

Online Positive Attitude Training: Increasing Resilience Amidst Pandemic

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Abstract. The Covid-19 pandemic has a major impact on mental health conditions of humans in general and students in particular. To be able to cope with stressful conditions and other negative emotions during a pandemic, the ability to survive and rise is needed. The ability to adapt positively to stress, crisis, and adversity while remaining healthy is definition of resilience. Therefore, this study aimed to determine whether online positive attitude training in identifying, integrating and actualizing self-potential can increase the level of students' resilience during this pandemic. The subjects of this study were 50 students from various Universities, 25 students participated as the experimental group and 25 others participated as the control group. Mann Whitney U statistical test was used to compare the resilience of the experimental and control groups during the pre-test and post-test. The results of the Man Whitney U statistical test showed a significance value of $p = 0.006$ ($p > 0.05$) which indicates that there was a significant difference between resilience scores of the experimental group (mean rank = 31.10) and the control group (mean rank = 19.90). It was concluded that online positive attitude training was able to increase the level of student resilience amidst pandemic. This study shows that online training can actually be an effective method of educating or improving certain skills.

Key words: resilience; online training; experiment

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INTRODUCTION

It has been more than one year since the Covid 19 pandemic first broke out. This pandemic is known to have first spread and was identified from China, precisely in the city of Wuhan. The case of the Covid-19 Virus first appeared in Indonesia around March 2020. The pandemic not only caused casualties due to health problems but also appeared a variety of other problems such as disruption of economic conditions and disorders of the mental health conditions of the community.

Various mental health disorders are identified by the appearance of symptoms such as poor sleep quality, distress related to news about the Covid-19 pandemic, anxiety, and panic attacks (Casagrande et al., 2020). Xiong et al. (2020) reported that during this pandemic many symptoms of psychological disorders appear in several countries such as depression, post-traumatic stress disorder, and psychological distress.

Many studies have shown that the impact of a pandemic is felt by various groups, regardless of age, religion, race, or gender. In the Philippines it was reported that students experienced moderate to severe distress due to this pandemic (Tee et al., 2020) while in Bangladesh it was reported that children experienced some suffering as a result of this pandemic in the form of depression, anxiety and sleep disturbances (Yeasmin et al., 2020).

Casagrande, Favieri, Tambelli, and Forte (2020) state that poor sleep quality, distress and anxiety are believed to be related to the Covid-19 pandemic. In several countries such as China, Spain, Italy, Iran, America, Turkey, Nepal, and Denmark, it is reported that a pandemic causes anxiety, depression, post-traumatic stress disorder, psychological distress, and relatively high stress (Xiong et al., 2020).

Not only psychological impact, the existence of this pandemic has also triggered an increase in cases of domestic violence and family conflicts (Radhitya et al., 2020). Some of the causes of this problem are due to the quarantine factor at home and the economy deterioration conditions. During this pandemic, many families are experiencing economic downturns due to the mass layoffs and the downturn of various businesses. Parents who experience stress due to economic and work pressures often triggered to do domestic violence to the children (Lawson et al., 2020).

The violence that occurs in a family not only in the form of physical violence but also often in the form of psychological violence. Multiple roles that arise when working at home also have the potential to create a stressful interaction, conflict, and domestic violence at home. Pandemic stress, high anxiety, and depressive symptoms found in children are associated with stress felt by parents (Brown et al., 2020). The devastating effects of COVID-19 have raised serious concerns about mental health in many countries, both amid the pandemic and in the future. Recent data

from China show that the impact of the COVID-19 pandemic on psychological distress is very significant (Qiu et al., 2020; Wang et al., 2020).

Various studies have discussed the impact of a pandemic on human mental health conditions. The results show that most people in the United States who have no history of mental health conditions are at risk of experiencing psychological distress due to the COVID-19 pandemic (Holingue et al., 2020). Furthermore, Holingue et al. (2020) explained that there are some findings that stress due to pandemics is a risk factor for more severe mental disorders.

Some behaviors such as continuous use of online media to post about the corona virus, to report that this pandemic is causing major changes to personal life, and to build the perception that the virus is a threat to the US economy, personal health or individual finances are also one of the factors triggering the emergence psychological pressure on society. Studies revealed that These various behaviors not only affect the mental condition of individuals who consume and spread the news online but also the society in general.

