PROBLEMS, COPING STRATEGIES AND RESILIENCE OF BIDIKMISI STUDENTS AT FACULTY OF EDUCATION IN YOGYAKARTA STATE UNIVERSITY

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Abstract

This research is aimed at describing the problems, coping strategies and resilience of Bidikmisi students in the Faculty of Education in Yogyakarta State University. A total of 607 students participated in this survey. Proportionate random sampling was used as a sampling technique, thereby selected 241 student samples. Problems checklist, coping strategies scale, and resilience scale were used to collect data. Cronbach's Alpha was used to determine the reliability of coping strategies (0,853) and resilience (0,720). Results of this research showed that the problems of Bidikmisi students were procrastinate spare time, physical problems such as getting tired easily, while the main social problem was narrow minded. Most of Bidikmisi students had score of adaptive coping strategies 71% and score of resilience was 91% which included the moderate resilience. Most of Bidikmisi students used adaptive coping strategies and they had moderate resilience.

Keywords: Problems, Coping Strategies, Resilience, Bidikmisi Students.

1 INTRODUCTION

The problem is often defined negatively, that there is a gap between the expectations with the reality (Sumardiono, 2012, p. 1) or problems can also be defined as the difficulties of the individual in meeting the demands, so that there is a gap between what is expected and the reality. Problems can make the individual depressed; as a result the individual often experiences stress. Stress can be defined as a situation where there are requirements that exceed the individual's ability to deal with (Bartram and Gardner, 2008, p. 228).

In the development process, the individual encounters many problems. One of the most vulnerable developmental phases with problems and pressures is adolescence and early adulthood. In accordance with the opinion of Izzaty et al, that one of the characteristics of early adulthood is the age of many problems (Izzaty, 2008, p. 156). These problems may be caused by problems that occur at adolescence, and then it continues into early adulthood. A student is an individual who is at the end of the teenage group and early adulthood (Hidayat, 2011, p. 1).

According to Gunarsa (Widuri, 2012, p.148) students have their own challenges in life. When they enter college, they face numerous changes from the difference in the nature of high school and higher education, social relationships, the selection of a field of study or majors, and economic problems. Another opinion was

suggested by Hidayat (2011, p.12-14), student issues include career and employment issues, economic and financial issues, personal, educational and learning issues, and family issues. Those problems do not close the possibility of impact on students' life. A rresearch conducted by Rahmayati (2009, p 12), in his thesis it was found that students who had a broken home (divorced) experienced stress. Students with socio-economic status issues also have an impact on academic achievement on campus, according to a study by Barry in his thesis (Barry, 2006, p.18).

Facing problems or difficulties, each individual has the ability to respond to problems through effective or ineffective means (Thompson, et al., 2010, p 1). Individual who responds to problems in the right way, tend to do positive ways to solve problems, for examples seeking social support, finding solutions and planning solutions, building positive thoughts et cetera. Otherwise, the individual who performs negative ways (maladaptive) will do the ways that actually endanger him, for examples: smoking, drinking, seclude, and using drugs. According to Bartram and Gardner (2008, p.228), the completion in a positive way could provide longer benefits for the individual than in a negative way.

In 2010 the Indonesian government through the Directorate General of Higher Education (DIKTI) of the Ministry of Education and Culture (Kemendikbud), launched an educational tuition program intended for students with good academic ability and wish to continue to PT (Higher Education) but not economically capable (Dikti, 2012: 2). The aid program is called Bidikmisi scholarship. The goals of the program are students who have good academic ability, but come from low-income families.

