

THE EFFECT OF FAMILY SOCIAL SUPPORT ON STUDENTS' RESILIENCE WITH SINGLE PARENTS

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Abstract

This study aims to determine the impact of family social support on student resilience among single parents. This study is a quantitative associative study that employs a survey method. This study collects data using a social support questionnaire (29 items) and a student resilience questionnaire (51 items). The research sample consisted of 95 students chosen using the purposive sampling technique. They are students who live in East Jakarta with only one parent because of divorce or death. The research data collection period runs from April to July 2022. Test the hypothesis using the Pearson Product Moment Correlation and simple regression. Data analysis reveals that most samples have moderate resilience (37.9%), and most students receive high family social support levels (53.7%). The calculations show that family social support has a 37.7% significant effect on student resilience ($p\text{-value} = 0.00 < 0.05$). According to this study, the greater the student's family social support, the greater the student's resilience, even when they live with only one of their parents.

Keywords: family social support, resilience, single parent, student

Pengaruh Dukungan Sosial Keluarga terhadap Resiliensi Mahasiswa dengan Orang Tua Tunggal

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan sosial keluarga terhadap resiliensi mahasiswa dengan orang tua tunggal. Penelitian ini merupakan penelitian kuantitatif asosiatif dengan metode survei. Penelitian ini mengumpulkan data menggunakan angket dukungan sosial (29 item) dan angket resiliensi mahasiswa (51 item). Sampel penelitian terdiri atas 95 mahasiswa yang dipilih dengan teknik purposive sampling. Sampel penelitian merupakan mahasiswa yang tinggal di Jakarta Timur dengan hanya memiliki satu orang tua karena perceraian atau kematian. Periode pengumpulan data penelitian berlangsung dari bulan April sampai Juli 2022. Uji hipotesis menggunakan Korelasi Pearson Product Moment dan regresi sederhana. Analisis data menunjukkan bahwa sebagian besar sampel memiliki resiliensi tingkat sedang (37,9%), dan sebagian besar mahasiswa menerima tingkat dukungan sosial keluarga yang tinggi (53,7%). Hasil perhitungan menunjukkan bahwa dukungan sosial keluarga berpengaruh signifikan sebesar 37,7% terhadap resiliensi mahasiswa ($p\text{-value} = 0,00 < 0,05$). Menurut penelitian ini, semakin besar dukungan sosial yang diberikan oleh keluarga mahasiswa, semakin besar pula resiliensi mahasiswa, bahkan ketika mereka tinggal hanya dengan salah satu orang tuanya.

Kata kunci: dukungan sosial keluarga, mahasiswa, orang tua tunggal, resiliensi

INTRODUCTION

Each person can experience a variety of feelings in life. It is normal to feel happy, sad, or angry at times. However, individuals have generally experienced failures, difficult times, and even traumatic life events (Purwanti & Aulia, 2017). Students are individuals who are enrolled in a university or college and are pursuing higher education (Alvina & Dewi, 2017). Some students have had traumatic experiences in their lives, such as the death or divorce of their parents. Based on a preliminary study conducted on 30 single-parent student respondents,

83% of single-parent students experienced deep sadness and pain, 46% experienced depression, 30% experienced stress, and the rest experienced frustration and trauma. Twenty percent of students with single parents have sought the help of a psychologist/psychiatrist to cope with the loss of one of their parents.

Individuals who feel such deep pain, frustration, and loss, will need a long time to divert the pain (Aprilia, 2013). The death of a loved one, such as a parent, is unpredictable; therefore, the event of death can cause individuals to experience deep heartache because it is unexpected. In addition to the death of a parent, experiencing or directly witnessing the event of a parent's divorce, which results in one of the parents having to leave the house and the individual living with only one parent, can cause an individual to experience a downturn. Divorce is one of many events that can disrupt the lives of a family, particularly children. Furthermore, indirect family problems such as divorce will affect the individual. When a divorce occurs, most parents become overly focused on the divorce process and neglect their children (Putri et al., 2020). Children are frequently involved in the debate, making it difficult for most families to accept divorce well.