Holingue et al (2020) stated that 15% of the sample studied had 2 symptoms of psychological disorders for at least 3 days during the past week; 13% had three or more symptoms. Pandemics also generate feelings of loneliness which then results in sleep problems in adults (Grossman et al., 2021). Another impact that arises from a pandemic is that people are then asked to stay at home. Individuals who remain at home have limited access to movement, this condition can actually cause disturbances such as sleep disturbances, namely difficulty falling asleep and waking up too early (Pinto et al., 2020).

Home quarantine was found to be associated with symptoms of depression, anxiety and stress. In addition, continuous media exposure related to coverage of the corona virus pandemic can also increase mental pressure on viewers (Riehm et al., 2020). The findings show that those who actively use social media to access information related to the pandemic have a negative impact on coping and then have a greater risk of experiencing higher levels of post-traumatic disorders and anxiety symptoms, as well as lower resilience (Levaot et al., 2020).

Resilience is such an important aspect that every individual must improve during this pandemic situation. Resilience is the ability needed to deal with various serious events and various situations that are completely uncertain such as the situation during this pandemic. Resilience ability is needed to deal with various existing problems because with resilience a person will be able to manage the effects of the various difficulties that exist (Caton, 2020). The social support that individuals receive is believed to be closely related to one's resilience. Riehm et al. (2021)

reported that participants with low and normal resilience abilities experienced increased mental stress in the early months of the pandemic when compared to participants who had high resilience abilities. People who have high resilience tend to only experience low anxiety during a pandemic (McCleskey & Gruda, 2021). Low resilience strengthens the link between sleep problems and anxiety related to the pandemic (Grossman et al., 2021).

The ability to be resilient will help us to adapt in an uncertain situation and be able to reduce the risks posed by disasters (Rana, 2020). According to Singh et al. (2019) the ability of resilience will help us deal with daily stress and be able to help someone to use more positive stress coping strategies. The importance of resilience is to make children feel more valuable so that they can increase their self-esteem and self-confidence (Zhao et al., 2020).

Resilience will be positively related to psychological well-being, that is, when someone is resilient, their psychological well-being will also be good (Souri & Hasanirad, 2011). That's why this study aims to measure whether online positive attitude training conducted by researchers is able to increase the level of student resilience during this pandemic situation.

Various studies have shown that resilience is an important factor that needs to be developed during a pandemic situation. Since many studies have shown that the impact of a pandemic is felt all over the world. In several countries such as China, Italy, Iran, Spain, America, Nepal, Turkey, and Denmark, pandemic has caused anxiety, depression, post-traumatic stress disorder, and psychological distress (Xiong et al., 2020).

Meanwhile several studies have identified that resilience has a negative correlation with the level of depression, anxiety, and stress in individuals facing a pandemic situation (Al-Issa, 2020; Anyan & Hjemdal, 2016; Barzilay et al., 2020). Research conducted in Ghana on 533 adolescents has proven that resilience has a significant negative effect on stress, anxiety, and depression levels in adolescents (Barzilay et al., 2020). Adolescents who have high levels of resilience will have a lower tendency to experience stress, anxiety, and depression, compared to adolescents with low levels of resilience (Barzilay et al., 2020).

This result is also supported by another study conducted by Taş (2019) on 349 students in Turkey. This study showed that resilience has a significant negative correlation with depression and stress in students. Furthermore, it was also stated in this study that a high level of resilience in students would reduce their levels of depression and stress (Taş, 2019). Supporting various studies that have been described

previously regarding the important role of resilience in improving mental health conditions during a pandemic, other research conducted on 278 junior high school students in Wuhan also showed that resilience has a negative correlation with negative life events and student depression levels. Based on this research, it is known that the higher the level of student resilience, the lower the impact of negative events and the level of depression they experience (Jia et al., 2019).

Various studies have shown evidence that resilience is also a protective factor against students mental health conditions (Hutchins & Enomoto, 2020; Jia et al., 2019; Yuan, 2021). A research conducted by Yuan (2021) showed that resilience has a positive correlation with emotional intelligence in students. This means that the higher the level of students' resilience, the better they are in managing emotions (Yuan, 2021). The ability to be resilient will help students to adapt in an uncertain situation and be able to reduce the risks posed by pandemic situation (Rana, 2020).

According to Singh et al. (2019) the ability of resilience will also help students to use more positive stress coping strategies against problems. Resilience can also make students feel more valuable so that they can increase their self-esteem and self-confidence in dealing with various situations (Zhao et al., 2020). This variety of evidence shows the important role of increasing resilience, especially for students, during a pandemic.

