

TREND OF ACADEMIC FLOW IN ADOLESCENTS IN INDONESIA**Irfan Fahriza^{1*}, Nur Baitillah¹, Nabila Qurrotu Aini¹, Syari Fitrah Rayaginansih²**¹Universitas Ma'soem, Indonesia²IKIP Siliwangi, Indonesia

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Abstract: Academic flow is one of the determining factors for the success of the learning process. This study aims to determine trends in academic flow before, during, and after the end of the pandemic. This study uses a literature review as a data collection tool. The results showed differences in the condition of academic flow in adolescents and factors that influenced both internal and external. During the pandemic, junior high school Adolescence academic flow tended to be at a moderate level, while high school Adolescence academic flow was at a low level. After the pandemic, conditions in junior high school and adolescence tended to be low. Internal factors that affect academic flow conditions are self-awareness, resilience, academic competence, intelligence categorization, religiosity, achievement motivation, self-efficacy, and self-regulated learning. At the same time, external factors are social support, peer and teacher support, learning methods, and the environment. In increasing academic flow, anchor for flow can be an effective technique in this research, and the recommendation is to research the different factors why the flow of academic flow is different during and after the pandemic.

Keywords: academic flow; pandemic; influencing factors; trend

INTRODUCTION

The COVID-19 pandemic has occurred in all countries, including Indonesia. Almost all settings have been affected, starting from health, education, economy, social order, and life (Chairani, 2020; Kusdiartini, 2020; Hadiwardoyo, 2020; Aziz and Utamillah, 2022). The changes in the environmental order during the COVID-19 pandemic made everyone stutter and be surprised by the very drastic, fast. Sudden changes (Aziz and Utamillah, 2022), including in the education sector, made the entire community, including students, have to adapt to distance learning.

A study revealed that the condition of academic flow in the COVID-19 era for students in seven high schools in Kefamenamu City tended to be high. Out of 191 research samples, 90 were at moderate levels, 101 were at high levels, and none were at a low level (Kristanti & Sari, 2021). Changes during the pandemic, or in other words, the implementation of distance learning, do not interfere with students' flow conditions.

Another study was conducted on Malang's 404 high school student respondents on the academic flow variable in the COVID-19 era. This study revealed two categories, the high and low, where 134 respondents were at a high level, and 270 respondents were at a low level (Purwindra, 2022). In the era of COVID-19, the academic flow of high school students in Malang tends to be low.

Research on academic flow was also conducted on Muhammadiyah 8 Middle School (SMP) students Tangulangin Sidoarjo. A total of 174 respondents conducted the test, and the results were that 12 people were at a high level with a percentage of 6.89%, 153 people were at a moderate level with a percentage of 87.9%, and nine people were at a low level with a percentage of 5.17% (Ningtyas & Nastiti, 2022).

Being in flow is how some interviewees subjectively described the experience as involving challenges that can be managed by overcoming a set of goals, continuously processing feedback about progress, and adjusting actions based on this feedback (Nakamura & Csikszentmihalyi, 2014). Flow can occur in the academic field, commonly referred to as academic flow. Flow is one of the conditions that must be created in order to achieve optimal learning goals. The expression that one of the ideal learning processes is to create flow when learning (Pearce & Howard, 2004). Students who experience flow tend to increase their satisfaction when learning (Liao, 2006).

The COVID-19 pandemic has ended, and the stories of this pandemic have ended differently in countries worldwide (Lee, 2020). The end of the pandemic means that all sectors of life are gradually returning to normal. All sectors are adapting again. The education sector is one of those that have returned to carrying out its activities as before the pandemic. The learning process has now been carried out face-to-face, and The students also return to adaptation.

Based on what has been said earlier, this article aims to obtain information about academic flow trends in post-pandemic adolescents. This research can then be used for program development to achieve optimal learning goals after the COVID-19 pandemic.

METHOD

The literature review is used as a medium for data collection by analyzing and combining some information about variables raised from several sources to obtain comprehensive results. The sources used are online articles on various sites, including Google Scholar and Garuda. The reference sources used are online articles published in science direct, research gate, and google scholar, with the criteria of publication in the last ten years for articles in Indonesian, indexing by SINTA, and an h-index.