Economic limitations become the main problem of Bidikmisi students. In addition to economic factors, Bidikmisi students also have problems that affect their lives. Based on observations and interviews with a number of Bidikmisi students in the Faculty of Education, Yogyakarta State University, in October 2013, researchers obtained information that many of them have family problems triggered by economic factors such as divorced parents, not getting the living cost from the parents, the loss of a family member, and conflicting family relationships. Economic factors also cause problems in the academic field. Based on the interview (October 30, 2013), researchers found that Bidikmisi students' complained about the lack of fulfillment of the means of lecture needs, so to overcome that many of them are working part time, consequently sometimes they are difficult to share the time between campus activities with the demands of their work. The problem of academic demands sometimes make Bidikmisi students experience pressure, for example they feel pressured by the demand to always be active in academic activities and campus organizations, and are required to be excellent. Bidikmisi students also have health problems and physical limitations. Among them there are students who have chronic illness and imperfect physical condition.

Although most of them experience difficult and pressing circumstances, Bidikmisi students show positive results, especially in the academic field. Based on the data obtained from the information section of the students of Universitas Negeri Yogyakarta, Bidikmisi students have a high GPA (Grade Point Average). It can be seen in the table below.

Table 1. Percentage of Bidikmisi students' GPA in Yogyakarta State University

GPA Scores	Categories	Number of students	Percentage (%)
<2,75	Low	31	1,55
2,76-2,99	Average	93	4,65
3-3,5	High	1193	59,65
>3,5	Very High	683	34,15
Total Number of Bidikmisi Students	2000		

Based on the data above, it can be seen that most of Bidikmisi students have high grade of GPA. Thus, Bidimisi students have a pretty good academic competence, in the midst of the problems they face. While in the Faculty of Education itself the average of GPA score of all Bidikmisi students, all 247 students from 2010 to 2012 is 3.45.

Picture 1. Graph the average of GPA Bidikmisi Student per Generation

The Average of GPA per Generation
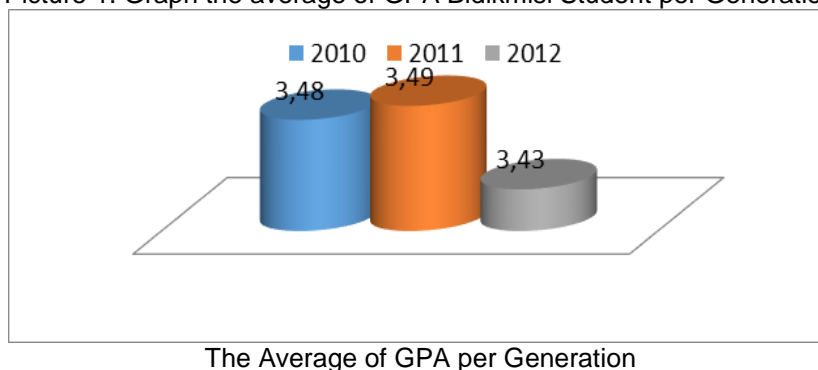
From the graph, it can be seen that the value of GPA of Bidikmisi students per generation is always above 3.00. Whereas the minimum value that must be achieved by Bidikmisi students in accordance with the guidance is 2.75. This means that the Bidikmisi student can go beyond that minimum. In addition to academic achievement, Bidikmisi students also have achievements in non-academic fields such as sports, arts, and research.

Based on the explanation above, the researcher is interested to know about the problems, coping strategies done by Bidikmisi students to face the problems in reducing the various pressures and how the resilience level owned by Bidikmisi students. This is based on the absence of research that reveals what problems Bidikmisi students, how coping strategies and resilience level owned by Bidikmisi students in the campus UNY especially Faculty of Education.

2 LITERATURE REVIEW

2.1 Early Adulthood Issues

In the theory of developmental psychology, students are at the end or teen age group entered the stage of early adulthood (Hidayat, 2012, p. 12). One of the characteristics in early adulthood is the age of many of the problems (Izzaty, 2008, p. 156). Any changes they experienced in various aspects, followed by a variety of demands led to the emergence of various problems.

Havingrust (Izzaty, 2008, p. 126) suggests seven developmental tasks that must be passed by adolescents; a) reached a new and more mature relationships with peers both men and women, b) reach the social roles of men and women, c) acceptance of own physical condition and use his body effectively, c) expect and attain a responsible social behavior, d) prepares career and economic, e) preparing for marriage and family, and f) getting devices values and ethical systems as the handle to behave developing ideology.