The purpose of this study was to determine whether online positive attitudes training was able to increase student resilience during a pandemic. The training module used in this research was developed using the concept of strengths-based approach. Strengths-based approach focuses on developing one's potential or strength. The online training provided to the experimental group consisted of eight sessions. The title of the module used in this research is "Identifying, Integrating, and Actualizing Self Potential", created by the researchers.

METHODS

The research design used in this study was a pre-test post-test non-equivalent group design (Morgan, Gliner, & Harmon, 2006). This means that there are two groups in this study, where one group gets treatment, while the other group does not get the same treatment. This study involving 50 respondents, with 25 respondents were involved as the experimental group, and 25 other respondents acted as the control group.

Participants come from various Universities and different departments. Participants who were involved in this study had previously registered and

filled in the informed consent regarding their involvement in this study. Determination of the types and members of the group is done by simple random technique. The method used in this research is experimental research design.

The data were collected through the pretest and posttest measurements in the control group and the experimental group. In this study, data was collected through the Connor-Davidson Resilience Scale (CD-RISC) questionnaire which was distributed during the pre-test and post-test. The CD-RISC is a resilience level measurement tool that is compiled based on the literature related to resistance from the fields of developmental psychology and psychiatry.

The CD-RISC consists of 17 domains developed on a scale of 25 items (Connor KM, Davidson JRT. Depression and Anxiety 2003; 18: 71-82). In the original validation study, the mean scores in a specific population were reported as follows: US general population 80.7; Primary care patients 71.8; Psychiatric outpatients 68.0; General anxiety 62.4; PTSD sample 47.8 / 52.8.

In this study, the experimental group received treatment in the form of Online Positive Attitude Training. This training was packaged in a module entitled "Identifying, Integrating, and Actualizing Self Potential", the approach used is based on the concept of strengths-based approach which focuses on developing one's potential or strength (Amaral et al., 2013; Colomina & Pereira, 2019). Meanwhile, the control group did not get any treatment.

The online training provided to the experimental group consisted of 8 sessions including opening and closing. There are 6 training sessions which have daily assignments on every session. before being applied to the experimental group, this module had been tested previously on 25 students from various departments at Diponegoro University. Post-test measurements were carried out on the seventh day after the entire series of assignments were collected by online training participants in the experimental group. The post-test on day seven was given simultaneously to the control group and the experimental group.

The following is an overview of the training sessions and the objectives of each session: Session 1, Introduction, the goal is to build rapport and awareness of participants about the importance of realizing their potential and strengths. Session 2 sets goals, with session's aims to help participants identify goals that can be used to guide actions and behavior. Session 3, identification of strengths, this session aims to invite participants to find and assess the strengths and resources attached to them. Session 4, identification of environmental resources, participants were assisted to identify resources in the environment that can be

useful or possible to be accessed. Resources can be individuals, associations, institutions, or groups. Session 5 examines relationships, aims to identify the relationships that individual has that can encourage hope: By finding strengths and connecting to connections (with other people, communities, or cultures). Session 6 is building a strategy, trying to get participants to determine their strengths first and then to find possible solutions to achieve the goals that have been set. Session 7 takes decisions, aims to direct and help individuals to be able to improve their ability to see the various choices made and encourage appropriate decision making. The 8th session is the closing session which aims to close the entire series of training activities.

The data obtained in this study is then processed using an application program that has the ability for high statistical analysis and a data management system in a graphical environment, namely the Statistical Package for the Social Science (SPSS). The comparative hypothesis test for 2 related samples was processed by the Wilcoxon sign rank test while the comparative hypothesis test between the control group and the experimental group (comparative test for 2 independent samples) was carried out using the Mann Whitney U Test.

RESULTS AND DISCUSSION

In this section, the results of the different tests between the pretest and posttest scores in the control group and the experimental group will be presented. The tests were conducted to see if there is a difference between the pretest and posttest scores within the two groups. The difference test within each group was carried out with the Wilcoxon Signed Ranks Test. Furthermore, the difference test between groups was carried out, namely by comparing the results of the control group post-test score with the experimental group post-test score which was measured using the Mann-Whitney test. The following is the test results for the difference between the pre-test and post-test CD-RISC scores in the Control group

Table 1. Control Group Pre-test and Post-test score

		Mean	Sum of
	N	Rank	Ranks
Post Test control -Negative	9 ^a	9.61	86.50
Pre Test control Ranks			
Positive	14 ^b	13.54	189.50
Ranks			
Ties	2 ^c		
Total	25		

a. Post Test of control group < Pre Test of control group

b. Post Test of control group > Pre Test of control group

c. Post Test of control group = Pre Test of control group

Based on the data above, it can be seen that in the control group there were 9 participants who obtained lower post-test scores than their pre-test scores, and there were 14 participants who obtained post-test scores higher than their pretest scores while 2 participants obtained the same score at the pretest and post-test.

