Intentional Self-Regulation and Schools Climate Effects on Academic Buoyancy Mediated by Positive Youth Development

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Abstract. Academic buoyancy is the capability to handle and effectively manage daily difficulties and challenges. Therefore, the purpose of this study was to determine the role of positive youth development in mediating the relationship between intentional self-regulation, schools climate, and academic buoyancy. A quantitative method with a cross-sectional design was used, the respondents were 875 students from Madrasah Aliyah Negeri (MAN) in Tasikmalaya City, and path analysis was conducted with Mplus 8.4 software. The results showed that positive youth development mediated the relationship between intentional self-regulation, schools climate, and academic buoyancy. Furthermore, the study recommended that schools need to provide programs to facilitate positive youth development. This can be achieved through the development of positive climate and improvement of students' intentional self-reguation ability.

Keywords: Academic buoyancy, Positive youth development, Intentional self-regulation, Schools climate

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Introduction

Students achieve academic success when faced with various challenges, pressures, and stress due to daily activities (Duckworth et al, 2019). In this context, Madrasah Aliyah Negeri (MAN), as one of the upper secondary education institutions in Indonesia, is not free from academic pressures and demands. This challenge is even more complex in MAN, combining the national curriculum with a faith-based curriculum, namely Islamic Religious Education (PAI) and Arabic language. According to Wulandari et al. (2023), students' learning hours in MAN exceeded 50 hours per week. This long duration of study can make students feel exhausted and bored, leading to stress due to high learning intensity (Desmita, 2017). Therefore, this condition requires students to have good academic resilience, and according to Putri and Magistarina (2024), MAN students tend to have higher fatigue scores than SMA and SMK.

Academic buoyancy is the ability of students to survive daily challenges, and the capacity to deal with exam pressure, temporary failures, and high learning demands with a positive and adaptive attitude (Martin & Marsh, 2008a). This not only helps students reduce excessive stress and anxiety, but also improves mental well-being and motivation to learn. Academic buoyancy is a concept in positive psychology that refers to individuals' ability to cope with daily challenges, setbacks, and difficulties such as getting poor grades, doing assignments with tight deadlines, and facing exam pressures (Martin & Marsh, 2008a; Weißenfels et al, 2023). In contrast to resilience, which focuses on specific issues such as bullying or broken homes, academic buoyancy is more relevant for all students in dealing with daily academic pressures (Martin et al, 2013).

In Indonesia, previous studies on academic buoyancy often focus on university students (e.g. Lesmana & Savitri, 2019; Bahrodin, 2024), with limited investigations on high schools. Moreover, high schools students experienced academic pressures due to the task load of various subjects, both compulsory, specialisation, inter-interest, and deepening of interest (Safiany & Maryatmi, 2018). A survey of 40 MAN students in Tasikmalaya City using an online questionnaire related to academic stress found that

75% felt worried about grades, 70% experienced hopelessness when unexpected results were obtained, 50% felt high learning pressures (competition for achievement), 45% felt high task load, and 42.5% had high academic expectations (Personal survey, February 2024). These results showed academic buoyancy was needed by MAN students in order to cope with daily academic pressures and challenges. The absence of academic buoyancy could cause a decrease in learning motivation and academic achievement (Mawarni et al, 2019).

In addition to the many hours of study, MAN students, specifically those residing in pesantren, have other challenges. The challenges are in the form of limited digital access, even though current students belong to Gen Z, who are considered to have easy access to digital technology. These students are known as digital natives with high technology skills, multitasking, and shorter attention spans (Maqbool et al, 2020; Harahap et al, 2023). Therefore, students are required to adapt to pesantren or schools environment.

Academic buoyancy is very important as it helps students in dealing with stressful daily academic environments and improve learning conditions despite various challenges (Olendo et al, 2019). Studies have shown that academic buoyancy has a significant effect on academic performance outcomes (Colmar et al, 2019; Yun et al, 2018). Furthermore, it can improve academic achievement in primary schools students (Miller et al, 2013), predict various academic engagement and non-academic outcomes (Martin et al, 2010; Bostwick et al, 2022), increase motivation in secondary schools students (Datu & Yang, 2019), decrease academic avoidance behaviour in primary schools students (Hirvonen et al., 2020), and serve as a protective factor to prevent increased academic stress (Hirvonen et al, 2019; af Ursin et al, 2021).

