

THE EFFECT OF SOCIAL SUPPORT, SELF-EFFICACY, AND SELF-REGULATION ON ACADEMIC RESILIENCE

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ABSTRACT

Academic resilience is very necessary to face challenges at school so that students can adapt and recover from difficult situations. Various factors can influence a person's level of academic resilience, in this research the factors used are social support, efficacy and self-regulation. So, this research aims to find out whether there is an influence between social support, self-efficacy and self-regulation on academic resilience in students at SMKN 42 Jakarta. This research uses a quantitative approach with SEM-PLS testing with direct and indirect hypothesis testing. Sampling in this study used a proportional stratified random sampling technique with a total sample of 258 students at SMKN 42 Jakarta. Data collection used in this research was based on observation and filling out a questionnaire using a Likert scale. The research results show that the variables of self-efficacy and self-regulation have an influence on academic resilience with a statistical t value > 1.96 and a P -Values < 0.05 . The research results also show that social support indirectly influences academic resilience through the self-efficacy variable. Meanwhile, the social support variable has no effect on academic resilience.

Keyword: Social Support, Self-Efficacy, Self-Regulation, Student Academic Resilience

ABSTRAK

Resiliensi akademik sangat dibutuhkan untuk menghadapi tantangan di sekolah sehingga siswa dapat menyesuaikan diri dan bangkit dari situasi yang menyulitkan. Berbagai faktor dapat mempengaruhi tingkat resiliensi akademik seseorang, dalam penelitian ini faktor yang digunakan yakni dukungan sosial, efikasi dan regulasi diri. Sehingga, penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh antara dukungan sosial, efikasi diri, dan regulasi diri terhadap resiliensi akademik pada siswa SMKN 42 Jakarta. Adapun penelitian ini menggunakan pendekatan kuantitatif dengan pengujian SEM-PLS dengan pengujian hipotesis secara langsung dan tidak langsung. Pengambilan sampel dalam penelitian ini menggunakan teknik *proportionate stratified random sampling* dengan total sampel sebesar 258 siswa SMKN 42 Jakarta. Pengumpulan data yang digunakan dalam penelitian ini berdasarkan pada observasi serta pengisian angket menggunakan skala likert. Hasil penelitian menunjukkan variabel efikasi diri dan regulasi diri berpengaruh terhadap resiliensi akademik dengan nilai t statistik $> 1,96$ dan nilai P -Values $< 0,05$. Hasil penelitian juga menunjukkan bahwa secara tidak langsung dukungan sosial berpengaruh terhadap resiliensi akademik melalui variabel efikasi diri. Sementara itu, variabel dukungan sosial tidak berpengaruh terhadap resiliensi akademik.

Kata kunci: Dukungan Sosial, Efikasi Diri, Regulasi Diri, Resiliensi Akademik Siswa

INTRODUCTION

One of the Indonesian government's goals is to become a country that provides high-quality education and prepares future generations for success. Indonesia has done ways to achieve these goals, including with a number of educational strategies, changing the Independent Learning Curriculum to be one of them. It is hoped that the Independent Learning Curriculum will be able to address current educational problems and help students acquire information and skills that are applicable in the workplace and also enable them to compete on a global scale. Of course, in order to support this success, resilience is needed from students to be able to overcome various difficulties at school such as adapting to new circumstances and getting out of stressful situations.

Some studies state that resilience is needed in education or academics. This is because resilience is the main factor where an individual's adaptability to the educational environment (Ramadanti, 2020). However, based on the research that has been conducted, it is revealed that the fact is that not a few students have low resilience. Zulfikar (2022) revealed that the changes that occur in low-resilience students are in the form of identity crises, moral degradation, and deviant behavior in students or adolescents. This can be seen when they face problems in life, especially learning or academic problems. Students tend to use shortcuts, all want to be easy, lack of resilience in facing academic problems. This opinion is supported by research by Mawarti & Mutmainnah (2020) in their research revealing that students who have low resilience will be more sensitive in facing difficulties as a result of which they are more easily stressed and feel sad, thus providing an effect in daily life. In addition, the same thing is also said in the research Putri & Tobing (2020) stated that the thought of ending life often occurs in young people who have low resilience compared to those who have higher resilience.

