PEER SOCIAL SUPPORT, ADVERSITY QUOTIENT, AND SELF-EFFICACY ON ACADEMIC RESILIENCE AMONG VOCATIONAL SCHOOLS STUDENTS

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ABSTRACT
Academic resilience has a vital role to ensure students have high resilience in completing their academic studies. This study aims to determine the direct influence of Peer Social Support, Adversity Quotient, and Self-Efficacy on the Academic Resilience in Class X Students at SMKN 48 Jakarta. The method used is quantitative through statistical analysis on multiple linear regression with the SPSS 24.0 program. The sampling technique used proportionate stratified sampling with the Slovin formula at an error rate of 5%, namely 166 students. Then data collection was carried out based on a survey using a Likert scale. Data analysis techniques in this study consisted of instrument test, analysis requirements test, classical assumption test, hypothesis test, and coefficient of determination test. Through the results of regression analysis, the research equation is $Y = 9,484 + (0,138X_1) + (0,230X_2) + (0,163X_3) + 0,765$ with a contribution percentage value of 41,4%. Based on data calculations, the results of this study indicate that there is a positive and significant between Peer Social Support, Adversity Quotient, and Self-Efficacy on Academic Resilience either simultaneously or partially.
Keyword: Peer Social Support, Adversity Quotient, Self-Efficacy, Student Academic Resilience.

ABSTRAK
Resiliensi akademik memiliki peran vital untuk menjamin siswa memiliki ketahanan tinggi dalam menyelesaikan akademiknya. Penelitian ini bertujuan untuk mengetahui pengaruh langsung antara *Peer Social Support, Adversity Quotient*, dan Efikasi Diri Terhadap Resiliensi Akademik Siswa Kelas X di SMKN 48 Jakarta. Metode yang digunakan yaitu kuantitatif melalui analisis statistik regresi linier berganda dengan program SPSS 24.0. Teknik pengambilan sampel menggunakan *proportionate stratified sampling* dengan rumus Slovin pada tingkat kesalahan 5% yaitu 166 siswa. Pengumpulan data yang dilakukan berdasarkan pada survei menggunakan skala likert. Teknik analisis data dalam penelitian ini terdiri dari uji instrumen, uji persyaratan analisis, uji asumsi klasik, uji hipotesis, serta uji koefisien determinasi. Melalui hasil analisis regresi, diperoleh persamaan penelitian $Y = 9,484 + (0,138X_1) + (0,230X_2) + (0,163X_3) + 0,765$ dengan nilai presentase sumbangan sebesar 41,4%. Berdasarkan perhitungan data, maka hasil penelitian ini menunjukkan bahwa terdapat pengaruh langsung yang positif dan signifikan antara *Peer Social Support, Adversity Quotient*, dan Efikasi Diri Terhadap Resiliensi Akademik baik secara simultan maupun secara parsial.
Kata kunci: Peer Social Support, Adversity Quotient, Efikasi Diri, Resiliensi Akademik Siswa.

INTRODUCTION

Preparing qualified competent schools is a vital aspect in order to maintain the quality of the nation's future candidates. However, to support this, it takes the role of students who have high academic resilience or resilience so that they are not only able to complete their education well, but also able to survive every obstacle and turn it into an opportunity. Resilience is not just a result, but also a process for students to continue to strive to achieve maximum academic results even though they have high risks. Academic resilience is needed for students to be able to survive in the dense school activities they live. If the level of resilience is left low, it will affect student achievement and the failure of the education system in Indonesia in responding to the challenges of competent superior graduates according to the demands of the times. Syifa et al. (2021) in his research stated that a low level of academic resilience can be at risk of making teenagers commit juvenile delinquency and drop out of the school.

