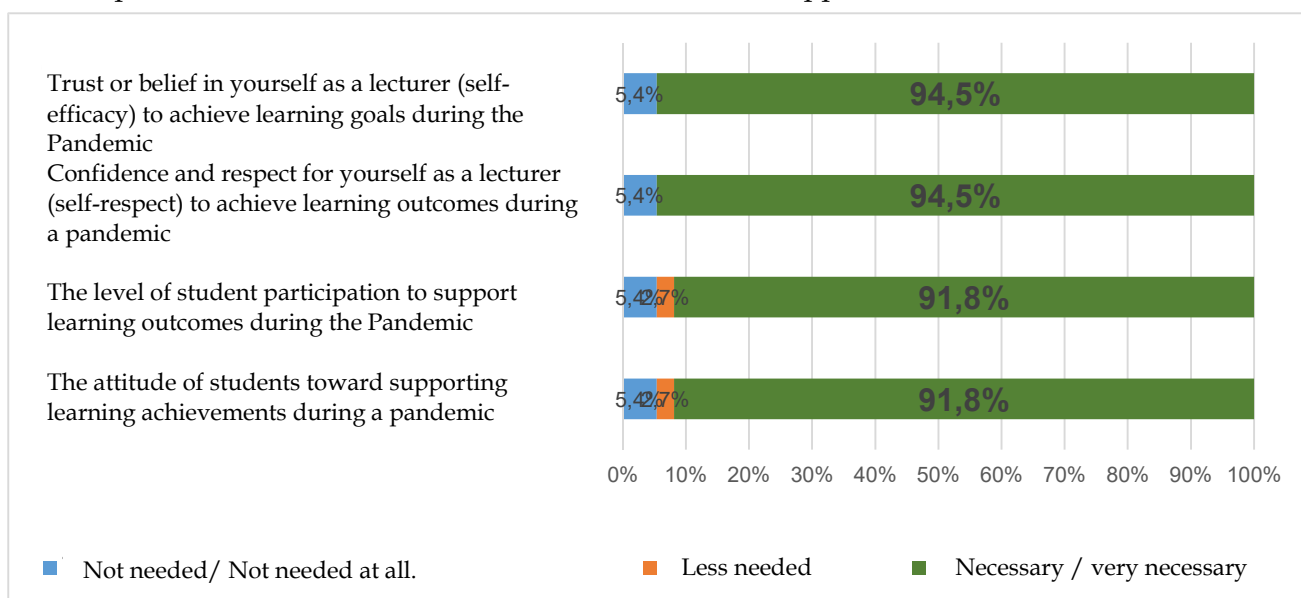


Figure 1: Personal Factors That Can Determine The Academic Toughness of Lecturers

As can be seen from Figure 1, more than 90% of the respondents stated that the four factors mentioned above were considered necessary and very necessary to achieve learning outcomes during the pandemic. Only a few view the four factors as unnecessary to achieve this goal. Of the four factors mentioned above, the first two are far more critical than the last two. This indicates that self-confidence or self-efficacy as lecturers and self-respect and belief are two significant personal factors they need to achieve the learning outcomes they plan to achieve.

2. Contextual Factors and Academic Resilience of PTKIN and PTKIS Lecturers

In addition to personal factors, contextual factors that come from outside the lecturers also have the potential to determine the academic toughness of PTKIN and PTKIS lecturers. These factors will be described in the following sub-sections. Survey

data indicates that seven types of contextual factors are potential factors that can determine the academic toughness of PTKIN and PTKIS lecturers. First, collective support from colleagues who work as lecturers where he teaches to achieve these learning outcomes. Second, support from the family to achieve these learning outcomes. Third, support from students to achieve these learning outcomes. Fourth, support from the study program leaders to achieve these learning outcomes. Fifth, support from faculty leaders to achieve these learning outcomes. Sixth, support from university leaders to achieve these learning outcomes. Seventh, support from the Government, in this case, the Ministry of Education, Culture and Research and Technology, to achieve these learning outcomes.