A parent's death or divorce can put an individual in a difficult situation. Each person's reaction to various life challenges or problems is unique (Amelia et al., 2014). This disparity in a reaction is due to different perspectives on existing problems. A single-parent family in this study means children who live with only one parent due to a parent's death or divorce. Nobody wishes to be in a single-parent family. Everyone wishes for a complete and harmonious family, but fate has other plans. According to Aprilia (2013), a single-parent family is one in which only one parent lives with their children in the same house. The husband or wife is then solely responsible for the children's upbringing. Divorce or the death of a spouse can result in this situation. According to the preliminary study, students with single parents face various life issues, including as many as 76% of respondents feeling pressure to grow up faster, 60% of respondents carrying the burden of being responsible beyond capacity, and 56% experiencing financial difficulties. Other issues include social isolation and loneliness.

For students with single parents, it is undeniable that there will be many challenges that must be faced both from a financial perspective in meeting daily needs and other sudden needs as well as from an academic perspective. This condition is in line with the results of a preliminary study which states that as many as 40% of students with single parents cannot meet their daily needs and academic needs. This situation can be risky because fulfilling these needs can affect the ability to survive and adjust to the campus environment. To face bitter problems under challenging situations, individuals must have the ability to bounce back from adversity. The ability to bounce back is called resilience.

According to Santrock (2015), resilience is an individual's ability to make positive adaptations to achieve better results in terms of behavior, achievement, and social relationships and the level of individual resilience in the face of disadvantaged circumstances. The resilience that exists within the individual will make the individual able to be able to overcome the difficulties faced in his life. Meanwhile, Redityani & Susilawati (2021) state that resilience is one factor that keeps people stable in the face of adversity. In other hand, Masten (2015) also stated that individuals with a high level of resilience could demonstrate adaptive recovery patterns in the face of pressure or stress. Furthermore, resilience is a protective factor that helps keep conditions from worsening (Honor, 2017). From various expert opinions related to resilience, individuals can rise from adversity due to bitter experiences experienced to be able to continue their life journey again. Resilience is also a protector for individuals to survive and not easily give up on their problems. Individuals with good resilience have a lower severity of depression. Vice versa, individuals with low resilience, especially in self-confidence and optimism, will have a high severity of depression (Mujahidah & Listiyandini, 2018).

Social support is one of the factors that influence the resilience process. In addition, social support is an outside factor that influences resilience (Missasi & Izzati, 2019). According to

Dolan et al. (2006), family support is a form of informal social support between family members and refers to a central helping system where the family becomes the center for individuals to get help. The family as a social support system can also be said to be the closest means for someone who needs social support (Poegoeh & Hamidah, 2016). Family support has an important role, including as inculcation of strength and reducing members' risk of mental health disorders. In addition, it is the safest and most comfortable place for its members and an essential point for individual development (Canavan et al., 2000).

Family social support is something that students receive from their families in the form of assistance, help, and encouragement, which manifests itself in the form of information, behavior, and material when individuals face difficult times. There are four benefits of social support associated with work: (1) increase productivity, (2) improve psychological well-being and self-adjustment by providing a sense of belonging, (3) clarify self-identity, increase self-esteem, and reduce stress, (4) increase and improve self-esteem, maintain physical health, manage stress and pressure (Johnson & Johnson, 1991).

According to Cao et al. (2018) research, family support can protect individual mental health directly or indirectly through resilience. This finding is consistent with Rueger et al. (2016), who discovered that social support could boost positive aspects of individual psychological conditions. Conversely, individuals may suffer more from adverse conditions if they do not have social support. Similarly, a study conducted by Nurhidayah et al. (2021) revealed that resilience mediates the effects of social support on psychological well-being, such that a high level of social support received will increase the level of resilience and psychological well-being possessed by individuals. Conversely, the lower the level of social support received, the lower/weaker the resilience and psychological well-being.