The researcher observed and conducted pre-research on a number of students at SMKN 42 Jakarta to learn how much academic resilience the students at SMKN 42 Jakarta have. The following are the results of the pre-research findings that have been carried out:

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

Question	Alternative Question					Frequency	Average (n)	Desc.
	1	2	3	4	5			
1. I don't feel pressured and stressed easily by being free of academic assignments given by school	5	17	11	1	1	35	2,31	Low
2. I feel capable and focused on learning and achieving	8	14	8	4	1	35	2,31	Low
3. I feel that the academic demands I feel can motivate me in studying and doing assignments	10	12	9	3	1	35	2,22	Low
Answer Percentage	23%	43%	28%	8%	3%	35		
Average Academic Resilience Level Score							2,28	Low

(1)= strongly disagree; (2)= disagree; (3) = Doubt; (4)=Agree; (5)=Strongly Agree
 n>4.20= Very high; n>3.30= High; n>2.40= Enough; n>1.50=Low; n>1= Very Low

Source: Data Processed by Researchers (2024)

Based on the results of the pre-research research, it shows that students' ability to deal with academic regression is in the low category. In addition, research conducted by Madjid et al. (2021), weak individuals usually take longer to adjust to pressure and if students have low resilience then their tasks will pile up, and they will face serious problems such as failing to pass (drop out), or some choose to stop learning altogether. The research is in accordance with the data obtained regarding the data of students leaving SMKN 42 Jakarta in the 2022-2023 range can be seen as follows:

**DATA OF STUDENTS LEAVING SMKN 42 JAKARTA
RANGE 2022-2023**

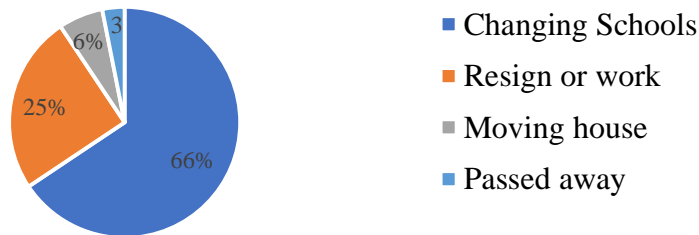


Figure 1. Data on Students Leaving SMKN 42 Jakarta in the 2022-2023 Range

Source: SMKN 42 Jakarta (2024)

The data shows that students who quit SMKN 42 Jakarta are based on various reasons. The biggest reason is changing schools by 66%, then the second biggest reason is resigning or working by 25%, the third reason is moving house by 6% and the smallest reason is death by 3%. From the data, it can be seen that resigning or working is the second biggest factor why dropping out and quitting school from SMKN 42 Jakarta. Therefore, it can be concluded that students who have low resilience can choose to withdraw and not continue their education.

Based on the results of the pre-research that has been carried out, the researcher uses the top three factors to be used as independent variables in measuring the influence on academic resilience, namely self-efficacy, social support, and self-regulation. Research conducted by Veni Suharti (2023) which emphasizes that good social support can prevent negative outcomes to be able to improve students' psychological function. The self-efficacy according to Bandura and Wats in Manesi's research (2022) is belief in the individual's ability to gather encouragement, mental abilities and various behaviors needed to meet the conditions faced. The next factor that affects academic resilience is self-regulation. According to Putrie's research (2021), self-regulation is a skill contained in individuals to organize and exert themselves so as to achieve their desired academic goals

Even though there are many studies that examine academic resilience, it does not rule out the possibility that there are similarities with previous research. However, researchers can also ensure that there are also research gaps between previous research and current research that researchers will examine, for example differences in objects, variables and indicators used, research methods, research subjects and research locations so that they can provide different results from previous research. For example, research conducted by Eka Putri et al., (2023) who examined the same variables but had differences in the data analysis techniques used. This research is based on the results of pre-research and observations that have been carried out and supported by a literature review which states that academic resilience greatly influences students' academic life at school, based on several previous studies. Resilience influences an individual's ability to adapt to the educational environment (Ramadanti, 2020). Meanwhile, other research states that low academic resilience will result in people resigning and not continuing their education (Madjid et al., 2021). So the study aims to find the influence of Social Support, Self-Efficacy and Self-Regulation on Academic Resilience both directly and

indirectly. So, it can provide knowledge related to the causes of low academic resilience and these causes can be avoided.