Due to the potential importance and relevance of academic buoyancy, more studies are needed to clarify the nature of this construct and the predicting factors. Intensive literature review has shown several factors that may influence academic buoyancy, including positive youth development (Bakhshaee et al, 2016b, 2017), self-regulation (Rameli & Kosnin, 2018), academic emotion regulation (Heydarnejad, 2022), academic motivation and interest (Xu & Wang, 2022), social comparison (Aloka, 2022), schools climate (Thapa et al, 2013), cooperative learning (Zavareh et al, 2022), and gender (Datu & Yang, 2016). These results showed academic buoyancy was influenced by both internal and external factors.

An influencing factor is positive youth development (Bakhshaee et al, 2017), which is a relational developmental system method that emphasises the importance of interactions between individuals and their contexts, including family, schools, and community resources (Lerner et al, 2015). Furthermore, it is a resilience-based framework that emphasises positive traits, such as caring and compassion for others, confidence, as well as character (Lopez et al, 2015), which enhances the ability to face challenges, develop strengths, and thrive academically by fostering a sense of purpose, autonomy, and belonging.

Bakhshaee et al. (2016b, 2017) reported that positive youth development mediated the relationship between intentional self-regulation, schools climate, and academic buoyancy. Previous studies showed that intentional self-regulation influenced positive youth development (Weiner et al, 2015; Gestsdottir et al, 2017; Gestsdottir et al, 2023). Moreover, intentional self-regulation is among the important factors that promote goal-directed action. Previous studies reported the relationship between intentional self-regulation abilities and indicators of positive youth development (Weiner et al, 2015; Gestsdottir et al, 2017; Gestsdottir et al, 2023). This relationship is important in adolescence, which is a period for developing self-regulation skills (Linver et al, 2016)

Other studies reported that schools climate had an effect on positive youth development (Bakhshaee et al, 2016a). Furthermore, schools climate had a positive and significant effect on positive youth development, specifically when students obtained support from teachers and parents, which contributed 40% to positive changes in growth. Dehbidi et al. (2022) stated that schools climate played a role in positive youth development. In addition, it was reported that strengthening schools climate promoted positive attitudes and behaviours of adolescents, as well as reduce destructive academic behaviour.

Rameli and Kosnin (2018) reported that self-regulation was a crucial factor that affected the academic buoyancy of students. In fact, good self-regulation skills enhanced resilience and the ability to effectively manage academic challenges. Tamannaeifar et al. (2023) reported that self-regulation had a positive relationship with academic buoyancy. Intentional self-regulation is one form of self-regulation for comprehending adolescent and adult development. Furthermore, it is the ability to actively regulate interactions with the environment to achieve target objectives (Geldhof et al, 2014).

Intentional self-regulation is the choice to control actions in order to change the current condition to fit the desired future situation (Gestsdottir et al, 2017), and it is based on the Selection, Optimisation, and Compensation (SOC) model. The SOC model is a theoretical framework that explains how individuals adapt to changing circumstances to optimise function. It also explains how individuals manage resources and adapt to challenges (Geldhof et al, 2015; Moghimi et

al, 2021). Therefore, intentional self-regulation has an influence on academic buoyancy.

Schools climate is considered a crucial influencing factor, where Safa et al. (2021) found a direct impact, and reported that students' attachment to positive schools climate increased academic buoyancy. Another study reported that schools climate directly correlated with academic buoyancy (Bakhshaee et al, 2016b). In this context, schools climate relates to how students perceive schools environment, including the feelings about schools, safety, relationships with peers, and support from educators (Balaguer et al, 2021). It also includes feeling connected to schools, both physically and emotionally safe, and the nature of peers interactions (Fisher et al, 2020). Bostwick et al., (2022) reported that creating a supportive and inclusive schools environment could help students address daily academic challenges and increase academic resilience. Bakhshaee et al. (2016b, 2017) was not in accordance with the results presented in the figures, tables, and the discussion in the text. While the direct effect of intentional self-regulation and schools climate on academic buoyancy was not explained in the hypothesis and discussion of the study, the model in the figures and tables shows this effect. The inconsistency suggests that, although the statistical analysis data showed a direct effect, there was no in-depth discussion. This inconsistency is intriguing and warrants further studies on the relationships between intentional self-regulation, schools climate, and positive youth development on academic buoyancy using different methods. Therefore, this current study aimed to re-examine the role of positive youth development in mediating the relationship between intentional self-regulation, schools climate, and academic buoyancy.