According to Marida & Ekasari (2017), family support is the most important. Those because the family is the closest means of social support for someone who requires it (Poegoeh & Hamidah, 2016). This finding is consistent with the preliminary study's findings, which found that up to 80% of respondents considered family social support a critical factor in recovering from unpleasant events. This study emphasizes social support from extended family members such as grandpa, grandmother, uncle, and aunt. In this case, many factors affect resilience. However, there is at least one factor, and it is this factor that the researchers then made the independent variable in this study, namely family social support. Therefore, researchers are interested in researching to know more about whether there is an effect of family social support on the resilience of students with single-parent families.

METHODS

This study employs the associative quantitative method. This study aims to determine whether there is a relationship between the variables studied and how significant that relationship is. This study examines the impact of family social support on students' resilience with single parents using an associative approach.

The population is a generalization of objects/subjects with specific qualities and characteristics chosen by researchers to be studied and from which findings (Sugiyono, 2019). The sampling technique used in this study was non-probability sampling, which did not provide equal opportunities for each member of the population to become a sample. Instead, purposive sampling was used, which involves taking research samples based on specific criteria. The following characteristics are the subject/sample resides in the East Jakarta neighborhood and only live with one parent due to divorce or the death of one parent.

The number of samples in this study was 95 respondents. Because the population in this study is unknown, to determine the sample size refer to (Sugiyono, 2019). He believes that the appropriate sample size for the study is between 30 and 500. As a result, 95 people participated in this study.

This study's data collection method was the electronic distribution of a questionnaire. Respondents needed to fill in or select an answer corresponding to what happened to them. The results will analyze the effect of family social support on the resilience of students with single parents. Family social support is a form of support or assistance from the family given to other family members in the form of psychological and material support. The family social support instrument used Sarafino & Smith (2017) questionnaire modification, consisting of 29 valid and reliable items. This variable's instrument employs a Likert scale with four alternative answer choices: never, sometimes, often, and always.

Resilience is an individual's ability to survive, bounce back to live the following days or months, survive during or after unpleasant events, and experience profound sadness. This study uses the standard instrument developed by Reivich & Shatte (2003), consisting of 51 valid and reliable items. This questionnaire uses a Likert scale with four alternative answers: not at all true, sometimes true, true, and very true. The data analysis technique used in this study is simple regression analysis to determine the effect of family social support on students' resilience in single-parent families.

RESULT AND DISCUSSION

A. Respondent Characteristic Data

Data on respondent characteristics include gender, father's last education, mother's last education, father's occupation, mother's occupation, and sources of support received. The following are the characteristics of the respondents presented in Table 1.

Table 1. Respondent characteristic

No.	Characteristics	Frequency	Percentage (%)	
1.	Gender	Male	32	33.7
		Female	63	66.3
		Total	95	100
2.	Father's last education	Basic education	11	11.5
		Middle education	46	48.4
		Higher education	38	4
		Total	95	100
3.	Mother's last education	Basic education	18	18.9
		Middle education	53	55.7
		Higher education	24	25.1
		Total	95	100
4.	Father's occupation	Passed away	43	45.2
		Unemployment	3	3.1
		Civil servant	9	9.4
		Private sector employee	23	24.2
		Entrepreneur	12	12.6
		Labour	5	5.2
			Total	95
5.	Mother's occupation	Passed away	20	21
		Unemployment	19	20
		Civil servant	5	5.2
		Private sector employee	18	18.9
		Entrepreneur	15	15.7
		Labour	16	16.8
		Teacher	2	2.1
	Total	95	100	

No.	Characteristics	Frequency	Percentage (%)
6.	Extended family	45	47.3
	Aunt	9	9.4
	Uncle	6	6.3
	Grandmother	7	7.3
	Grandfather	4	4.2
	Cousin	8	8.4
	Do not accept	16	16.8
Total		95	100

B. Variable Description

A descriptive analysis of research data for each variable shows in Table 2. For example, table 2 shows that the level of resilience in students with single parents is in the moderate category (37.97%). However, most of the respondents' family social support belongs to the high category of (53.7%).