Procedure

This study is focused on academic flow, which is essential for students' success in the learning process – assessing the level of flow in adolescents, the factors that influence it, and techniques that can be used to increase academic flow. The steps taken in this study started from 1) looking for topics to be studied; 2) collecting types of literature for review; 3) mapping the literature related to the topic; 4) determining the research abstract; 5) concluding the findings.

Data Collection Technique

The source used in this research is research articles on academic flow during the pandemic and post-pandemic in high school adolescence. Content analysis is used at the beginning by reviewing the value of the topics raised and their relevance to current conditions, summarizing research results, and reviewing limitations and research recommendations in table 1.

Table 1. List of Main Sources in a Systematic Literature Review

No.	Title	Author/ Year	Scope
1	Factors that contribute to the academic flow of students in peatland schools that are prone to haze.	Mayangsari, M. D., Zwagery, R. V., Astuti, J. P., Primasari, L. E., Pratiwi, S., & Lutfi, M (2022)	The role of self-awareness, resilience, and peers in academic flow.
2	Academic flow with academic procrastination during the new average period for SMPN 1 Gunungsari students	Muliani, N (2022)	The relationship between academic flow and academic procrastination
3	Academic flow in terms of perceptions of academic competence and teacher support for high school students	Hastiana, D. & Hidayah, N (2021)	The relationship between perceptions of academic competence and teacher social support with academic flow
4	The relationship between religiosity and academic flow in students of MA Islamiyah At-tanwir Bojonegoro	Laili, K (2020)	The relationship between religiosity and academic flow
5	The role of school well-being in students' academic flow in junior high schools	Paryontri, R. A., Affandi, G. A., & Suprapti, S (2021)	The relationship between school well-being and academic flow
6	Factors affecting the academic flow	Khuzaemah & Markamad, A (2019)	Factors affecting flow
7	The influence of the anchor for flow technique in increasing students' academic flow	Adiyansah, N., Hidayah, N., & Safaria, T (2019)	Anchor for flow technical testing
8	Differences in academic flow between student intelligence categories and the school environment in peatland areas and urban areas	Setiarini, C., Mayangsari, M. D., & Zwagery, R. V (2020)	Differences in academic flow based on school environment and intelligence

RESULT AND DISCUSSION

Academic flow does not just happen. Some aspects support academic flow conditions, including absorption, enjoyment, and intrinsic motivation (Salanova et al., 2006). Individuals and the environment can bring about flow conditions (Baumann & Scheffer, 2010). The balance between internal and external factors, as well as between demands and tasks, is needed to achieve flow conditions. The flow experience occurs when the task is commensurate with its potential, so the chances of success will be greater (Kehr in Prihandrijani, 2016).

The results of the literature review regarding academic flow.

Table 2. Research Findings

Source	Finding
Factors that contribute to student academic flow in peatland schools that are prone to haze (Mayangsari, Zwagery, Astuti, Primasari, Pratiwi, & Lutfi, 2022)	<ul style="list-style-type: none"> • There is a significant role between self-awareness, resilience, and peer support for academic flow. • With high self-awareness, students can bring out their resilience if they have good peer support and experience good flow.
Academic flow with academic procrastination during the new average period for students of SMPN 1 Gunungsari (Muliani, 2022)	<ul style="list-style-type: none"> • The academic flow rate of 239 students was the research sample. One hundred sixteen are at a high level, and 123 are at a low level. • There is a two-way relationship between academic flow and positive academic procrastination.
Academic flow in terms of perceptions of academic competence and teacher support for high school students (Hastiana & Hidayah, 2021)	<ul style="list-style-type: none"> • The academic flow rate of 92 students was the research sample. Ten students are at a low level, 64 are at a medium level, and 18 are at a high level. • There is a significant relationship between perceptions of academic competence and academic flow and teacher support and students' academic flow.
The relationship between religiosity and academic flow in students of MA Islamiyah At-tanwir Bojonegoro (Laili, 2020)	<ul style="list-style-type: none"> • The academic flow rate of 200 students was the research sample. Thirty-three students are at a low level, 136 are at a medium level, and 31 are at a high level. • The positive correlation between religiosity and academic flow indicates a unidirectional relationship.
The role of school well-being in students' academic flow in junior high schools (Paryontri, Affandi, & Suprapti, 2021)	<ul style="list-style-type: none"> • The academic flow rate of 114 students. Six students are at a shallow level, 7s at a low level, 24 at a high level, and seven at t very high level. • Aspects of school well-being, namely health, having, and loving, correlate significantly with the academic flow.
Factors that affect academic flow (Markamad & Khuzaemah, 2019)	<ul style="list-style-type: none"> • External factors that affect academic flow are learning methods and social support. • Internal factors influencing academic flow are achievement motivation, self-efficacy, religiosity, and self-regulated learning.
Pengaruh teknik anchor for flow dalam meningkatkan flow akademik siswa (Adiyansah, Hidayah, & Safaria, 2019)	<ul style="list-style-type: none"> • There was a significant difference between the experimental group and the control group. In the experimental group, there is a significant difference in academic flow scores, showing that the