Research studies especially in the educational field, which have been carried out by researchers in various countries until now, show that academic resilience is important in the educational environment (Sujiarto et al., 2022). The low level of resilience also results in graduate students (especially Vocational High Schools) not having sufficient competence to compete in the world of work. Reporting from Katadata.co.id, based on data from the Central Statistics Agency, it shows that the workforce of Vocational High School graduates has the highest open unemployment rate compared to other graduates in the February 2022 period, namely 10.38% (Rahman, 2022).

It cannot be denied that students who have just entered their first school year need more time to be able to adjust to the culture at their school. In this case, students of class X certainly have more problems to face. The inability of students to survive in their academic demands can result in stress and even depression in students. Based on this, the researcher made initial observations of several class X students at SMKN 48 Jakarta.

Table 1. Pre-Research Data Results (Student Academic Resilience)

No	Question Item	Alternative Answer					Freq	Average (n)	Result
		1	2	3	4	5			
1.	Do the academic demands given at school make you motivated to study and do assignments?	7	12	8	2	3	32	2,44	Low
2.	Are you able to control your weaknesses so that you focus on studying well and achieving?	7	12	8	5	0	32	2,34	Low
3.	Don't you easily feel pressured by every academic assignment given by the school?	8	11	9	4	0	32	2,28	Low
	Precentage of Answer (%)	22	35	25	11	3		2,35	Low
	Average Score Level of Academic Resilience								

Note: n>4.21= Very High; n>3.41= High; n>2.61= Netral; n>1.81= Low; n>1= Very Low

Source: Data processed by researchers (2023)

The results of the pre-research conducted showed that the first to third statements were dominant in expressing disapproval or student rejection by 35% and 22%. The researcher also conducted brief interviews with the teacher and homeroom teacher who stated that "Class X students are currently only undergoing Face-to-Face Learning after previously implementing Distance Learning, therefore they have to adapt to the environment at school which tends to be disciplined, this is what makes some students feel stressed and not optimal in learning." Based on the results of pre-research and interviews with teachers and homeroom teachers, it can be seen that the level of resilience plays a major role in shaping the achievement and resilience of

class X students in carrying out their education. Students with high academic resilience will be able to deal with four situations, namely pressure, setbacks, challenges, and difficulties. Resilience also tends to have a good intellectual function because it is able to protect students in behavior and improve problem solving skills.

Resilience is an effort to improve student development so that it is better and able to cope with school stress experienced. What's more, students live in an era of modernization that really needs resilience skills in order to be able to deal with living conditions with rapid changes. When students experience low academic resilience, there are factors that can encourage individuals from within or outside (Budiono et al., 2022). Besides that, the factors that influence the level of academic resilience are quite diverse. Researchers made initial observations about which factors had more influence on students' daily lives both at school and outside of school.

Table 2. Pre-Research Data Results (Factors Influence Academic Resilience)

No	Factors	Agree (%)	Disagree (%)	Total (%)	Total (n)
1.	Family Support	28	72	100	32
2.	Peer Social Support	**83**	15	100	32
3.	Teacher Support	28	72	100	32
4.	Coping Style	33	67	100	32
5.	Adversity Quotient	**82**	18	100	32
6.	Self-Efficacy	**81**	19	100	32

Source: Data processed by researchers (2023)

The results of pre-research data show that peer social support, adversity quotient, and self-efficacy are factors that have a significant influence on students in carrying out their daily lives. Therefore, researchers used these three factors as independent variables in this study to measure their effect on the level of academic resilience of class X students at SMKN 48 Jakarta.

The purpose of this study is based on the description that has been explained in the background above, including: 1) Determine the direct influence of peer social support on academic resilience; 2) Determine the direct influence of the adversity quotient variable on academic resilience; 3) Determine the direct influence of self-efficacy variables on academic resilience; 4) Determine the direct influence simultaneously between peer social support, adversity quotient, and self-efficacy variables on academic resilience. Then, the theoretical benefits obtained in this research are that it can be used as a source of scientific reference in the field of education, especially for other researchers in the future.