Table 2. Variable description

Variable	Category	Frequency	Percentage (%)
Resilience	Low (Index <60)	25	26.3
	Moderate (Index 60-80)	36	37.9
	High (Index >80)	34	35.8
Total		95	100.0
Family social support	Low (Index <60)	5	5.3
	Moderate (Index 60-80)	39	41.1
	High (Index >80)	51	53.7
Total		95	100.0

Based on the data obtained on the resilience variable, most respondents are in the moderate category with a percentage of 37.9% but not much different from the high category, which has a percentage of 35.8%. This result shows that most respondents are in the moderate and high categories. Therefore, the respondents can rise from adversity well. Furthermore, the data obtained on the family social support variable showed that most respondents were in the high category with a percentage (53.7%). This result may be because the respondent received much social support from his extended family.

C. Prerequisite Test

The normality test in this study uses the Kolmogorov-Smirnov in Table 3. Based on the normality test results with the Kolmogorov-Smirnov, the significance value is $0.064 > 0.05$, so the data come from a normally distributed population.

Table 3. Normality test

One-Sample Kolmogorov-Smirnov Test		
		<i>Unstandardized Residual</i>
<i>N</i>		95
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	15.42679337
<i>Most Extreme Differences</i>	<i>Absolute</i>	.088
	<i>Positive</i>	.075
	<i>Negative</i>	-.088
Test Statistic		.088
Asymp. Sig. (2-tailed)		.064 ^c

The linearity test aims to determine the relationship between the independent variable and the dependent variable is linear or not. This test is usually a prerequisite in correlation analysis or linear regression, as shown in Table 4. The value of sig. Deviation from Linearity are 0.313 > 0.05. Thus, the regression equation for the resilience variable (Y) on the family social support variable (X) has a linear relationship.

Table 4. Linearity test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Resilience *	Between	(Combined)	24925.289	45	553.895	2.469	.001
Family Social Support	Groups	Linearity	13545.110	1	13545.110	60.389	.000
		Deviation from Linearity	11380.180	44	258.640	1.153	.313
	Within Groups		10990.500	49	224.296		
	Total		35915.789	94			

D. Hypothesis Test

The correlation coefficient test is a coefficient that shows the level of closeness of the relationship between the variables of family social support (X) and resilience (Y) (see table 5).

Table 5. Correlation test

Correlations			
		Family Social Support	Resilience
Family Social Support	Pearson Correlation	1	.614**
	Sig. (2-tailed)		.000
	N	95	95
Resilience	Pearson Correlation	.614**	1
	Sig. (2-tailed)	.000	
	N	95	95

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the correlation coefficient (r) of 0.614. So, it can be stated that family social support has a positive relationship with resilience, meaning that the higher the family social support, the higher the resilience. Conversely, students who get low social support also have low resilience. So, the Pearson correlation coefficient test results based on the coefficient interval are at the level of a strong relationship between the two variables.

Table 6. Regression equation test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106.423	7.678		13.860	.000
	Family Social Support	.669	.089	.614	7.504	.000

a. Dependent Variable: Resilience

Regression analysis aims to study the independent variable (predictor) effect on the dependent variable (criterion) (see table 6). In table 6, it can be seen the regression equation through the coefficient output table. Based on the results of the coefficients, the regression

equation for family social support is $\hat{Y}=106.423+0.669X$, which means that if family social support is increased by one unit, resilience will increase by 0.669 at a constant 106.423.

A regression significance test is a test to see whether there was a significant effect between family social support and students' resilience. The results of the significant value are $0.000 < 0.05$, so there is an effect of family social support on resilience. The coefficient of determination test shows the magnitude of the variation caused by the independent variable (predictor). The results of the coefficient of determination are 0.377. Based on the calculation, the contribution of family social support to resilience is 37.7%.

Table 7. Regression significant test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13545.110	1	13545.110	56.310	.000 ^b
	Residual	22370.680	93	240.545		
	Total	35915.789	94			

a. *Dependent Variable:* Resilience
 b. *Predictors: (Constant), Family Social Support*

E. Discussion

Resilience is an individual's ability to make positive adaptations to achieve better results in terms of behavior, achievement, and social relationships and the level of individual resilience in the face of disadvantaged circumstances (Santrock, 2015). In addition, Masten (2015) also said that individuals could be said to have a high level of resilience if they can show adaptive recovery patterns in the face of pressure or stress. In addition, resilience is positive protection to reduce conditions at risk of being more negative (Hornor, 2017).