The Development of Late Adolescence/Young Adulthood

Physical development. This phase is characterized by the physical ability which has reached its peak. It is common in under 30s and often at the age of 19 to 26 years (Santrock, 2002, p 75). This period is the most healthy. Adolescents and early adults are more concerned with physical health. They do a lot of sports, nutrition, sleep regularly, maintain weight and so on in order to maintain physical health.

Cognitive development. Adolescence, cognitive abilities are excellent. They have abstract, logical, and idealistic thinking abilities; more able to test self-thinking, other people's thinking, and what others think about them and tend to interpret and monitor the social world (Santrock, 2002, p.10). In the early adult phase, according to Moshman (Hidayat, 2011, p. 5) the stage of cognitive development reaches a higher stage, which is called the stage of postformal thinking. The ability to think in adults is richer than adolescents, making it more flexible, open, adaptive and individualistic.

The development of emotions. The development of emotions is closely related to physical and cognitive development. Early adults have the ability to manage emotions better than children and adolescents. They already have the ability to recognize their own feelings and others. According to Goleman (Papalia, Old & Fieldman, 2008, p. 662) early adults have competencies related to self-awareness (self-awareness, self-assessment, self-esteem), self-management, (self-control, honesty, accuracy, adaptibility, achievement drives, and initiative), social awareness (empathy, service-oriented, and organizational awareness), relationship management (developing others, using influence, communication, conflict management, leadership, becoming a catalyst for change, building bonds, teamwork, and collaboration).

Socio-moral development. Social development in early adulthood is closely related to a change of interest. For social development, according to Hurlock (Izzaty, 2008, p.161) early adulthood is a period of isolation crisis. Further, Hurlock revealed that early adult social participation is often limited, so it can also affect the friendship of social grouping, as well as the values given to the individual's popularity. While in early adult moral development, the mastery of developmental tasks focuses on social expectations. The demand for moral responsibility for all behaviors and decisions of life is a matter of individual life in society.

The development of sexuality. In early adulthood, a person starts looking for emotional and physical intimacy to a peer or romantic partner (Papalia, Old & Fieldman, 2008: 694). Adults tend to choose their partners by considering the similarities between themselves and their partners. An Early adult couples usually have a temperament resemblance. In Stenberg's theory of love triangiulation, their love patterns consist of three elements; intimacy, desire and commitment (Papalia, Old & Fieldman, 2008: 696).

Careers and jobs. One of the developmental tasks that must be passed by late adolescents and early adulthood is related to career preparation. Super believes that many developmental changes in self-concept of work occur during adolescence and young adulthood. Furthe, Super (Santrock, 2002, p. 94) explains that one's career development can be divided into several stages. Between the ages of 18 and 22, they narrow down career selection and initiate behaviors that allow them to enter several types of careers, this phase is called specification. Between the ages of 21 and 24 years, early adult pranges complete their education and training and enter the workforce, this phase is called implementation (implementation). The decision to choose and match a certain career is made between the ages of 25 and 35, this phase is called stabilization. Finally after 35 years, individuals trying to advance their career and achieve their higher status positions this phase is called consolidation.

Viewing from the study of Guidance and Counseling, individuals experience various problems from various aspects; therefore guidance should be adapted to the problems faced. Lecturer Team of PPB (Educational Psychology and Guidance) UNY (2000: 21-22) describes some problems often faced by students or students. These problems are: a) developmental problems of health and physical development, b) Problems of home and family relations, c) the problem of free time. The use of free time needs attention so that it will be useful for the users of the time. Filling in free time with positive things will provide positive benefits, otherwise if the spare time is filled with many negative things will tend to damage the individual, d) personality problems. According to Fatur Rahman (2012: 29) problems that often arise in relation to the person is a matter of self-esteem (self esteem); self-acceptance, self-confidence, interpersonal relationships, and the ability to face the environment, emotional maturity; physical condition, mental ability, social growth, self-control, achievement motivation, can not recognize self potential, self actualization, and independence, e) religious problems and places of worship for example, there is doubt in embracing religion the inner conflicts of conversion, lack of understanding of his teachings, feeling of ever sinning and so forth, f) school problems (academic), g) social problems, h) job problems. Position issues related to employment, job selection, and so forth.