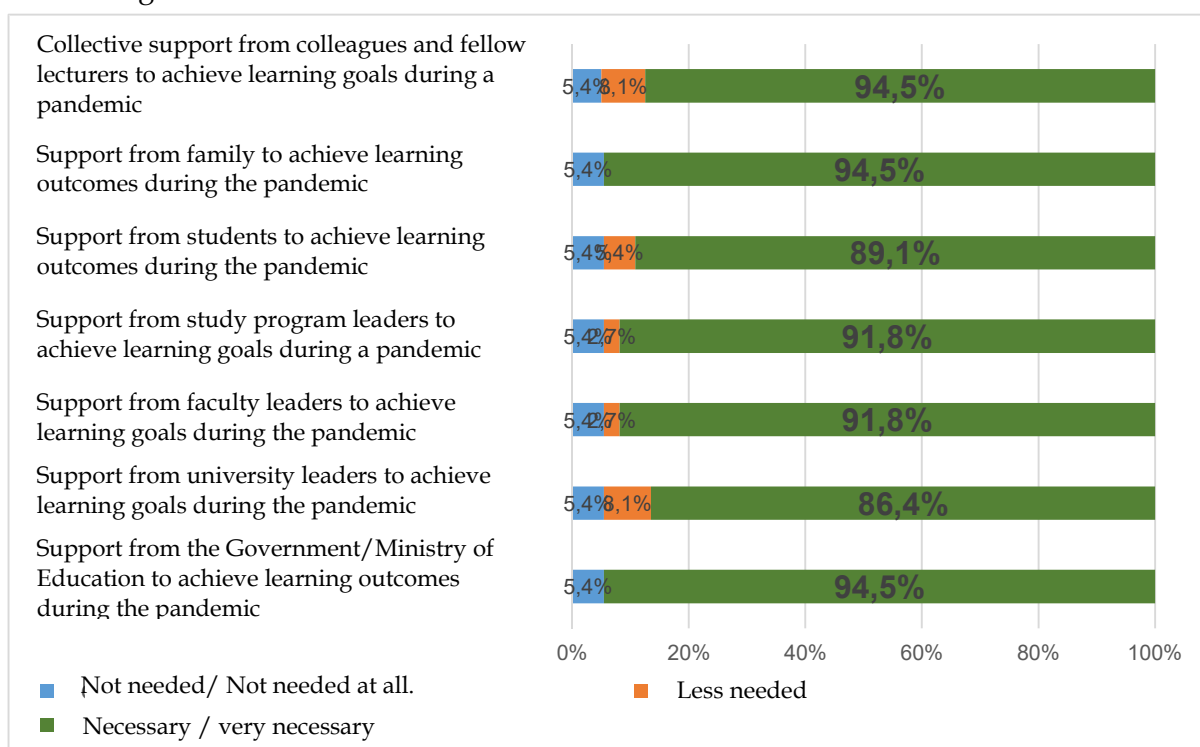


Figure 2: Contextual Support Factors That Determine Lecturer Academic Toughness

As shown in Figure 2, more than 86% of respondents stated that these seven factors were necessary/indispensable to achieve the learning outcomes they had targeted during the pandemic. Of the seven factors, the first, second and seventh factors are seen as far more important than the third, fourth, fifth and sixth factors. This indicates that collective support from colleagues who work as lecturers where they teach support from family and the Government, in this case, the Ministry of Education, Culture and Research and Technology, is essential to achieve the learning outcomes they target.

In addition to the seven contextual factors above, the survey data also indicates that the following seven types of motivation are also potential contextual factors in determining the academic resilience of PTKIN and PTKIS lecturers during the pandemic. First, motivation from colleagues who work as lecturers where he teaches to achieve

these learning outcomes. Second, the motivation from the family to achieve these learning outcomes. Third, the motivation of students to achieve these learning outcomes. Fourth, the motivation of the study program leaders to achieve these learning outcomes. Fifth, motivation from faculty leaders to achieve these learning outcomes. Sixth, motivation from university leaders to achieve these learning outcomes. Seventh, motivation from officials or leaders of Government Institutions, in this case, the Ministry of Education, Culture and Research and Technology, to achieve these learning outcomes.