Resilience has seven dimensions: emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out (Reivich & Shatte, 2003). The first dimension of emotion regulation is staying calm under stressful conditions. Emotion regulation can help respondents to control their emotions, attention, and behavior. The skill that can make it easier for individuals to regulate emotions is calm and focus. The research results show that in the overall dimension of emotion regulation, most respondents are in the moderate category (49.5%). This result indicates the ability of respondents to control their emotions, attention, and behavior in responding to a problem.

Second, impulse control is an individual's skill to control impulses, desires, likes, and pressures that arise from within and can make individuals think clearly and accurately. According to the research findings, most respondents fall into the high category for overall impulse control (54.7%). This result indicates the ability of respondents who have been able to control impulsivity by preventing thinking errors to provide the correct response to existing problems.

Third, the dimension of optimism. Optimism can be interpreted as a form of belief that everything will get better. According to the research findings, most respondents fall into the high category in terms of overall optimism (53.7%). The optimism the respondent possessed indicates that he believes he can overcome problems that may occur in the future.

Fourth, causal analysis, also known as the ability to analyze causality, refers to respondents' ability to accurately identify the causes of the problems they face. According to the research findings, most respondents fall into the high category in terms of overall causal analysis (50.5%). The ability of the respondent to analyze the problem to find an explanation for an incident, demonstrates this result.

Fifth, empathy is an individual's ability to be able to read and feel the feelings and emotions of others. According to the research findings, most respondents fall into the high category in the overall empathy dimension (47.4%). The respondent's ability to read signals regarding emotional and psychological conditions through non-verbal languages shown by others, such as facial expressions, voice intonation, and body language, and then determine what other people feel and think, demonstrate this result.

Sixth, self-efficacy describes one's feelings about the belief that the respondent can solve a problem, the belief in getting luck, and being able to organize and carry out an action to achieve success. The research results show that most respondents in the overall empathy dimension are in the high category (64.2%). The ability of respondents to have confidence that respondents can solve problems experienced and achieve success, demonstrates this.

Seventh, achievement describes the respondent's ability to achieve positive aspects in his life, including individual courage in facing the fears that threaten his life. The research results show that most respondents in the overall empathy dimension are in the high category (62.1%). The respondents' ability to achieve positive aspects of life after misfortune befell them, demonstrates this.

The results of this study show that some respondents have a high level of resilience in the 34% category. On the other hand, some respondents have a moderate category of 36%, which means that they can be said to have had enough in surviving, not giving up on difficult circumstances in their lives, and trying to learn and adapt to situations. This result is in line with the research results of Nurhidayah et al. (2021), which show that resilience can improve psychological well-being. If the individual's resilience is high, his/her psychological well-being is also high. According to Missasi & Izzati (2019), various factors influence resilience, including spirituality, self-efficacy, optimism, self-esteem, and social support. Spirituality is an internal factor that influences resilience, as shown in individuals' affection, cognitive function, and social abilities concerning their surroundings (Saputro & Nashori, 2017). Resilient individuals also have self-efficacy or sensitivity that can be used as a resource to manage problems or effectively solve any problems within themselves. For example, someone with an optimistic nature will be able to solve problems in his life (Reivich & Shatte, 2003). On the other hand, self-esteem is a factor that can be considered an asset or resource rather than resilience (Ekasari & Andriyani, 2013). The last is external factors, namely social support, one of the factors that can help individuals achieve resilience, primarily support from the family because the family is the primary environment with specific roles and functions in it (Tunliu et al., 2019). From these several factors, the researcher wants to review the extent to which the external factor of resilience is social support. The context of social support in this study is the support given by the extended family to the respondent.

The frequency distribution of the family social support variable shows that 41.1% of respondents are in the moderate category. Furthermore, most respondents are in the high category, which is 53.7%. Social support can come from people around the individual, such as friends, family, partners, or colleagues. According to Sarafino & Smith (2017), there are four types of social support: emotional, appreciation, instrumental, and information.