LITERATURE REVIEW

Social Support

In the opinion of Santoso (2020), social support is an explanation of the role or influence of the impact given by others, namely the closest individuals, including partners, co-workers, family and friends. The effect of social support on academic resilience has been proven by several studies, namely in the research of Syahrinnisa et al. (2022) which emphasized that if a person receives high social support, he will become more resistant to academic challenges. The more social support a person gets, the stronger they will face academic challenges. Furthermore, Santoso's research (2020) also states that social support increases self-confidence, reduces stress levels, and improves self-defense, and quality of life.

Research by Eka Heriyani, et, al (2021) shows a very significant positive correlation between self-efficacy and social support. Thus, it is concluded that a person's self-efficacy will increase according to the amount of social support they receive. Furthermore, research by Aulia Insyia Shufa and Ira Darmawanti (2022) stated that social support and self-efficacy are positively related. This means that the greater the social support they receive, the more effective they are. On the other hand, if social support is weaker, then self-efficacy is also lower. Low levels of social support will affect how well students learn in class.

Self-Efficacy

According to Mahesti and Rustika (2020), self-efficacy is the belief that a person can complete tasks and overcome obstacles in life, as well as the capacity to channel an optimistic mindset to realize the goals that have been set. According to research conducted by Oktaningrum and Santhoso (2019), resilience and self-efficacy are positively correlated. It can be concluded that students' academic resilience will be better if students have a higher level of self-efficacy. In addition, the research of Vallahatullah Missasi and Indah Dwi Cahya Izzati (2019) states that resilience can be built with self-efficacy, where self-efficacy is related to how a person sees their abilities.

Self-Regulation

In the opinion of Rendy Nugraha and Suyadi (2019) self-regulation is the capacity to use strategies that combine physical, knowledge, motivational, psychological, and community components to manage, regulate, plan, control, and supervise behavior with the aim of achieving desired results. Research by Ekawati et al. (2023) states that academic resilience is more significantly influenced by self-efficacy in the learning process. This implies that students who are more adept at organizing, planning, and managing their time and resources will be more likely to develop academic resilience as well as be able to fight off obstacles. Furthermore, the research of Salim et al. (2020) said that self-efficacy plays a big role in predicting resilience. Self-efficacy in learning is the ability to complete tasks and confidence in the skills possessed to perform these tasks.

METHOD

To investigate the hypothesis, this study applies quantitative methodology through survey approaches and statistical analysis. This study uses the Structural Equation Modelling-Partial Least Square (SEM-PLS) data analysis technique with the help of SMART PLS analysis. The hypothesis analysis carried out in this study is the Direct Effect and Indirect Effect analysis. Meanwhile, the testing stage is divided into two, namely testing with Outer Model provisions, namely tests such as Convergent Validity, Discriminant Validity, Composite

Reliability, Average Variance Extracted (AVE) and Cornbach's Alpha. Then the second testing stage with the Inner Model provisions is in the form of testing the Coefficient of Determination (R^2), Cross-Validated Redundancy (Q^2) and Effect Size (F^2).

Meanwhile, the academic resilience instrument is research from Casidy (2016) which consists of indicators including persistence, reflection or the ability to seek adaptive help and negative influence or emotional responses. Meanwhile, the social support instrument is based on Milecki & Demaray's (2002) research which consists of indicators, namely emotional assistance, appreciation assistance, instrumental assistance and informative assistance. Then, the instrument used for self-efficacy is based on research from Cheen (2001) which consists of level of difficulty, level of strength and level of generality. Finally, the instrument used in self-regulation is based on research by Woltres (2005) which consists of indicators of metacognition, intrinsic motivation and learning behaviour.