2.2 Coping

If we talk about coping, it will not be separated from the word 'stress'. Stress is an inevitable phenomenon in modern society. Stress is defined as a psychological state when a person faces physical or psychological difficulties (Hatodaci & Ozkan Cikrikci, 2012, p 119). When stress arises at different times and different circumstances become culminated, it will cause various illnesses and tensions and can consume one's attention and energy. Therefore it is necessary to develop a strategy to control the sources of stress known as coping.

The study of coping strategies is rooted in the defense mechanisms described in psychoanalysis, directly prioritizing internal conflicts. According to Anna Freud (Aldwin, 2007: 100) the defense mechanism is the way the ego avoids anxiety and exercises control of impulsive behavior, consequences, and instinct. The focus of defense mechasime is to regulate emotions and reduce anxiety through possible means. Similarly, the thoughts, feelings and behaviors caused by stressful situations can be determined by the personality structure of a person who has grown since childhood (Aldwin, 2007, p 101).

Lazarus and Folkman (Lazarus, et al. 1086, p.993) reveal that coping is a constant change of a person in an attempt to regulate external and internal demands that are judged to exceed a person's abilities. Furthermore, according to Lazarus and Folkman state that coping strategies are assumed to have two functions: managing problems that cause tres and regulating emotions associated with stressors (Kariv & Heiman, p 73).

Everyone has their own way of solving problems or changing the pressure. Lazarus & Folkman (Berkel, 2009, p. 3) suggests that there are two coping styles performed by a person, namely problem-focused coping (coping focus), and emotion-focused coping (coping focused on emotions).

Happer and Lee (Santrock, 2010, p. 260) revealed that Problem-focused coping works better than emotion-focused coping. Because Problem-focused coping puts more emphasis on how individuals face pressure or problems by finding solutions. This coping will help the individual improve new skills or ways to change the situation, or subject matter.

National Youth Federation (2003) classifies coping into two types namely adaptive coping (coping adaptive) and maladaptive coping (maladaptive coping).

Adaptive Coping

According to Bartram & Gardner (2008: 228) adaptive coping tries to reduce pressure and provide long-term benefits. Aspects included in adaptive coping according to National Youth Federation (2003) are:

- Positive reinterpretation and growth is the ability of individuals to learn from experience and be able to find the positive value of a problem.
- Seeking instrumental social support is the ability of individuals to seek encouragement or support from others who have similar experiences. Usually individuals will seek help from others to find solutions concretely for the problems they are experiencing.
- Active coping is an attempt at the ability to do certain things to solve the problem.
- Restraint is an indvidu effort to avoid hasty behavior in behaving or making decisions.
- Acceptance is an individual's ability to stay in shape.
- Supression of competing activities is an individual's ability to stay focused on problems.
- Planning is the ability of the individual to plan the next step and try to develop a strategy to solve the problem.

Maladaptive Coping

Maladaptive coping has short-term benefits when compared with adaptive coping. However, according to Bartram & Gardner (2003) maladaptive coping has long-term effects on a person's psychological condition. The aspects of maladaptive coping are:

- Mental avoidance is an individual effort to reduce stressful situations by the way of avoidance or take certain actions to forget the problem.

- Disengagement is an individual effort to reduce certain attempts to solve the problem.

- Focusing on and venting emotions is that individual vent their emotions freely. Individuals do not control emotions well.

- Seeking emotional support, unlike Seeking instrumental social support. In seeking emotional support, individuals try to express feelings to others to gain sympathy, for example by complaining or exaggerating the circumstances that happen to him.