This research is important to do because the problem of low resilience must be considered more deeply. This is not in accordance with the expectations and goals of education in Indonesia. Later, a low level of resilience will hinder the success and competence of students in the competitive world of work or entering the next level after completing their education at the SMK level. Of-course the factors that affect the level of resilience need to be measured so that students can have high motivation in completing the educational process.

LITERATURE REVIEW
Academic Resilience

The Ego-Resiliency (ER) theory put forward by Block and Block in Farkas and Orosz (2015) is used as the grand theory in this study. Block and Block illustrate that the process underlying resilience consists of three specific factors that are relevant to Block's theoretical ideas, including Active Engagement with the World (AEW), Repertoire of Problem-Solving Strategies (RPSS), and Integrated Performance under Stress (IPS). Block argued, with the three aspects that have been described above, more detailed information about individual resilience

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can be obtained. As for academic resilience according to Morales and Trotman in Sujiarto et al. (2022) is a condition where a student experiences difficulties or obstacles, but he succeeds well in the field of education.

Academic resilience is an ability that will save students in dealing with stress and personal pressure effectively, especially in academic or educational problems. Resilience can also be said to be an effort to help students develop better, and to be able to control the stress they are experiencing at school (Putri & Nursanti, 2020), (Simorangkir et al., 2021). Academic resilience is also the ability of students to be able to adapt and survive in the face of obstacles, difficulties, and pressures they experience in the educational environment. Academic resilience is needed by students so that they can survive in the midst of busy school activities (Ramadhana & Indrawati, 2019). In (Gayatri & Isrofin, 2021), (Permatasari et al., 2021), (Putri & Nursanti, 2020), and (Sujiarto et al., 2022) which refers to Cassidy's theory that the Academic Resilience variable can be measured using three indicators, including: 1) persistence; 2) ability to reflect or seek adaptive help; and 3) negative influences and emotional responses.

Peer Social Support

Peer social support according to Santrock in Siregar et al. (2022) is a provider of assistance or support given by peers and can be felt (perceived support) when needed, so that a student or learner feels loved and appreciated by the surrounding environment or the environment in which he lives. Neergaard in Marta et al. (2019) stated that social support acts as a resource consisting of a network of friends that can help students overcome everyday problems. Social support is a function in social bonds that play a very important role in helping individuals, especially students in completing their education. When students receive social support in the form of emotional attention, they can gain self-stability and maintain attitudes that can help them accept reality, develop self-confidence, think positively, be independent, and be able to realize their desires (Madjid et al., 2021), (Novitasari et al., 2021), (Rusiana et al., 2021). In (Ramadhana & Indrawati, 2019), (Syifa et al., 2021), and (Aziz & Nurwardani, 2021) referring to Sarafino's theory stated that the Peer Social Support variable can be measured using four indicators that have been formulated including: 1) emotional support; 2) appreciation support or awards; 3) instrumental support; and 4) information support.
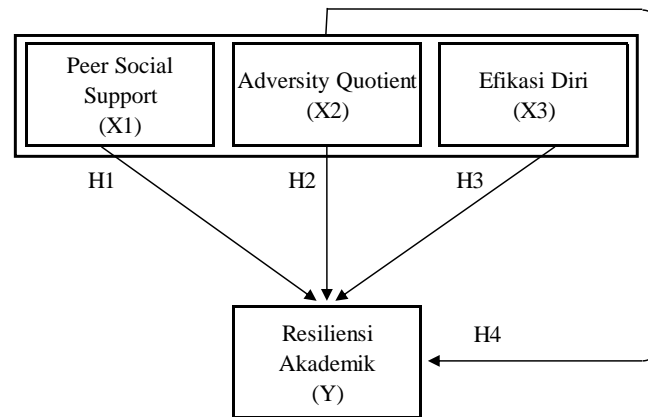
Adversity Quotient