Methods

This study used a quantitative method with a cross-sectional design to examine the relationship between the variables studied at a specific time. Respondents were 875 MAN students (281 males, 594 females) in Tasikmalaya City, selected using convenient sampling, a non-probability method based on the availability of samples in the field (Adnyana, 2021). To avoid disrupting the classroom learning process, data collection was carried out when there was no teacher present. In this study, questionnaires were distributed directly at schools or through online platforms when necessary, with schools' permission and students' voluntary participation. The sample used is presented in Table 1.

Table 1
Overview of Study Respondents

		Frequency N=875	%
Gender	Male	281	32.11
	Female	594	67.89
Class	X	260	29.71
	XI	346	39.54
	XII	269	30.74
School	MAN Tasikmalaya Regency	379	43.3
	MAN Tasikmalaya City	496	56.7
Place of residence	Boarding	467	53.37
	Home	408	46.63

Table 1 shows that out of 875 respondents, 67.89% were females, 39.54% were in grade 11, 56.7% were students from schools located in Tasikmalaya City, and 53.37% lived in dormitories/boarding schools. Academic buoyancy was measured using Academic Buoyancy Scale (ABS) developed by Martin and Marsh (2008b), translated into Indonesian and trialled by Sitompul (2021). This scale measured daily schools-related hassles, challenges, and setbacks with four items, each rated on a 4-Point Likert Scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).). An example item is "I will not let bad grades affect my confidence". Confirmatory Factor Analysis (CFA) test results were Root Mean Square Error of Approximation (RMSEA) = .059, Comparative Fit Index (CFI) = .977, Tucker Lewis Index (TLI) = .932, and Standardised Root Mean Square Residual (SRMR) = .020, confirming the validity of the items. The Cronbach's alpha for this scale was .768.

Intentional self-regulation was measured using SOC scale adapted from Stefansson et al., (2018), also using a Likert-Scale questionnaire. This scale has 9 items across 3 dimensions, namely selection, optimisation, and compensation. An example SOC item is "I make every effort to achieve certain objectives". CFA test results were RMSEA = .051. CFI= .972, TLI= .955, and SRMR= .027, confirming the validity of the items. The Cronbach's alpha for this scale was .772.

This current study adapted Schools Climate scale from Fisher et al. (2020). This scale has three dimensions, namely Schools Connectedness, Schools Safety, and Peer Relationships with 15 items. The options for Schools Connectedness and Peer Relationships ranged from 1 (strongly disagree) to 4 (strongly agree) and Schools safety ranged from 1 (never) to 4 (always). An example item is "I like my school". CFA test results were RMSEA= .045, CFI= .978, TLI= .965, and SRMR= .027, confirming the validity of the items. However, item 10 had a t-value

>1.96, confirming the exclusion of the item from further testing. The Cronbach's alpha for this scale was .789.

Positive Youth Development Sustainability Scale (PYDSS) was developed through a detailed search of academic literature in the field of positive youth development theory and subjective well-being (happiness) by Sieng et al. (2018). The scale had 6 dimensions of character, caring, competence, connection, happiness/confidence, and contribution. It used 4 scale options ranging from 1 (strongly disagree) to 4 (strongly agree), and has 26 items. An example item is "I can regulate my emotions". CFA test results were RMSEA = .049, CFI = .922, TLI = .901, and SRMR = .047, confirming the validity of the items. The Cronbach's alpha for this scale was 0.891. The data were analysed using a path analysis test with Mplus software version 8.4. The model was considered fit based on the following indices: CFI > .95, TLI > .90, RMSEA < .06, and SRMR < .08 (Hu & Bentler, 1999; Wang & Wang, 2020).

Results and Discussion

Results

This study used factor scores for data analysis, which were obtained by converting all items on the same dimension into a single value. The purpose of using factor scores was to avoid estimating bias originating from measurement error, and subsequently converting to the original score to eliminate negative numbers. An overview of the descriptive statistics of each study variable was provided. More details of the categorisation of each variable are provided in Table 2. Table 2 shows the categorisation of the main variables affecting academic buoyancy of MAN students in Tasikmalaya City. This categorisation was done to understand the frequency distribution of students based on the level of each variable.