The first dimension is emotional support, namely support that includes a sense of expression of empathy, care, trust, and affection for respondents from large families. According to the research findings, most respondents fall into the high category for overall emotional support (40%). In addition, the support provided by extended families and received by respondents in the form of loving attention, which can make them feel loved and not lonely when facing adversity, proves this. This result is in line with Prameswari & Muhid (2022) research that family empathy is like feeling the respondent's difficulties in anticipating negative emotions and can also encourage other family members.

Second, appreciation support is support in the form of positive expressions of respect, approval, validation, and positive appreciation to individuals, encouragement to move forward,

and favorable comparisons with others. However, according to the overall emotional support dimension, most respondents are in a low category (40%). The low support for awards is due to the respondent's extended family rarely providing any form of appreciation support, such as giving a gift (reward) for the achievements made or congratulating the respondent. Whereas according to Muthmainah (2022), appreciation support can support resilience, namely in the form of approval and positive assessment, namely by praising the good behavior of the respondent. By giving praise, it means showing appreciation and attention. This result will certainly give a person a sense of pleasure and worth (Suharto & Nurwati, 2018).

Third, instrumental support in the form of direct or tangible assistance. The respondent's extended family provided this assistance in the form of material and timely assistance. According to the research findings, most respondents fall into the moderate category on the dimensions of instrumental support (41.1%). The respondents' ability to obtain instrumental support from their extended family proves this. Panjaitan (2021) stated that support in the form of concrete forms such as money and time could reduce stress because individuals can directly solve problems related to the material.

Fourth, information support such as advice or suggestions from extended families will help individuals understand the situation and find alternative solutions to problems or actions to be taken. According to the research findings, most respondents fall into the high category on the dimensions of instrumental support (47.4%). This result proves that the respondents received much support from their extended family when they needed information, such as advice or advice. This finding is consistent with Pawiono et al. (2017) assertion that families require full support from their families when going through a grieving process that can lead to depression, one of which is with the family functioning as a source of practical and concrete assistance for fulfilling psychosocial needs in problem-solving. In line with research by Wulandari & Fauziah (2019) that emotional support and informational support from extended family are the highest support that respondents easily accept.

Based on the results of hypothesis testing with a simple linear regression test, $p\text{-value} = 0.00 < 0.05$, it is stated that family social support affects resilience with $(r_{xy}) = 0.614$, which means that family social support has a positive relationship with resilience in students with single parents. This positive relationship means that the higher the social support of the family, the higher the resilience of students with single parents. On the other hand, the lower the family social support, the lower the resilience of single-parent students. This study's results align with research conducted by Azmy & Hartini (2021) that the social support received by individuals from the closest environment, such as extended family, will be able to divert thoughts and feelings of sadness during grief. Agree with Cao et al. (2018) that family support can protect individual mental health directly or indirectly through resilience. This result follows research conducted by Rueger et al. (2016) that social support can increase positive aspects of individual psychological conditions. Individuals may experience a worse impact from the adverse conditions experienced if they do not have social support. Similarly, the results of research conducted by Nurhidayah et al. (2021) showed that resilience mediates social support on psychological well-being so that the high level of social support received will increase the level of resilience and increase the level of psychological well-being possessed by individuals. On the other hand, the lower the social support received, the lower/weaker the resilience and psychological well-being will be. The coefficient of determination (R Square) is 0.377. Thus, the effect of family social support on the resilience of single-parent students is 37.7%.

CONCLUSION

Research results show that family social support affects students' resilience with single parents. This conclusion means that the higher the family social support, the higher the resilience of students with single parents, with a coefficient of determination of 37.7%. Students

with single parents can take advantage of the social support provided by large families well so that this support can be an encouragement or motivation for students to keep going and keep seeing positive aspects in life. Although the bitter experience experienced may not be lost quickly, at least there are still people around who still care and give love to students with single parents. In addition, large families can maintain empathy and concern for students with single parents because the social support provided by extended families is enough to affect the resilience of students in need.

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