Stoltz in Dewi et al. (2018) also describe that a person's expertise when studying and digesting problems using his intelligence is then turned into an obstacle that must be worked on, this is called the adversity quotient. Halimah and Trisnawati (2022) mention that adversity quotient can be interpreted as a person's ability to be able to survive in the face of difficulties within himself. Adversity quotient also has the ability to take risks, increase creativity, instill a spirit of independence, be able to orient to opportunities, and mobilize resources (Puriani & Dewi, 2020). According to Mulyasari and Maryam (2023) adversity quotient is the ability that a person has in dealing with his difficulties and being able to process these difficulties using his intelligence so that it becomes a challenge to solve his difficulties. Adversity quotient can also make individuals endure difficulties and turn these difficulties into opportunities (Astutik & Kardiyem, 2020). In (Hong, 2020), (Khoirunnisa et al., 2021), (Safi'i et al., 2021), (Hakim & Murtafiah, 2020), (Mariana et al., 2022), and (Latifa & Islami, 2020) which refers to Stoltz's theory that the Adversity Quotient variable can be measured using four indicators including: 1) control; 2) ownership; 3) reach; and 4) endurance.

Self-Efficacy

Self-efficacy according to Bandura in Supervía et al. (2022) is an academic context that refers to students' perceptions of their ability to learn and carry out assigned tasks where this

affects their ability to adapt to situations that will occur in the future. In this way, self-efficacy is a mechanism in self-regulation that influences students' academic behavior and their choice of external conditions. Marta et al. (2019) suggests that self-efficacy is a source of motivation related to individual confidence in their abilities to complete the assigned tasks. Confidence in question includes self-confidence, ability to adapt (adaptation), cognitive abilities, intelligence, and the capacity to act in stressful situations. Cahyadi (2022) mentions, to start a business it is also necessary to be accompanied by high self-confidence and be ready to face various challenges that will definitely be felt. Therefore, self-efficacy is an attitude of confidence or a person's belief in his own ability to complete a task or job. Self-efficacy is one of the factors that can affect resilience, because is a form of self-introspection on the ability to fulfill commitments in order to achieve a goal and find a way out of the problems it faces (Solahudin et al., 2022). In (Sujiarto et al., 2022), (Astutik & Kardiyem, 2020), and (Prawitasari & Antika, 2022) which refers to Bandura's theory that the Self-Efficacy variable can be measured using three indicators that have been formulated including: 1) magnitude; 2) strength; and 3) generality.

Hypothesis Development

H1: There is a direct influence of Peer Social Support on Academic Resilience.

H2: There is a direct influence of Adversity Quotient on Academic Resilience.

H3: There is a direct influence between Self-Efficacy on Academic Resilience.

H4: There is a direct influence between Peer Social Support, Adversity Quotient, and Self-Efficacy on Academic Resilience.

METHOD

This study uses a quantitative approach to the survey method through statistical analysis to test the hypothesis. The survey method used was by distributing questionnaires and interviews (primary data). The measurement instrument used is through a Likert scale which consists of five alternative answers. The population in this study were all students of class X at SMKN 48 Jakarta with a total of 284 students of five skill programs. Sampling used is the technique of proportionate stratified sampling. Then, in determining the number of samples using the slovin formula with an error rate of 5% so a total sample of 166 students was obtained.

The data analysis technique in this study used multiple linear regression analysis through the IBM SPSS version 24.0 program which consisted of various tests. The stages carried out in data analysis include: 1) Instrument test, which consists of validity and reliability test; 2) Analysis requirements test, which consists of normality and linearity test; 3) Classical assumption test, which consists of a multicollinearity and a heteroscedasticity test; 4) Multiple linear regression analysis; 5) Hypothesis test, which consists of the F test and T test; and last

6) Coefficient of determination test. This method was chosen as the research design because it fits the purpose of this study to see the influence between the independent variable and the dependent variable.