Table 2
Categorisation of Study Variable Values

Variables	Frequency	
	Low	High
Academic Buoyancy	411 (47%)	464 (53%)
Positive Youth Development	439 (50.2%)	436 (49.8%)
Intentional Self-Regulation	517 (59.1%)	358 (40.9%)
Schools Climate	359 (45.1%)	480 (54.9%)

Table 3
Direct and Indirect Effects

	β	S.E	t.value	p-value
PYD-AB	.303	.044	6.931	.000
ISR-AB	.105	.041	2.594	.004
SC-AB	.032	.037	.879	.190
ISR-PYD	.515	.023	22.383	.000
SC-PYD	.342	.025	13.846	.000
ISR-PYD-AB	.156	.024	6.574	.000
SC-PYD-AB	.104	.017	6.166	.000

Description: Academic Buoyancy (AB), Positive Youth Development (PYD), Intentional Self-Regulation (ISR), Schools Climate (SC).

Out of a total of 875 students, 411 (47%) were in the low category, while 464 (53%) were in the high category. This distribution showed that the majority had a high level of academic buoyancy. The categorisation of positive youth development showed that 439 (50.2%) were in the low category and 436 (49.8%) were in the high category. This almost equal distribution reflected similar variations in positive youth development among students.

A total of 517 students (59.1%) were in the low category in terms of intentional self-regulation, while 358 (40.9%) were in the high category. Therefore, most students found it difficult to organise effectively to achieve academic objectives. Regarding schools climate variable, 359 (45.1%) reported that schools climate was less supportive, while 480 (54.9%) reported moderately supportive climate. In other words, most students felt schools environment was supportive of learning activities. Statistical test results showed that the theoretical model fit the empirical data (RMSEA = .000, CFI = 1.000, TLI = 1.000, SRMR = .000), as presented in Figure 1 and Table 3.

Figure 1 shows that positive youth development can mediate intentional self-regulation and schools climate on academic buoyancy. Further statistical test results are presented in Table 3.

Table 3 shows the standardised estimates for the direct and indirect effects. The direct effect between positive adolescent development and academic buoyancy was significant (β = .303, t-value = 6.931 > 1.96, p < .05). The direct effect between intentional self-regulation and academic buoyancy was significant (β = .105, t-value = 2.594 > 1.96, p < .05). The direct effect between schools climate and academic buoyancy was not significant (β = .032, t-value = .879 > 1.96, p > .05). The direct effect between intentional self-regulation and positive youth development was significant (β = .515, t-value = 22.383 > 1.96, p < .05). The direct effect of schools climate and positive youth development was significant (β = .342, t-value = 13.846 > 1.96, p < .05). In addition, the results explained 15.8% of the variance of academic buoyancy and 51.8% of the variance of positive youth development.

The indirect effects showed positive youth development served as a mediator between intentional self-regulation and schools climate on academic buoyancy. The mediating effect of positive youth development between intentional self-regulation and academic buoyancy was significant (β = .156, t-value = 6.574 > 1.96, p < .05). Also, the mediating effect of positive youth development between schools climate and academic buoyancy was significant (β = .104, t-value = 6.166 > 1.96, p < .05).

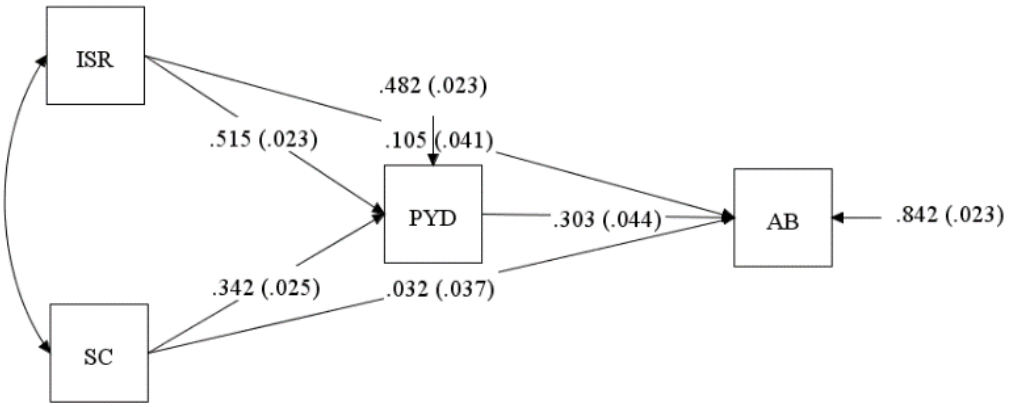

Figure 1. Path analysis test results

Discussion

This study aimed to investigate the influence of intentional self-regulation and schools climate on academic buoyancy through positive youth development in MAN students. The results showed that the proposed theoretical model fit the empirical data. Therefore, positive youth development could mediate the relationships between intentional self-regulation, schools climate, and academic buoyancy. Intentional self-regulation and positive youth development had a direct influence on academic buoyancy, while schools climate had no direct influence. The contribution of intentional self-regulation and schools climate increased when mediated by positive youth development. In general, the results showed the importance of positive youth development in fostering students' academic buoyancy. A more detailed explanation of the results is presented as follows.