The research results show that more than 89% of them stated that the seven factors above were (indispensably) necessary to achieve the learning achievement targets they had planned during the pandemic. Of the seven factors, the fourth, fifth and sixth factors are seen as more important than the first, second, third and seventh factors. This indicates that motivation from the heads of study programs, faculties and universities is significant to achieve their target learning outcomes.

In addition to the two types of contextual factors described above, the following contextual factors also have the potential to determine the academic toughness of PTKIN and PTKIS lecturers, namely, factors related to academic regulations. Survey data indicates that the existence of adequate, flexible and adaptive academic regulations, both at the study program level; 1) faculty; 2) university; 3) and Ministry/Ministry of Education and Culture level; 4), is also seen as an essential factor by scholars. Lecturers/teachers to improve their ability to achieve targeted learning outcomes during the pandemic.

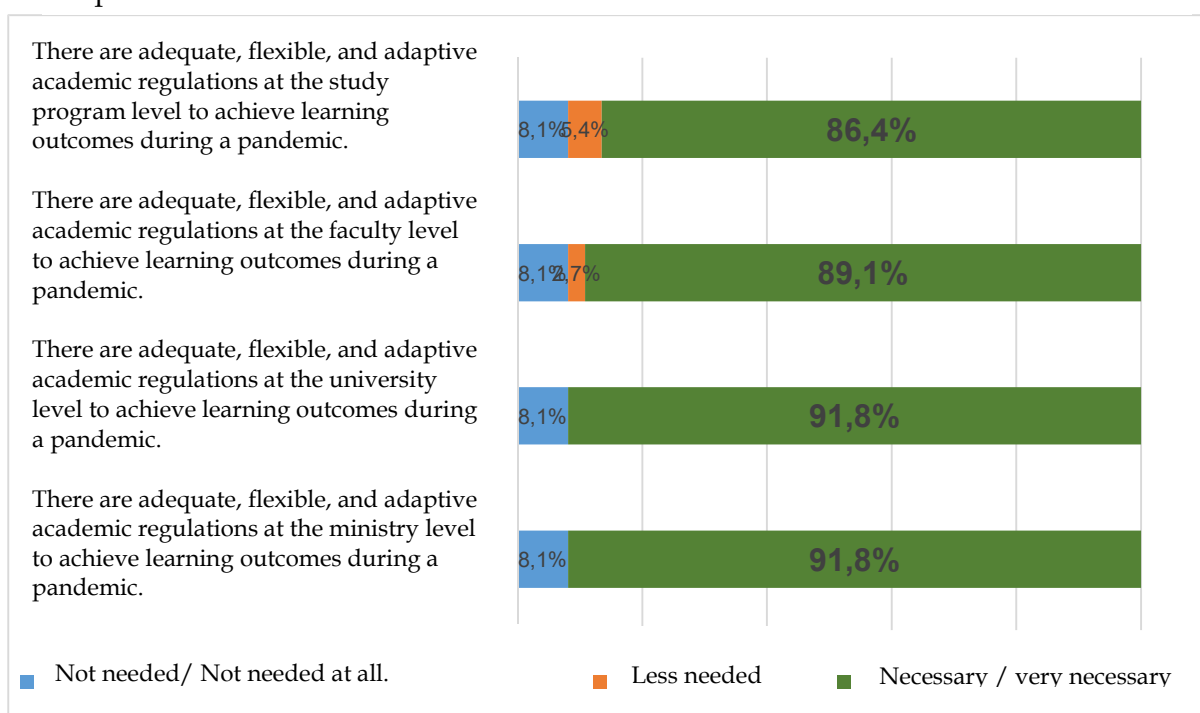


Figure 3: Academic Regulations to Achieve Learning Outcomes

As shown in Figure 3, more than 86% of them stated that these four factors were (indispensably) necessary so that they were able to achieve their learning achievement targets during a pandemic. Of the four factors above, the third and fourth factors are considered more important by them compared to the first and second factors. This indicates that there are adequate, flexible and adaptive academic regulations, both at the university level and from the Ministry/Ministry of Education and Culture, which are considered to be a determining factor to what extent they can achieve the learning outcomes they have planned during the pandemic.