RESULTS AND DISCUSSION
Instrument Test

Table 3. Validity and Reliability Test

Variable	Validity Test		Reliability Test
	Total Drop	Total Valid	Cronbach's Alpha
Academic Resilience (Y)	3	9	0,712
Peer Social Support (X1)	1	13	0,868
Adversity Quotient (X2)	1	13	0,832
Self-Efficacy (X3)	2	10	0,864

Source: Data processed by researchers (2023)

Validity test in this study using Pearson Product Moment. If the test results are declared valid, then the statement items are eligible to be used as instruments. Based on the results of the validity test in table 3, it can be concluded that a valid instrument has a total of 45 items because the value of $r_{count} > r_{table}$ is 0,361. Next, reliability test in this study used the Cronbach's Alpha formula at a significance level of 0,06. Based on the reliability test results in table 3, it is known that all variables have a Cronbach's Alpha value > 0,06 so that it can be said to fulfill the reliability assumption.

Analysis Requirements Test

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		166
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.28872903
Most Extreme Differences	Absolute	.053
	Positive	.044
	Negative	-.053
Test Statistic		.053
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Data processed by researchers (2023)

The normality test in this study used the Kolmogrov-Smirnov normality test using the SPSS 24.0 program. Based on the results of the normality test in table 4, it is known that the Asymp. Sig on the Kolmogrov-Smirnov test of 0,200 > 0,05, it can be concluded that the data is normally distributed.

Table 5. Linearity Test

Variable	Sig Linearity	Deviation from Linearity	Description
Peer Social Support (X1)	0,000	0,255	Linear
Adversity Quotient (X2)	0,000	0,480	Linear
Self-Efficacy (X3)	0,000	0,072	Linear

Source: Data processed by researchers (2023)

The linearity test in this study used the Test of Linearity. Based on the results of the linearity test in table 5, it is known that the Sig Linearity value is < 0,05 and the Sig Deviation

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from Linearity value is > 0,05, so the data on each variable has a relationship that meets the linearity assumption.

Classical Assumption Test

Table 6. Multicollinearity Test

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.484	2.380		3.985	.000		
	Peer Social Support (X1)	.138	.040	.233	3.400	.001	.773	1.294
	Adversity Quotient (X2)	.230	.049	.363	4.682	.000	.602	1.661
	Self-Efficacy (X3)	.163	.065	.190	2.521	.013	.635	1.574

Source: Data processed by researchers (2023)

The multicollinearity test in this study uses collinearity diagnostics. Based on the results of the multicollinearity test in table 6, it is known that the Tolerance value > 0,10 and the VIF value < 10,00 it can be said that the data on each variable does not experience multicollinearity problems, so the data has a perfect linear relationship.

Table 7. Heteroscedasticity Test

Variable	Sig Value
Peer Social Support (X1)	0,923
Adversity Quotient (X2)	0,799
Self-Efficacy (X3)	0,378

Source: Data processed by researchers (2023)

The heteroscedasticity test in this study used Spearman's rho to regress the residual absolute value of the independent variables. Based on the results of the heteroscedasticity test in table 7, it is known that for each variable a Sig value > 0,05 is obtained, it can be concluded that the data does not experience heteroscedasticity problems, so that a data has the same residual variance.

Multiple Linear Regression Analysis

Table 8. Multiple Linear Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	9.484	2.380		3.985	.000
	Peer Social Support (X1)	.138	.040	.233	3.400	.001
	Adversity Quotient (X2)	.230	.049	.363	4.682	.000
	Self-Efficacy (X3)	.163	.065	.190	2.521	.013

Source: Data processed by researchers (2023)