	anchor for flow technique can increase academic flow.
Perbedaan flow akademik antara kategori intelegensi siswa dengan lingkungan sekolah pada daerah lahan gambut dan daerah perkotaan (Setiarini, Mayangsari, & Zwagery, 2020)	<ul style="list-style-type: none">• Environmental aspects affect academic flow. Data shows that out of 60 students in urban areas, ten are at a low level, 38 are at a medium level, and 12 are at a high level. Whereas for 60 students in Peatlands, 15 are at a low, 30 are at a medium, and 15 are at a high level.• There is no interaction between the school environment and the intelligence categorization of academic flow.

Academic Trend Flow

Flow research began to develop around the 1980-the 1990s. One of the foundations for the emergence of the concept of flow was the Woodworth study which was later developed by Csikszentmihalyi (Aini et al., 2019). Flow begins with Csikszentmihalyi's discovery of facts about people who paint, who focus on their painting work to the point of neglecting their biological needs, such as eating and drinking.

Research on flow continues to develop in various domains, including education, commonly known as academic flow. The state of academic flow is an essential factor in the learning process (Mayangsari et al., 2022). Students who experience flow are more willing to be involved in the learning process, experience increased academic performance, feel excited when given challenging assignments, and tend to be better in terms of attention, mood, and learning motivation than other students who do not experience flow (Shernoff et al., 2014). This research continues to this day. Moreover, the world has gone through a pandemic storm, so students' academic flow conditions can change due to learning adaptations.

Definition of Academic Flow

Flow is a highly involved and enjoyable experience described by different respondents in different cultures and very similar ways (Csikszentmihalyi and Csikszentmihalyi, 1988). Individuals who experience Flow conditions think efficiently, are motivated, and are happy (Csikszentmihalyi, 2014). Being "flow" is how some interviewees subjectively describe experiences involving challenges that manage by overcoming a set of goals, continuously processing feedback about progress, and adjusting actions based on this feedback (Nakamura & Csikszentmihalyi, 2014). Flow is a condition of consciousness in individuals immersed in an activity and enjoying it intensely (Bakker, 2005). Academic flow occurs in learning situations, specifically, a condition of total concentration that makes individuals very involved in activities, so they do not pay attention to everything irrelevant to the activities carried out by individuals (Aini & Fahriza, 2020).

CONCLUSION

From the results of this study, Many roles or other factors influence academic flow. The factor of academic flow is divided into external and internal. External factors include social support, peer and teacher support, learning methods, and the environment. Internal factors include self-awareness, resilience, academic competence, intelligence categorization,

religiosity, achievement motivation, self-efficacy, and self-regulated learning. The condition of academic flow for high school adolescence during the pandemic tends to be moderate, while for junior high school adolescents, it tends to be low. Then, in the post-pandemic situation for junior high school adolescence, the academic flow tends to be low. One technique that can increase the academic flow is the anchor for flow technique.

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