- Alcohol / drug / use is an individual effort to reduce the pressure by using methods that can be dangerous, for example the use of drugs, drinking, and so on.

- Denial is an individual effort to reduce pressure by rejecting it, or deny it. Commonly used sentences such as "I cannot believe this can happen to me", or "I refuse that I'm having that problem".

2.3 Resilience

The concept of resilience is based on contemporary perspectives that arise from the area of psychiatry, psychology and sociology about how children, adolescents or adults recover from stress and rise from situations that distress them.

Luthar et al., In Schoon (2006, p.6) is resilience as a dynamic process, in which the individual will demonstrate adaptive function in the face of significant difficulties. According to Luthar, a person who has resilience not only can withstand difficult situations but also find ways to get out of difficult situations and be able to respond flexibly to unpleasant circumstances. Luthar et al., Mentions that there are two dimensions of building in resilience ie disclosure of adversity and manifestation of successful adaptation in adverse circumstances. Resilience is generally not directly measurable. The identification of resilience is based on two things: a) does a person "do well?" And b) whether the existing difficulties can be overcome? Resilience

reception centers are when one performs well, even under difficult circumstances and not everyone can cope (Schoon, 2006, p.7).

According to Reivich and Shatte (2002, p.36), resilience is built from seven different abilities, seven such abilities;

Emotional regulation is the ability to remain calm under stressful conditions.

Impulse control. Closely related to the ability of emotional regulation. Individuals with strong impulse control tend to have high emotional regulation, whereas individuals with low emotional control tend to accept impulsive beliefs, a situation as truth and act on that basis. This condition often leads to negative consequences that can inhibit resilience.

Optimism. Resilient individuals are optimistic individuals. They believe that things can turn out to be better. they have hope for the future and believe that they can control the direction of their lives.

A causal analysis is a term that refers to an individual's ability to accurately identify the causes of their problems. If a person is unable to accurately predict the cause of the problem, the individual will make the same mistake.

Empathy is to describe how well a person can read instructions from others related to the emotional psychological condition of the person. Some individuals can interpret other people's nonverbal behaviors, such as facial expressions, tone of voice and body language and determine what the person thinks and worries about. Disability in this case will have an impact on success and demonstrate non-resilient behavior.

Self-efficacy describes a person's belief that he can solve his or her problem and one's belief in his ability to achieve success. In a work environment, a person who has faith in himself to solve problems emerges as a leader.

Reaching out, describing a person's ability to achieve success. Resilience is the source to achieve reaching out, because resilience allows us to improve the positive aspects of life.

Resilience is very important to a person because resilience is an individual's ability to cope, overcome and strengthen one's resilience in the face of ever-changing life hardship. With Resilience someone will win over adversity. In building resilience one needs love and trust, hope and autonomy (independence), but that alone is not enough. A person needs a sense of belonging to a secure, comfortable relationship in which to maintain friendship and commitment. A person also needs the support of love, and self-confidence, trust in himself and gain the trust of the world around him.

3 METHODS

This research uses descriptive quantitative research. The type of research is a survey research. This research was conducted at Faculty of Education of Yogyakarta State University. The reason that the researchers chose Faculty of Education (FIP) is FIP is one of the faculty at UNY who is authorized by UNY to provide Bidikmisi scholarships. The number of Bidikmisi students in FIP is also much higher than other faculties, so the researcher obtains a larger sample size as well as a picture of more problems. The research process was conducted from March to April 2014.

3.1 Population and Sample

Population in this research is all Bidikmisi student of FIP from force 2010-2013 which amounts to 607 students. The minimum number of respondents in this study is 241 students of BIP, FIP UNY consisting of 4 batches, namely force 2010, 2011, 2012 and 2013. The sampling technique used in this study is proportionate stratified random sampling, with the following details:

Table 2. Details of Sample Size each academic year

No.	Academic year	Total number
1.	2010	23
2.	2011	32
3.	2012	82
4.	2013	104
Total Responden		241

3.2 Instruments

Questionnaire. The questionnaire in this problem based on the study of student problems that have been exposed by the team of Lecturer PPB UNY. The questionnaire is an open questionnaire. The Subjects are not only choosen by researchers, but the subject can also written by the problem on the empty line if the problem experienced is not listed in the questionnaire. Thus, the problems of Bidikmisi students can be clearly identified.