Based on the calculation analysis in table 8, the form of the multiple linear regression equation is $(Y = 9,484 + (0,138X_1) + (0,230X_2) + (0,163X_3) + 0,765)$. Referring to the multiple linear regression equation above, it is known that the constant gain is 9,484. This shows that if the value of X1, X2, and X3 owned by students is 1, then the student's Y value is only 9,484. The regression coefficient value of the Peer Social Support variable is 0,138, which means that the level of student academic resilience is positively influenced by peer social support where every increase of 1 point will have increase the value of academic resilience by 0,138. Then on the Adversity Quotient variable, the regression coefficient value is 0,230, which means that the

level of student academic resilience is positively influenced by the adversity quotient where every increase of 1 point will have increase the value of academic resilience by 0,230. Furthermore, on the Self-Efficacy variable, the regression coefficient value is 0,163, which means that the level of student academic resilience is positively influenced by self-efficacy where every increase of 1 point will have increase the value of academic resilience by 0,163. Through the form of the multiple regression equation, it is also known that the error value (e) in this study is 0,765. The error value is the deviation from actual data around regression line.

Hypothesis Test

Table 9. Simultaneous Test (F Test)

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1258.728	3	419.576	38.088	.000ᵇ
	Residual	1784.597	162	11.016		
	Total	3043.325	165			

a. Dependent Variable: Academic Resilience
b. Predictors: (Constant), Self-Efficacy, Peer Social Support, Adversity Quotient

Source: Data processed by researchers (2023)

Simultaneous test or F test in this study used the SPSS 24.0 program. Based on the simultaneous test results in table 9, it is known that the F_{count} value is 38,088 > F_{table} 2,66 and the Sig value is 0,000 < 0,05 it can be concluded that the three independent variables namely Peer Social Support, Adversity Quotient, and Self-Efficacy simultaneously or together have a significant influence on the Academic Resilience variable.

Table 10. Partial Test (T Test)

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.484	2.380		3.985	.000
	Peer Social Support (X1)	.138	.040	.233	3.400	.001
	Adversity Quotient (X2)	.230	.049	.363	4.682	.000
	Self-Efficacy (X3)	.163	.065	.190	2.521	.013

a. Dependent Variable: Academic Resilience

Source: Data processed by researchers (2023)

The partial test or T test in this study used the SPSS 24.0 program with one-way significance. Based on the partial test results in table 10, it is known that the Peer Social Support variable has a T_{count} of 3,400 > T_{table} of 1,654 and a Sig value of 0,001 < 0,05; then on the Adversity Quotient variable the T_{count} value is 4,682 > T_{table} 1,654 and the Sig value is 0,000 < 0,05; then on the Self-Efficacy variable the T_{count} value is 2,521 > T_{table} 1,654 and the Sig value is 0,013 < 0,05. it is concluded that the three independent variables partially or individually have a significant influence on the dependent variable.

Coefficient of Determination

Table 11. Coefficient of Determination (R^2)

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643ᵃ	.414	.403	3.319

a. Predictors: (Constant), Self-Efficacy, Peer Social Support, Adversity Quotient
b. Dependent Variable: Academic Resilience

Source: Data processed by researchers (2023)

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The coefficient of determination or R Square is a test in order to find out the percentage of donations in the research model. Based on the results of the analysis in the coefficient of determination test in table 11, it is known that the acquisition of the R Square value for the influence of the Peer Social Support, Adversity Quotient, and Self-Efficacy variables on Academic Resilience is 0,414 or 41,4% which is included in the category of having a fairly strong influence, that's because the acquisition value lies in the range of 0,400 – 0,599. The remaining percentage of 58,6% is influenced by other variables outside of the current study.

Discussion
Influence of Peer Social Support on Academic Resilience (H1)
In looking at the direct influence of Peer Social Support (X1) on Academic Resilience (Y), it is known that the T_{count} is 3,400 > T_{table} 1,974 and the Sig value is 0,001 < 0,05. It can be concluded that there is a direct and significant influence between Peer Social Support on the Academic Resilience of class X students at SMKN 48 Jakarta. Then the value of the regression coefficient on Peer Social Support is 0,138 which means it has a positive influence on the level of Academic Resilience. Based on the calculation of the average indicator score, it is known that the level of Peer Social Support in class X students at SMKN 48 Jakarta is most influenced by the "Instrumental Support" indicator with a percentage of 26,2%. In this indicator, students receive direct support from peers at school such as being given help or being helped out of stress in learning. This certainly affects students because an individual also needs external factors that come from outside himself to obtain social support. Peers help in finding information and provide motivation for every event that is experienced daily at school.