Apart from the academic rules above, the survey data also shows that the lecturers who were respondents to this study also considered that the following five external factors were needed to achieve the learning outcomes they targeted during the pandemic. First, mastering communication and information technology training is needed to support the learning process. Second, adequate information and communication technology infrastructure support from the campus to facilitate learning achievement targets. Third, supervision from experts or consultants in communication and information technology to support learning outcomes. Fourth, supervision from experts or consultants in communication and information technology to support the smooth learning process. Fifth, a learning innovation team that can support learning outcomes and processes (Sholehah, 2020).

The research results also show that more than 86% of the respondents stated that these five factors could determine their ability to achieve the learning achievement targets they had planned during the pandemic. Only a small number of them view the five specific factors as unimportant. The second factor is considered more important than the first, third, fourth, and fifth factors. This indicates that adequate information and communication technology infrastructure support from the campus to facilitate learning achievement targets is essential so that they can achieve the learning targets they planned during the pandemic.

The survey data also shows that apart from the contextual factors above, the following contextual factors were also assessed by PTKIN and PTKIS lecturers as being (very) important for achieving learning outcomes during the pandemic. First, support from parents/guardians of students in the learning process. Second, support from the environment where students live in the learning process. Third, support from the community where students are during the learning process. Fourth, support from the academic administration team can help facilitate students in the learning process. Fifth, support from the ICT team can help facilitate students in the learning process.

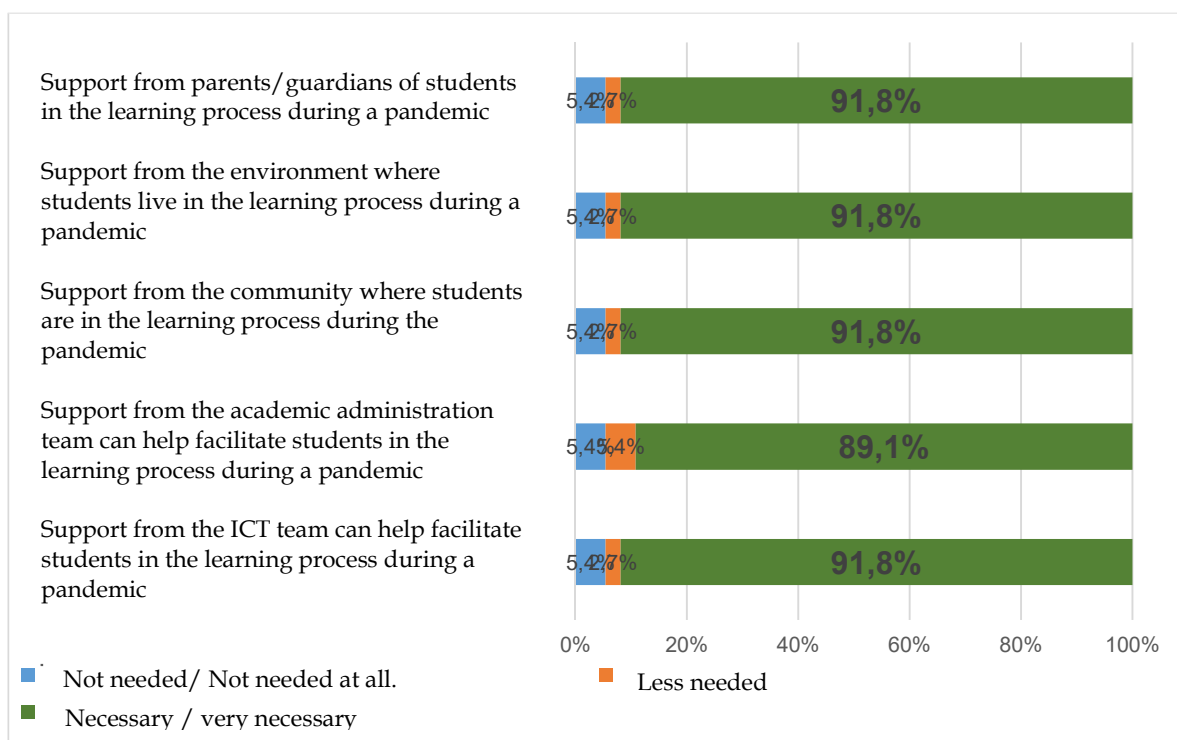


Figure 4: Inner Support for Achieving Learning Outcomes

As shown in Figure 4, more than 89% of them stated that these five factors were (very) essential to achieve the learning achievement targets they had planned during the pandemic. Of the five factors, the first, second, third and fifth factors are seen as far more critical than the fourth factor. This indicates that support from parents/guardians of students, the environment where students live, the community and also support from the ICT team, which can help facilitate students, are considered (very) important in the learning process they carry out during the pandemic.