Coping strategy scale. To reveal student coping strategies, researchers used a coping strategy scale, consisting of 62 items. Format items using Likert scale. The answer of each instrument has a gradation from very positive to very negative.The choice of answers to coping strategy scales is: always, often, rarely, and never. Each answer is given a range of values 1-4. 4 indicates always using a certain coping; 3 indicates frequent use of certain coping; 2 signifies rarely use a certain coping; and 1 signifies never to use certain coping.

Resilience Scale. To reveal student resilience, researchers used resilience scale, consisting of 56 items. Resilience scale of choice of answer is: very appropriate, appropriate, less appropriate, not appropriate, and very inappropriate. Each answer option is scored differently. Each answer is given a range of values 1-5. A value of 5 indicates a very high level of resilience; a value of 4 signifies a high resilience level; 3 indicates a moderate level of resilience; a value of 2 indicates a low resilience level; and the value 1 indicates a very low resilience level.

3.3 Analisys

This research is a descriptive, so the data obtained is analyzed by using descriptive statistic. To be systematically structured, the researcher will present the scores data in the form of tables or frequency distributions. The researcher did an interpretation of the scores of respondents after making the frequency distribution. In the process of interpretation generated categories or group score. The purpose of categorization is to place individuals into separate groups in stages.

3.4 Results

The most common problem experienced by FIP UNY's Bidikmisi student's lies in the aspect of charging the spare time is on the item "often procrastinates work". The problem was complained by as many as 131 students of the total respondents. Another problem that is also experienced by many students of FIP UNY Bidikmisi is printed on the aspect of health and physical growth, especially on the "easy to tired" item chosen by 98 students, and the problem on the social aspect is "feel the narrow knowledge in the association" chosen by 91 students of the total students who became respondents. Most students of Bipikmisi FIP UNY do coping strategies tend to be adaptive and some use maladaptive coping strategies in responding to their problems. Students who use adaptive coping are 172 or 71%. While students who use maladaptif coping as much as 69 or 29% of the total respondents Bidikmisi FIP UNY students.

The resilience Bidikmisi FIP UNY's students is in the medium category. There are 222 students or 92% of Bidikmisi students having medium category resilience, 10 students or 4% of Bidikmisi students have high resilience and 9 students or 4% of Bidikmisi students have low residence.

3.5 Discussion and Conclusion

The results of the research have shown that Bidikmisi students have variation and quite complex problems. There are seven problems faced by FIP UNY's Bidikmisi students namely the problem on the aspects of health and physical growth, problems in the aspects of the house and family, the problem on the aspect of charging spare time, problems in the personal aspects, problems in academic aspects, social and problem on career aspect. This is in accordance with the opinion of Rita Eka Izzaty (2008: 156) that one of the early adult characteristics of the age of many problems.

Based on the research results, the most perceived problem of Bidikmisi students of 2010 is on the aspect of the career "need information about the world of work". This is in line with the fact that students of Bidikmisi 2010 are students who are in the final semester, where after completing their studies have demands in the form of career arrangement and independent living. As Rita Eka Izzaty once said (2008: 158) one of the demands to be passed at this time is to start work or build a career. The demands of this period will be an inseparable series with the mastery of the task of development in the next period of middle adult or middle age.

The problem that most experienced by Bidikmisi student of 2011 is on the aspect of free time "often procrastinating the job". The problem is likely due to the many problems experienced by students in this semester. The number of academic tasks that must be completed with the demands of activities in the organization's activities. It allows the students to be able to divide the time well. Consequently some work is not resolved on time.