In line with the theory of Ego-Resiliency by Block and Block in (Farkas & Orosz, 2015) namely Active Engagement with the World (AEW), it is an aspect of active involvement with the world which shows that an individual is constantly looking for information and new experiences in every incident. In (Rusiana et al., 2021), peer group adjustment is something that students will definitely experience and will have a big impact because students spend a lot of time with their friends during school activities. So, the academic resilience of students is positively influenced by peer social support. The results of this study were also supported by previous researchers who had been conducted by (Solahudin et al., 2022), (Sujiarto et al., 2022), (Fang et al., 2020), (Madjid et al., 2021), (Rustham et al., 2022), (Permatasari et al., 2021), (Siregar et al., 2022), (Adhawiyah et al., 2021) which states that there is a partial positive and significant influence between Peer Social Support on Academic Resilience.

Influence of Adversity Quotient on Academic Resilience (H2)
In looking at the direct influence of the Adversity Quotient variable (X2) on Academic Resilience (Y), it is known that the T_{count} is 4,682 > T_{table} 1,974 and the Sig value is 0,000 < 0,05. It can be concluded that there is a direct and significant influence between the Adversity Quotient on the Academic Resilience of class X students at SMKN 48 Jakarta. Then the value of the regression coefficient on the Adversity Quotient is 0,230 which means it has a positive influence on the level of Academic Resilience. Based on the calculation of the average indicator score, it is known that the level of Adversity Quotient in class X students at SMKN 48 Jakarta is most influenced by the "Origin of Recognition or Ownership" indicator with a percentage of 26,6%. In this indicator, students feel that they are able to improve situations that cause conflict and feel responsible for their duties and themselves while at school. In this case, an individual needs the ability to survive in all situations. The intelligence to be able to control difficulties or challenges must be owned internally by students so that they will be able to face the difficulties they experience at school.

In line with the theory of Ego-Resiliency by Block and Block in (Farkas & Orosz, 2015), namely Integrated Performance under Stress (IPS), is the ability of an individual to

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recover more quickly after experiencing stressful and unexpected events. (Annastasia & Rahayuningsih, 2021) stated that adversity quotient can help students deal with their problems and difficulties while carrying out activities at school. Students with a high adversity quotient will be able to survive challenges and take advantage of these challenges as a means to multiply their potential. So the academic resilience of students is positively influenced by the adversity quotient. The results of this study were also supported by previous researchers who had been conducted by (Hakim & Murtafiah, 2020), (Hong, 2020), and (Safi'i et al., 2021) who in their research also stated that there was a positive and partially significant influence between the Adversity Quotient on Academic Resilience.

Influence of Self-Efficacy on Academic Resilience (H3)

In looking at the direct influence of the variable Self-Efficacy (X3) on Academic Resilience (Y), it is known that the T_{count} is 2,521 > T_{table} 1,974 and the Sig value is 0,013 < 0,05. It can be concluded that there is a direct and significant influence between Self-Efficacy on Academic Resilience for class X students at SMKN 48 Jakarta. Then the value of the regression coefficient on Self-Efficacy is 0,163 which means it has a positive influence on the level of Academic Resilience. Based on the calculation of the average indicator score, it is known that the level of Self-Efficacy in class X students at SMKN 48 Jakarta is most influenced by the "Generality" indicator with a percentage of 32,40%. In this indicator, students feel that they have a broad pattern of behavior through their self-confidence so that it can be used in other situations or related to student achievement, such as mastery of material and assignments. This certainly affects students, because an individual needs high self-confidence and belief in his own ability to be able to solve every problem or obstacle that occurs in his life.