Positive youth development had a significant direct effect on academic buoyancy. This showed the significant role of positive youth development in increasing academic buoyancy. Students who develop positively are better at dealing with academic challenges and daily pressures (Bakhsharee et al, 2017). Therefore, positive youth development can support and help youth develop strength, capacity, and resilience to achieve their potential. The result is consistent with positive youth development theory, stating that positive youth development is a resilience-based framework emphasising positive traits in youth, such as caring and compassion for others, self-confidence, and character (Lopez et al, 2014). Oshri et al. (2017) stated that individual-centred development increased youth resilience, with positive development emphasising the importance of social skills in facing future challenges.

Positive youth development can facilitate the development of important social and emotional skills, such as the ability to manage emotions (Taylor et al, 2017), communicate well, and work collectively (Juhrodin et al, 2023). Students who have these skills tend to cope with stress and learning pressures better and are more adaptive in solving complex academic problems. Building positive youth development can help improve students self-esteem, motivation, resilience, psychological well-being, and academic success (Shek & Chai, 2020; Mertens et al, 2022).

In this study, intentional self-regulation had a significant direct effect on academic buoyancy. Therefore, students with good self-regulation skills can effectively manage academic challenges and maintain performance (Moghimi et al, 2021). Intentional self-regulation helps students improve focus, manage time, motivation, as well as independence in achieving objectives. It also directs behaviour and supports positive development in various aspects of lives, typically increasing academic buoyancy (Zimmerman, 2000; Gestsdottir et al, 2023).

There was no significant direct effect of schools climate on academic buoyancy. The result corresponded with previous studies, showing that the direct contribution of schools climate to academic buoyancy was very small and insignificant (Ghanizadeh et al, 2023). This might be due to other factors significantly influencing academic buoyancy, such as positive youth development and intentional self-regulation. Therefore, it was important to ensure students were in a supportive schools environment to improve well-being, as studies consistently showed that positive schools environment could foster better adolescent development, including better mental health and higher life satisfaction (Novak et al, 2021).

Based on analysis positive youth development served as a significant mediator between intentional

self-regulation and academic buoyancy, as well as schools climate and academic buoyancy. This showed the effect of intentional self-regulation and schools climate on academic buoyancy largely occurred by fostering positive youth development (Bakhshaee et al, 2016b, 2017). In other words, students who were able to self-regulate and studied in positive schools environment tended to experience positive youth development, consequently improving academic buoyancy.

One of the limitations of this study was related to the study context, namely the focus on MAN in Indonesia. Therefore, the generalisation of the results to other educational contexts needed to be done with caution. Future studies could expand the sample to include different types of schools and cultural contexts to test the validity of these results. Furthermore, a cross-sectional design was used, limiting the ability to determine a direct cause-and-effect relationship, necessitating the use of a longitudinal design to track changes over time. Data collected through self-report questionnaires could also be affected by respondent bias, necessitating the use of diverse data collection techniques such as triangulation.

Conclusion

In conclusion, positive youth development significantly strengthened the relationships between intentional self-regulation, schools climate, and academic buoyancy. Students who experienced positive development tended to utilise self-regulation skills and supportive schools environment better to cope with academic challenges. Furthermore, those with the ability to self-regulate consciously and effectively showed stronger resilience in the face of academic pressure. This ability helped students to remain calm, focused and optimistic when facing challenging tasks. Although schools climate did not directly improve academic buoyancy, a supportive schools environment was still important. In other words, the ability of schools climate to build positive youth development could improve academic buoyancy ability. Based on analysis, positive youth development programs and intentional self-regulation training could be key in improving academic buoyancy. Therefore, schools and educational counselors were expected to develop programs that support these aspects. This study enriched the literature on the mediating role of positive youth development in the relationships between intentional self-regulation, schools climate, and academic buoyancy. It also showed the importance of a holistic approach in understanding and improving students' academic buoyancy.

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