Table 2. Control Group Test Statistics^a

	Post Test (Control) - Pre Test (Control)
Z	-1.570 ^b
Asymp. Sig. (2-tailed)	.116

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the Wilcoxon Signed Rank Test above, it is known that the z value obtained in the control group is -1.570 with a p value (Asymp.Sig. (2-tailed) of 0.116 (greater than 0.05) so it can be concluded that there is no significant difference between the pre-test and post-test result measuring the level of resilience in the control group.

The following is the test results for the difference between the pre-test and post-test CD-RISC scores in the Experiment group

Table 3. Experiment Group Pre-test and Post-test score

	Mean	Sum of
	N	Ranks
Post Test Experiment-Negative	5 ^a	55.50
Pre Test Experiment Ranks		
Positive	18 ^b	220.50
Ranks		
Ties	2 ^c	
Total	25	

a. Post Test Experiment < Pre Test Experiment

b. Post Test Experiment > Pre Test Experiment

c. Post Test Experiment = Pre Test Experiment

Based on the data presented as above, it can be seen that in the experiment group there were 5 participants who obtained lower score on their post-test than on their pre-test scores. This means that they actually experience a decrease in their resilience score after receiving the treatment. Based on the data, it can be seen also that there were 18 participants who obtained post-test scores higher than their pretest scores. It means that there is an improvement on their resilience after the treatment. While 2 participants

obtained the same score at the pretest and posttest, which means that their resilience score did not decrease nor improve after the treatment.

Table 4. Control Group Test Statistics^a

	Post Test Experiment - Pre Test Experiment
Z	-2.516 ^b
Asymp. Sig. (2-tailed)	.012

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the calculation of the Wilcoxon Signed Rank Test, it is known that the z value obtained is -2.516 with a p value (Asymp.Sig. (2-tailed) of 0.012 (less than 0.05) so it can be concluded that there is significant difference between the pre-test results. and post-test measuring the level of resilience in the experimental group.

The following are the results of the post-test score differences between the control group and the experimental group

Table 5. Control group-Experiment group Post-test score

Group	N	Mean Rank	Sum of Ranks
ResiliencePost-Test Experiment	25	31.10	777.50
Post-Test Control	25	19.90	497.50
Total	50		

Based on the data above, it can be seen that with the same number of samples in each experimental and control group, the mean rank of the experimental group was 31.10 while the mean rank of the control group was 19.90. This means that the mean rank of the experimental group is higher than the mean rank of the control group. Likewise, the sum of ranks of the experimental group was 777.50, much greater than the sum of ranks of the control group, which amounted to 497.50. This data shows that there is a difference between the mean resilience score between the control and experimental groups, but whether this difference is significant or not can be further known in Table 6.

Based on the output of test statistics in the Table 6, it is known that the Asymp. Sig. (2-tailed) of 0.018 is smaller than the probability value of 0.05. This means that it can be concluded that there is significant difference between the post-test resilience scores in the experimental group and the control group. So it can be concluded that online positive attitude training

conducted by researchers has major impact on participant resilience score.

Table 6. Control group posttest-Experiment group posttest Test Statistics^a

	Resilience
Mann-Whitney U	172.500
Wilcoxon W	497.500
Z	-2.722
Asymp. Sig. (2-tailed)	.006

a. Grouping Variable: Group

The conclusion of the calculation results above can be described as follows, the Wilcoxon Signed Rank Test concluded that there is no significant difference between the level of resilience in the pre-test and post-test result in the control group. Meanwhile, on the experimental group it is seen that the z value obtained from Wilcoxon Signed Rank Test is -2.516 with a p value (Asymp.Sig. (2-tailed) of 0.012 (less than 0.05) so can be concluded that there is significant difference between the pre-test and post-test resilience score in the experimental group.

Furthermore, it can be concluded that there is a difference between the post-test resilience scores in the experimental group and the control group. Based on the output "test statistics" in the Mann-Whitney test above, it is known that the Asymp. Sig. (2-tailed) of 0.018 is smaller than the probability value of 0.05. So it can be concluded that there is an effect of online positive attitude training conducted by researchers on the level of participant resilience.