In line with the theory of Ego-Resiliency by Block and Block in (Farkas & Orosz, 2015), namely the Repertoire of Problem-Solving Strategies (RPSS), is the ability to solve problem strategies in the form of cognitive, social, and personal. Bandura in (Marta et al., 2019) states that self-efficacy is included in social learning theory which states that self-confidence in individual abilities can organize a series of processes needed in achieving the goals to be achieved. So, the academic resilience of students is positively influenced by self-efficacy. The results of this study are also supported by previous researchers conducted by (Sujiarto et al., 2022), (Solahudin et al., 2022) and (Prawitasari & Antika, 2022) who in their research also stated that there is a positive and partially significant influence between Self-Efficacy on Academic Resilience.

Influence of Peer Social Support, Adversity Quotient, and Self-Efficacy on Academic Resilience (H4)

Through a series of data calculations that have been carried out, to see the direct influence of the independent variable on the dependent variable, it is known that the F_{count} value is 38,088 > F_{table} 2,66 and the Sig value is 0,000 < 0,05. It can be concluded that the three independent variables namely Peer Social Support (X1), Adversity Quotient (X2), and Self-Efficacy (X3) simultaneously have a positive and significant influence on the dependent variable namely Academic Resilience (Y). Based on multiple linear regression analysis, the equation is (Y = 9,484 + (0,138X₁) + (0,230X₂) + (0,163X₃) + 0,765 where the constant value is 9,484 and the regression coefficient values on variables X1, X2 and X3 have positive values. This shows that the level of student Academic Resilience is positively influenced by Peer Social Support, Adversity Quotient, and Self-Efficacy where every 1 point increase in the value of the regression coefficient, will increase the value of the dependent variable. Then the results of the calculation of the coefficient jof determination stated that the large percentage of contribution, namely 0,414 or 41,4% was included in the category of strong influence because the value lies in the range between 0,400 – 0,599.

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Regarding the results of previous research by researchers regarding the simultaneous influence of the independent variable on the dependent variable, there is currently no. This is because this research develops concepts and models that are integrated as a whole from the Peer Social Support, Adversity Quotient, and Self-Efficacy variables on Academic Resilience which were previously carried out separately by previous researchers. Referring to this, this can be used as a novelty or uniqueness of research that can distinguish between current research and previous researchers.

CONCLUSION AND RECOMMENDATION

Based on the explanation of the research results, the conclusions of this research are: There is a positive and significant direct influence between Peer Social Support on Academic Resilience. The hypothesis is proven through the results of hypothesis testing in the partial test with the acquisition of a Tcount of 3,400 > Ttable of 1,974 and a Sig value of 0,001 < 0,05; then H1 is accepted; (2) There is a positive and significant direct influence between Adversity Quotient on Academic Resilience. The hypothesis is proven through the results of hypothesis testing in the partial test with the acquisition of a Tcount of 4,682 > Ttable of 1,974 and a Sig value of 0,000 <0,05; then H2 is accepted; (3) There is a positive and significant direct influence between Self-Efficacy on Academic Resilience. The hypothesis is proven through the results of hypothesis testing in the partial test with the acquisition of a Tcount of 2,521 > Ttable of 1,974 and a Sig value of 0,013 < 0,05; then H3 is accepted.\; and (4)There is a positive and significant direct influence simultaneously between Peer Social Support, Adversity Quotient, and Self-Efficacy on Academic Resilience. The hypothesis is proven through the results of hypothesis testing in a simultaneous test with the acquisition of a Fcount of 38,088 > Ftable of 2,66 and a Sig value of 0,000 < 0,05; then H4 is accepted.

For future researchers who will conduct research on a similar topic, namely Academic Resilience, they should be able to add other factors that can also affect Academic Resilience such as Family Support, Teacher Support, Coping Style, and Self-Regulation. Then the panelists also suggested expanding the scope of the research sample, especially in testing research instruments which could be carried out by involving teachers and parents of students. This is so that it can describe the condition of the population as a whole and also add to the repertoire of research data.

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