This research was conducted from December 2023 to August 2024. Then, this research was carried out at SMKN 42 Jakarta on students in grades X, XI and XII which consisted of four expertise programs with a total sample of 258 respondents. The reason for the research was conducted at SMKN 42 Jakarta because the researcher found an interesting phenomenon related to the low academic resilience experienced by SMKN 42 Jakarta students. Meanwhile, the selection of the object for this study, namely all students of SMKN 42 Jakarta, was based on the results of interviews that showed that there were indications about the factor of their low academic resilience. This study uses the Likert Scale and each response has a weight that ranges from 1 to 5, which is as follows:

Table 2. Likert Scale Assessment Scale

Alternative Statement	Score Answers
Strongly Agree (SS)	5
Agree (S)	4
Hesitate (R)	3
Disagree (TS)	2
Strongly Disagree (ST)	1

RESULTS AND DISCUSSION

Descriptive Analysis of Respondents

The description analysis in this study aims to find out the characteristics of the respondents and describe the data that has been collected. The analysis of this description was carried out including respondent profiles, frequency distribution tables and histogram graphs. The following are the results of the analysis of descriptive data based on the characteristics of the respondents, namely the gender and skill program of the respondents.

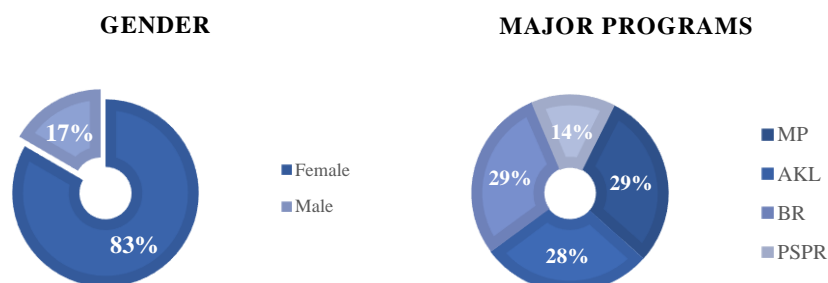


Figure 2. Respondent Profile

Source: Data processed by researchers (2024)

Based on the total percentage of the gender diagram in figure 1, it is known that the respondents in this study are dominated by women, namely 83% or as many as 215 students, while for male respondents only 17% or as many as 43 students. From figure 4.1, it is also known that the respondents in this study consist of four majors of expertise programs, including 29% or 75 students from the Office Management (MP) department, then 29% or 74 students from the Retail Business (BR) department, then 28% or 73 students from the Accounting and Finance Institution (AKL) department and finally 14% or 36 students from the Radio Program Production and Broadcasting (PSPR) department.

Outer Model

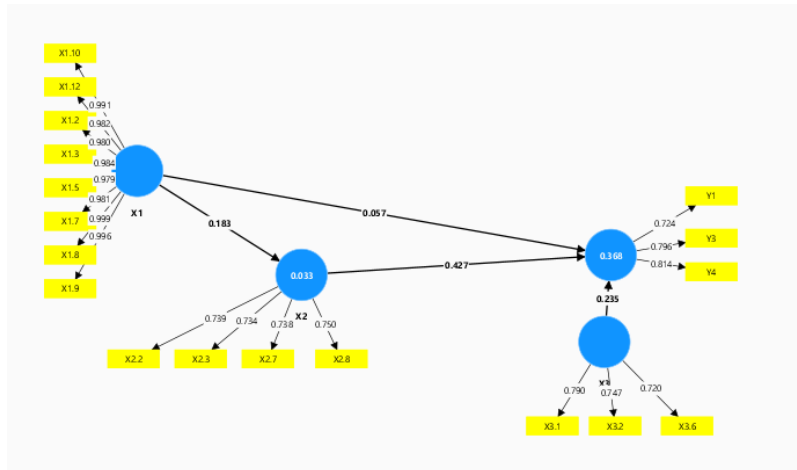


Figure 3. Research Constellation

Source: Data processed by researchers (2024)

In this study, several tests will be carried out in accordance with the provisions of the Outer Model. Some of the tests that will be carried out include Convergent Validity, Discriminant Validity, Composite Reliability, Average Variance Extracted (AVE) and Cornbach's Alpha.

Convergence Validity Test

The convergent validity test can be considered satisfied if each variable has an Average Variance Extracted (AVE) value above 0.5.