As previously explained, this study aims to determine whether online positive attitude training can increase the level of student resilience. Researcher chose students as subjects in this study departs from various data which reveal that the pandemic has changed educational activities in the world, including in Indonesia and its impact certainly affects the mental health of students (Azzahra & Paramita, 2019; Wargadinata, Maimunah, Febriani, & Humaira, 2020). The learning process which initially takes place face-to-face, massively must adapt quickly to online learning. Every component involved, both teacher and student, is forced to adapt to this situation quickly. This condition of course has an impact both positively and negatively, physically and psychologically for various parties (Djaja, 2017; Rahmatih & Fauzi, 2020; Yuliani et al, 2020). To overcome the various negative impacts, real action from various parties is needed.

Resilience is such an important aspect that every individual must improve during this pandemic situation, this is quite reasonable, considering that resili-

ence ability is needed to deal with various existing problems and various difficulties that exist (Caton, 2020; Kimhi, Marciano, Eshel, 2020; Kimhi & Eshel, 2019). McCleskey and Gruda (2021) explained that people who have high resilience tend to only experience low anxiety during a pandemic. The level of community resilience during a pandemic is important to be monitored by various interested parties such as health workers, educators, and the government as policy makers (Azzahra, 2017; Berking & Wupperman, 2012; Haddadi & Besharat, 2010). Riehm et al. (2021) reported that participants with low and normal resilience abilities experienced increased mental stress in the early months of the pandemic when compared to participants who had high resilience abilities. Therefore based on the aforementioned explanations, efforts to increase community resilience need to be of real concern from various parties including educators.

Based on the explanation above, the researcher realizes that resilience enhancement activities need to be carried out for all levels of society, including students. One of the most feasible efforts to do at this time is by providing online training. However, based on the literature review that has been conducted, not many trainings have been scientifically tested for their effectiveness to increase individual resilience, especially in Indonesia. Therefore, it is hoped that this research can become a reference to fill the gap in the literature. Based on statistical calculations, the online training provided in this study was proven to be able to increase the resilience score in the experimental group. The results of the calculation of the Wilcoxon Signed Rank Test on control group concluded that there is no significant difference between the pre-test and post-test result measuring the level of resilience in the control group. Meanwhile, based on the results of the calculation of the Wilcoxon Signed Rank Test, on the experimental group it is known that the z value obtained is -2.516 with a p value (Asymp.Sig. (2-tailed) of 0.012 (less than 0.05) so it can be concluded that there is significant difference between the pre-test and post-test results measuring the level of resilience in the experimental group.

Furthermore, based on the output "test statistics" in the Mann-Whitney test above, it is known that the Asymp. Sig. (2-tailed) of 0.018 is smaller than the probability value of 0.05. This result means that it can be concluded that there is a difference between the post-test resilience scores in the experimental group and the control group. So it can be concluded that there is an effect of online positive attitude training conducted by researchers on the level of participant resilience. Online training conducted in this study uses a strength-based approach which is an attempt to apply the theory that individuals have the ability and

potential to be able to determine their own destiny in everyday life (Mc Chasen & Wayne, 2005). This approach seeks to build one's strength by inviting individuals to see themselves as resourceful and tough when faced with difficulties. This approach operates on the assumption that individuals have the power and resources to help themselves. In contrast to a weakness-based approach, which often ignores the strengths and potentials of individuals (Pulla, 2012). These findings illustrate that online training is basically proven to be able to increase participant resilience. However, with the limited number of subjects in this study, the results obtained are not fully generalizable to the entire population.

CONCLUSION

Based on this study, it is known that there is difference in resilience scores of the pre-test and post-test result in the experimental group. Meanwhile there is no difference between the result of the resilience scores in the pre-test and post-test results in the control group. The Mann-Whitney test conducted also proved that there was a significant difference between the post-test scores of the control group and the experimental group. This illustrates that online positive attitude training conducted by researchers is proven to have an influence on the participants' resilience scores. This result indicates that online training is basically able to have an effect on changes to the subject effectively. Online training and interventions can actually have an impact on participant in accordance with expectations even though it is not delivered face to face. However, this study also has limitations that need to be considered. The number of samples in this study was relatively small so that it was not optimal enough to be generalized to the population. The sample used is also students who have been educated and are accustomed in using online learning system, so that the results cannot be generalized to the general population. It is necessary to carry out further research on various types of populations with various characters and backgrounds.

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