In addition to the four groups of contextual factors mentioned above, the following contextual factors were also considered by PTKIN and PTKIS lecturers to be (very) important to support the learning outcomes they were targeting during the pandemic. Unlike the contextual factors above, these contextual factors consist of the following six factors. First, incentivise lecturers to be more able to innovate in supporting learning success. Second, awards or appreciation from study programs to lecturers who can carry out such innovations. Third, awards or appreciation from the faculty to lecturers capable of carrying out such innovations. Fourth, awards or appreciation from the university to lecturers capable of carrying out such innovations. Fifth, awards or appreciation from the Government, in this case, the Ministry of Education and Culture, to lecturers capable of carrying out such innovations. Sixth, awards or appreciation from the general public to lecturers who can carry out such innovations.

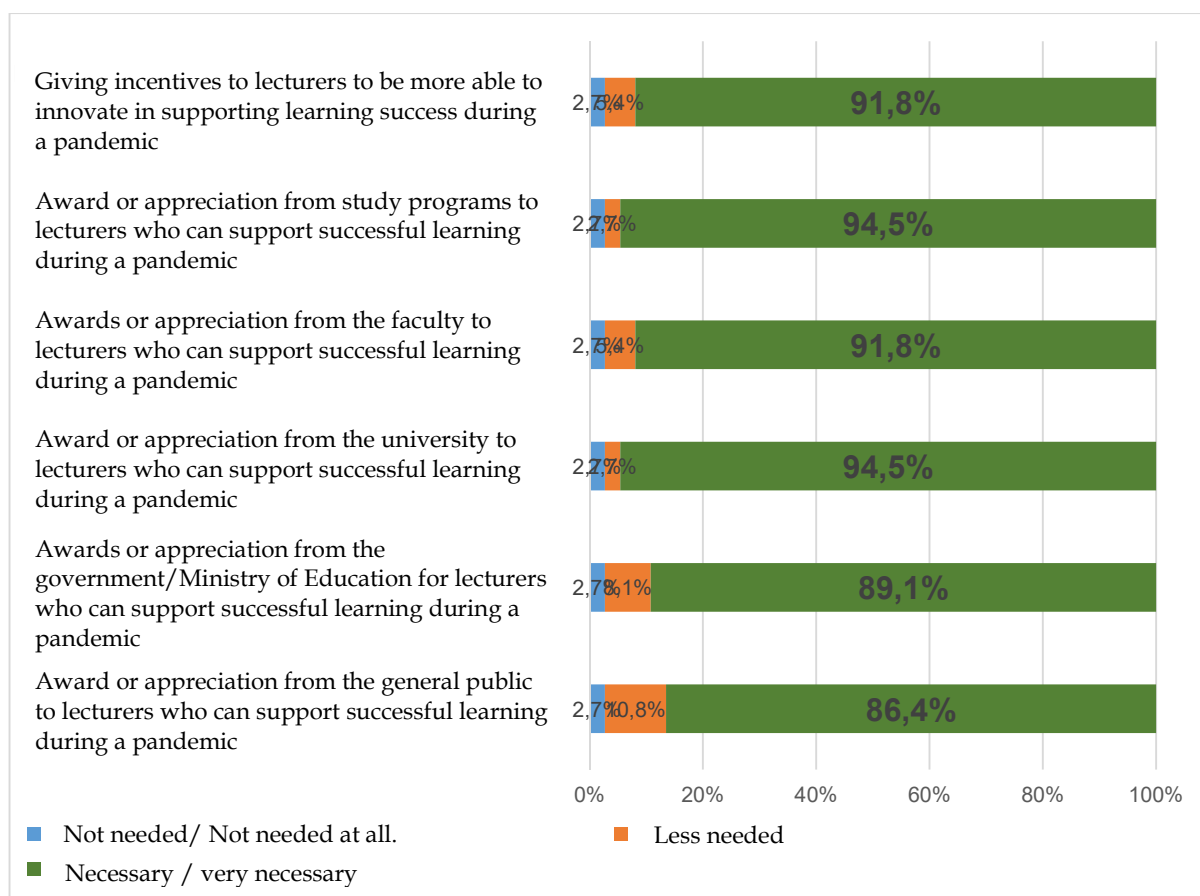


Figure 5: Support and Appreciation

As visualized in Figure 5, more than 86% of respondents stated that the six factors above were (very) essential to support the learning outcomes they planned during the pandemic. Only a small number of them considered the six factors unimportant. Of the six factors mentioned above, the second and fourth factors are considered more important than the first, third, fifth and sixth factors. This indicates that appreciation or appreciation from study programs and universities for lecturers who can innovate to support the smooth running of the learning process during a pandemic is (absolutely) necessary so that they are more able to achieve the learning outcomes they have targeted during a pandemic.

What can we learn from the findings above? First, the findings from the survey data show that the following four personal factors can determine the academic toughness of lecturers in the PTKIN and PTKIS environments. The four personal factors are belief or belief in oneself (self-efficacy) as a lecturer; 1) and belief and respect for oneself (self-respect) as a lecturer; 2) to be able to achieve the learning outcomes they plan and their personal views regarding with the level of student participation; 3) and student attitudes; 4) to achieve these goals. Of the four factors, the first and second factors are seen as more important than the third and fourth factors. This is in line with what was conveyed by

Martin (2002), Beltman et al. (2011) and Alyev et al. (2021), which emphasize that personal or internal factors can determine one's academic toughness. Two personal factors that determine, according to them, are academic self-efficacy and self-belief (Martin, 2002; Beltman et al., 2011; Alyev et al., 2021).