Table 3. AVE (Average Variance Extracted) Values

	Average Variance Extracted (AVE)
Social Support (X1)	0,973
Self Efficacy (X2)	0,548
Self-Regulation (X3)	0,567
Academic Resilience (Y)	0,607

Based on the results in the table, it can be seen that the AVE value in the Social Support variable (X1) is 0.973, then in the Self-Efficacy variable (X2) which is 0.548, then in the Self-Regulation variable (X3) which is 0.567 and in the Academic Resilience variable (Y) which is 0.607. Thus, it can be concluded that the four variables are declared valid.

Discriminant Validity Test

The validity test of discrimination is carried out to ensure that the variables in the model are quite different from each other.

Table 4. Cross Loading

	Social Support (X1)	Self-Efficacy (X2)	Self-Regulation (X3)	Academic Resilience (Y)
X1.10	0,991	0,189	0,155	0,182
X1.12	0,982	0,137	0,124	0,110
X1.2	0,980	0,192	0,144	0,181
X1.3	0,984	0,145	0,137	0,140
X1.5	0,979	0,191	0,172	0,184
X1.7	0,981	0,197	0,138	0,169
X1.8	0,999	0,193	0,159	0,186
X1.9	0,996	0,200	0,162	0,194
X2.2	0,233	0,739	0,433	0,401
X2.3	0,132	0,734	0,423	0,409
X2.7	0,110	0,738	0,394	0,408
X2.8	0,068	0,750	0,442	0,473
X3.1	0,116	0,360	0,790	0,333
X3.2	0,113	0,492	0,747	0,357
X3.6	0,112	0,445	0,720	0,415
Y1	0,196	0,395	0,317	0,724
Y3	0,055	0,477	0,413	0,796
Y4	0,154	0,460	0,404	0,814

From the Table 4 above, it can be seen that the indicators in each variable have a higher loading value on the corresponding variable compared to other variables.

Indicator Reliability Test

This test is seen based on the outer loading value > 0.7, the higher the outer loading value, the more reliable the indicator will be.

Table 5. Loading Factor

	Social Support (X1)	Self-Efficacy (X2)	Self-Regulation (X3)	Academic Resilience (Y)
X1.10	0,991			
X1.12	0,982			
X1.2	0,980			
X1.3	0,984			
X1.5	0,979			
X1.7	0,981			
X1.8	0,999			
X1.9	0,996			
X2.2		0,739		
X2.3		0,734		
X2.7		0,738		
X2.8		0,750		
X3.1			0,790	
X3.2			0,747	
X3.6			0,720	
Y1				0,724
Y3				0,796
Y4				0,814

Based on the cross loading calculation table on the indicators of Social Support, Self-Efficacy, Self-Regulation and Academic Resilience has a > value of 0.7. Therefore, it can be concluded that the indicators in this study are valid and reliable.

Internal Consistency Reliability Test

The reliability internal consistency test is used to measure the extent to which the indicator accurately measures the desired construct variable. The composite reliability value (Composite Reliability) must be more than 0.7 to be considered reliable. A score above 0.8 indicates high reliability, while a value above 0.6 indicates a sufficient level of reliability.

Table 6. Composite Reliability

	Composite Reliability
Social Support (X1)	0,997
Self Efficacy (X2)	0,829
Self-Regulation (X3)	0,797
Academic Resilience (Y)	0,822

Based on the results of the reliability composite test, it is known that the Social Support variable (X1) is 0.997, then the Self-Efficacy variable (X2) is 0.829, then the Self-Regulation variable (X3) is 0.797 and the Academic Resilience variable (Y) is 0.822. Therefore, it can be concluded that the variables are reliable in the study.

Next, Cronbach Alpha testing was carried out. As quoted from Hardisman (2020), the instrument or questionnaire can be said to be reliable if Cronbach Alpha > 0.6.

Table 7. Cronbach Alpha

	Cronbach Alpha
Social Support (X1)	0,996
Self Efficacy (X2)	0,725
Self-Regulation (X3)	0,617
Academic Resilience (Y)	0,675

Based on the results of the Cronbach Alpha test, it is known that the Social Support variable (X1) is 0.996, then the Self-Efficacy variable (X2) is 0.725, then the Self-Regulation variable (X3) is 0.617 and the Academic Resilience (Y) variable is 0.675. Therefore, it can be concluded that the variables are quite reliable in this study.