The problems experienced by most students of Bidikmisi 2012 class are social and career aspect that is "feeling narrow knowledge in the association" and "need information about work world". Rita Ika Izzaty (2008: 161) reveals that early adult age is the age of insulation crisis. This is due to social activities in this period are often limited due to various job pressures. Bidikmisi students as students who have demands in academics cause relationships with friends in the association are reduced. As a result when they associate with other students they find it difficult to communicate due to lack of social knowledge.

The problem that many experienced by Bidikmisi students of 2013 students is the aspect of free time "often procrastinate the job". The problem is experienced by most of Bidikmisi 2013 students. Bidikmisi student of 2013 is a transition from high school to university. They are still trying to adjust to the changes that exist in the world of college. These changes include changes in the regulatory / curriculum system from Senior High School to University and changes in academic demands. The problem of delaying work can be caused by the lack of students' ability to adjust to these changes, so the habits of delaying in high school are still carried over to university.

Overall, the problems faced by Bidikmisi students were connected to how to use spare time, health, physical growth and social problems.

From a theoretical perspective, the problem related to postponing a job is known as procrastination. Some factors cause human beings to conduct a procrastination were failure to use spare time and the absence of either internal or external motivation to drive themselves to do their duty or achieve merit (The Mc Graw Center, 2012: 2). The problem of duty postponing might be from the above factors, although it was not proven yet.

The problems related to health and physical growth occurred among most of Bidikmisi students. It was opposed to the theory of early adulthood development. The problems encountered by early adulthood connects with social and career difficulties, and problems related to health and physical growth are not commonly occurred because at this phase, according to experts, human being physical efficiency has reached its peak. It is the healthiest phase.

The problems related to health and physical growth of Bidikmisi students occurred because of unhygienic life style. Based on the interviews, those problems arose because they barely doing physical exercises, it was only below twice a month on average. In addition, the students had irregular dietary pattern and consume more unhealthy instant foods, for the examples instant noodles and food bought from street vendors which were unclean.

In general the UNY FIP Bidikmisi students using coping strategy tend to be adaptive. The comparison between the students using coping strategy who tend to be adaptive and male adaptive was 71%: 29%. According to Mu'tadin in Rahmayati (2009, p. 6) factors affecting human being coping strategy are: having physical health, positive view or belief about life, problem solving and social skills, and social support. The students using coping strategy tended to be adaptive, it can be concluded that they had skills affecting coping strategy.

In percentage, the Bidikmisi students having resilience in medium category was 91%, in high category was 5%, and in low category was 4%. The number of students having high category of resilience was far below than those having the medium category. Ideally, the Bidikmisi students have high resilience to pressure in their daily life. The low numbers of the students having high resilience could be triggered by factors forming resilience. Based on Reivich & Shatte (2002, p. 36) resilience is formed by seven factors, they are emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. If human beings have those seven factor, they would have high resilience. However, it will affect their resilience level if they do not have all of those actors. The medium resilience of the students might be caused by not having all factors forming resilience. Although, resilience is a dynamic process which could be improved. Suwarjo (2008, p. 40) stated that in building the resilience there are some steps, they are; a) changing contra productive negative mind to more flexible mind, b) testing the accuracy of one beliefs for dealing with adversative situation, c) understanding the importance of our own ability, d) having the support of surrounding people. Bidikmisi students could improve their resilience by applying those steps or through training.

Coping strategy relates with resilience in dealing with difficulty in life. It was not proven on this research. Ideally coping strategy tending to be adaptive results in high resilience. However, the research result showed that most of the students applying coping strategy had medium category of resilience. There were only few students applying coping strategy who had high resilience. To explain the relationship between coping strategy and resilience, the researcher used chi square test. The result of calculation showed the relationship between coping strategy and resilience. It was in line with Luthar et, al. (Schoon, 2006, p. 6). Luthar stated that resilience individual is not only able to endure in an aversive situation, but also is able to diminish the pressure from that situation. It showed the relationship between resilience and coping strategy.

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