Second, the findings from the survey data also show that five groups of contextual factors also have the potential to determine the academic toughness of PTKIN and PTKIS lecturers. The five groups of contextual factors are as follows. First are factors related to collective support and motivation from colleagues who work as lecturers where he teaches, family, students, study program leaders, faculties and universities and the Government to achieve these learning outcomes. The second are factors related to the existence of reasonable, flexible and adaptive academic rules, both at the level of the study program; 1) faculty; 2) university; 3) and the level of the Ministry/Ministry of Education and Research; 4) needed to improve the ability of teachers to achieve their targeted learning outcomes during the pandemic. The third are factors related to the support of information and communication technology infrastructure, experts, supervisors and innovation teams that support the use of this technology to support targeted learning processes and outcomes during the pandemic. Fourth are factors related to support from parents/guardians of students, living environment, community, academic administration team and ICT team to help smooth the learning process and achieve learning outcomes during the pandemic. The five factors are related to incentives or awards for lecturers, appreciation from study programs, university faculties, Government and society for lecturers who can innovate to support the success of learning targets during the pandemic. The findings above align with what was conveyed by Beltman et al. (2011) that the academic toughness of lecturers is determined not only by personal factors alone but also by contextual factors. The findings above also strengthen Wang's argument (2021), which confirms that the ability of academics to manage interactions with the challenges and the environment they face is an important thing that can determine the extent to which they can have academic resilience.

Third, the survey data findings also indicate that among these contextual factors, six types of contextual factors can potentially determine the academic toughness of PTKIN and PTKIS lecturers. First is the existence of collective support from colleagues who work as lecturers where they teach, support from family and the Government; in this case, the Ministry of Education, Culture and Research and Technology is essential to achieve the learning outcomes they are targeting. The second is that motivation from the heads of study programs, faculties, and universities is very important to achieve their target learning outcomes. The third is reasonable, flexible and adaptive academic rules, both at the university level and from the Ministry/Ministry of Education and Culture, which are considered to be a determining factor to what extent they can achieve the learning outcomes they have planned during the pandemic. Fourth, the existence of