Inner Model Analysis

Based on substantive theory, the Inner model (inner relation, structural model and substantive theory) explains how latent variables relate to each other. The structural model was assessed using several values including the Determination Coefficient (R^2), Cross-Validated Redundancy (Q^2) and Effect Size (F^2).

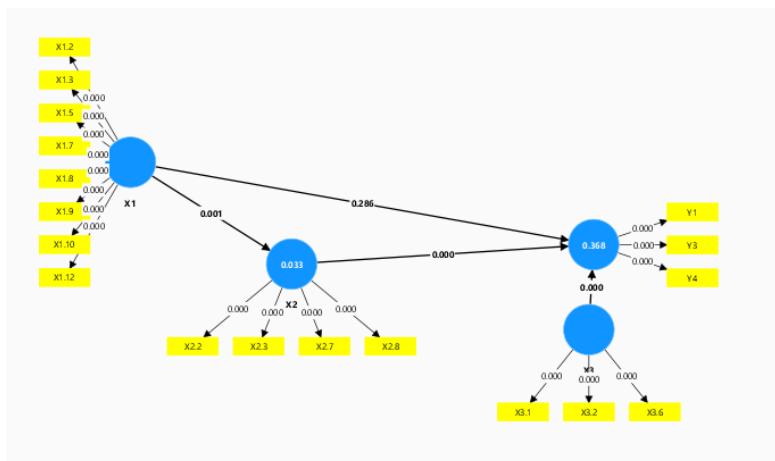


Figure 4. Inner Model with Bootstrapping Method

Source: Data processed by researchers (2024)

Determination Coefficient (R²)

This test was carried out to measure how much the influence of exogenous (independent) variables on endogenous (dependent) variables.

Table 8. Determation Coefficient (R-Square)

	R-Square
Self Efficacy (X2)	0,033
Academic Resilience (Y)	0,368

It can be concluded from the table above that the R-Square on Self-Efficacy (X2) of 0.033 states that Social Support is able to explain Academic Resilience by 3.3% and the rest is influenced by other factors. Meanwhile, the R-Square value of Academic Resilience (Y) of 0.368 states that Social Support (X1), Self-Efficacy (X2) and Self-Regulation (X3) are able to explain Academic Resilience (Y) by 36.8%, so the model can be categorized as weak, while the rest is influenced by other factors.

Cross-Validated Redundancy (Q²)

The Q² Predictive Relevance test aims to see how well observations are made.

Table 9. Cross-Validated Redundancy Q² Predict

	Q² Predict
Self Efficacy (X2)	0,016
Academic Resilience (Y)	0,215

It can be concluded from the table above that the Q² Predict on the Self-Efficacy variable is 0.016 < 0 and it is stated that this model lacks a Predictive Relevance value. Meanwhile, the Q² Predict value, on the Academic Resilience variable is 0.215 > 0 and it is stated that this model has a Predictive Relevance value.

Effect Size (F²)

This test was carried out to determine the magnitude of the influence of dependent and indenendable variables with effect size or f-square.

Table 10. Effect Size (F-square)

	X1	X2	X3	Y
X1		0,035		0,005
X2				0,191
X3				0,058
Y				

Based on the Table 10, it can be concluded as follows: The influence of Social Support on Self-Efficacy of 0.035 can be interpreted as having a small influence, the influence of Social Support on Academic Resilience of 0.005 can be interpreted as having no effect, the influence of Self-Efficacy on Academic Resilience of 0.191 can be interpreted as having a moderate influence and finally the influence of Self-Regulation on Academic Resilience of 0.058 can be interpreted as having a small influence.

Hypothesis Test

Direct Effect Analysis

This analysis was carried out to test whether there was a direct influence between independent variables on dependent variables. If the t-value of the statistic is greater than the t-table, then the influence is considered significant. And if the P-Values are less than 0.05, then the hypothesis can be said to be significant, which means that there is a significant direct influence between the independent variable and the dependent variable.