adequate information and communication technology infrastructure support from the campus to facilitate learning achievement targets is considered as (very) essential so that they can achieve the learning targets they have planned during the pandemic. Fifth, support from parents/guardians of students, the environment where students live, the community and also support from the ICT team, which can help facilitate students, is considered (very) important in the learning process they carry out during a pandemic. Sixth, awards or appreciation from study programs and universities to lecturers who can innovate to support the smooth learning process during a pandemic is something that is (absolutely) necessary so that they are more able to achieve the learning outcomes they have targeted during a pandemic. The findings above are in line with what was conveyed by Beltman et al. (2011), which stated that contextual factors such as support from schools, mentors, coworkers, students, family and friends are things that can determine one's academic toughness (Beltman et al., 2011). The findings above also strengthen the arguments of Ayev et al. (2021), which emphasize that internal academic rules, academic stimulation, the academic environment and academics' assessment of educational ecology are essential things that have the potential to determine their academic resilience (Alyev et al., 2021).

Fourth, the findings obtained through the survey data above also indicate that personal or internal factors and contextual or external factors have the potential to determine the academic toughness of PTKIN and PTKIS lecturers. This indicates that academic resilience is not just a capacity possessed by someone who is shown by their ability to survive and adapt positively amidst the difficulties they face, as stated by Kangas-Dick & O'Shaughnessy (2020). Academic toughness is also not just a conscious effort made by a person to continue to advance and develop based on the lessons he gets when facing challenges and difficulties, as stated by Southwick et al. (2014: 11). More than that; academic toughness is a competency or ability needed to achieve educational and learning outcomes during various challenges and risks originating from the contextual environment in which academics are located or carry out their work (Morales, 2008). This ability or competence can determine whether a person will be considered successful or failed in carrying out the work or academic achievements targeted (Aliyev et al.).

In general, lecturers' academic toughness is determined not only by personal factors alone but also by the contextual environment in which they are located. The existence of personal and professional power and abilities of academics as lecturers/teaching figures is essential. However, the contextual conditions of the environment and the availability of resources and the ability of tertiary institutions or educational institutions as an organization to support and enhance their capacities are also essential (Shaya et al., 2022).

CONCLUSION

The author has identified what potential factors can determine the academic toughness of lecturers in PTKIN and PTKIS environments in Indonesia. These factors are grouped into the following two groups: personal and contextual factors. Evaluation of these factors by the author through survey data sourced from lecturers who work at PTKIN and PTKIS using descriptive statistical analysis produces the following findings.

Four personal factors have the potential to determine the academic toughness of lecturers in the PTKIN and PTKIS environments, namely self-confidence or belief (self-efficacy) as a lecturer (1) and self-confidence and respect (self-respect) as a lecturer (2) to be able to achieve the learning outcomes they plan and their personal views related to the level of student participation (3) and student attitudes (4) to achieve these goals. The first and second factors are far more important than the third and fourth. In addition, six types of contextual factors have the potential to determine the academic toughness of PTKIN and PTKIS lecturers. First, there is collective support from colleagues who work as lecturers where they teach, support from family and the Government; in this case, the Ministry of Education, Culture and Research and Technology is essential to achieve the learning outcomes they are targeting. Second, the existence of motivation from the heads of study programs, faculties and universities is essential to achieve the learning outcomes they are targeting. Third, the existence of reasonable, flexible and adaptive academic rules, both at the university level and from the Ministry/Ministry of Education and Culture, determines to what extent they can achieve the learning outcomes they have planned during the pandemic. Fourth, the existence of adequate information and communication technology infrastructure support from the campus to facilitate learning achievement targets is considered as (very) essential so that they can achieve the learning targets they have planned during the pandemic. Fifth, support from parents/guardians of students, the environment where students live, the community and also support from the ICT team, which can help facilitate students, is considered (very) important in the learning process they carry out during a pandemic. Sixth, awards or appreciation from study programs and universities to lecturers who can innovate to support the smooth running of the learning process during a pandemic is (absolutely) necessary so that they are more able to achieve the learning outcomes they have targeted during a pandemic. The personal and contextual factors above have the potential to determine their academic resilience in carrying out academic activities, especially in education and teaching, during a pandemic.

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