Table 11. Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
(X1) -> (Y)	0,057	0,057	0,053	1,068	0,286
(X2) -> (Y)	0,427	0,426	0,061	6,943	0,000
(X3) -> (Y)	0,235	0,234	0,063	3,749	0,000
(X1) -> (X2)	0,183	0,183	0,057	3,224	0,001

Indirect Effect Analysis

This analysis was carried out to test whether there is an indirect influence between an exogenous variable on an endogenous variable through a mediating variable. The criteria in this test are if the tstatistic value > ttable and P-Values < 0.05, then the hypothesis can be said to be significant.

Table 12. Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
(X1) -> (X2) -> (Y)	0,078	0,078	0,026	2,983	0,003

Based on the results of the above analysis, it can be explained as follows:

H1 : The Effect of Social Support on Academic Resilience

Based on the results of the test, the Social Support variable was not significant to Academic Resilience because the t statistical value was $1.068 < 1.96$ and the P-Values were $0.286 > 0.05$. Thus it can be concluded that hypothesis 1 in this study is rejected. This research is in line with previous research, namely research from Aziz et al., (2022), Sopah et al., (2023), and Dahlan et al., (2022) which stated that social support did not have a significant effect on academic resilience. The research from Estiban and Marti in Dahlan et al., (2022) states that students who have a high level of resilience and good academic abilities will be able to have positive life development even in vulnerable environmental situations, in addition to that in adolescent life is greatly influenced by emotional relationships so the ability to control emotions is needed to establish interpersonal relationships with other individuals.

H2 : Influence of Self-Efficacy on Academic Resilience

Based on the results of the test, the Self-Efficacy variable has a significant effect on Academic Resilience because the t statistical value is $6.943 > 1.96$ and the P-Values value is $0.000 < 0.05$. Thus it can be concluded that hypothesis 2 in this study is accepted. This research is in line with the research of Vallahatullah Missasi and Indah Dwi Cahya Izzati (2019) which states that resilience can be built by the existence of self-efficacy, where self-efficacy is related to the individual's perception of the abilities they have.

H3 : The Effect of Self-Regulation on Academic Resilience

Based on the results of the test, the Self-Regulation variable has a significant effect on Academic Resilience because the t statistical value is $3.749 > 1.96$ and the P-Values value is $0.000 < 0.05$. Thus it can be concluded that hypothesis 3 in this study is accepted. This research is in line with previous research, namely Ekawati, et, al. (2023), Pricilia Claudia (2019), Siregar, et, al. (2022) stating that self-regulation has a positive influence on academic resilience. The research of Ekawati et al. (2023) claims that developing self-regulation contributes more to academic resilience. This implies that students who are more adept at organizing, planning, and managing their time and resources will be more likely to develop academic resilience and face the challenges that lie ahead more quickly.

H4 : The Effect of Social Support on Self-Efficacy

Based on the results of the test, the Social Support variable has a significant effect on Self-Efficacy because the statistical value is $3.224 > 1.96$ and the P-Values value is $0.001 < 0.05$. Thus it can be concluded that hypothesis 4 in this study is accepted. This research is in line with previous research, namely the research of Xiaomeng Chen, et, al (2020), Santos Orejudo, et, al (2021), Ratna Dyah Suryaratri (2022) stated that social support has an effect on self-efficacy. Research by Eka Heriyani, et, al (2021) shows that self-efficacy and social support have a very substantial beneficial relationship. Therefore, the more social support a person receives, the more effective they perceive themselves.

H5: Indirect Effect of Social Support on Academic Resilience through Self-Efficacy

Based on the results of the test of the Social Support variable, it has an indirect effect on Academic Resilience through Self-Efficacy because the statistical value is $2.983 > 1.96$ and the P-Values are $0.003 < 0.05$. Thus, it can be concluded that hypothesis 5 in this study is accepted. This research is in line with previous research, namely the research of Theresya and Setiyan (2023), Chairani Lubis and Fransicus Ambarita (2023) and Veni Suharti (2023) stated that there is an indirect relationship between social support and academic resilience through self-efficacy. Therefore, it can be concluded that self-efficacy can indirectly have a significant effect on social support and help in encouraging the development of academic resilience.

CONCLUSION AND RECOMMENDATION

Based on the results of the analysis conducted in this study, it can be concluded that the results of the study show that the higher the level of self-efficacy and self-regulation in a student, it will affect the academic resilience of the student. This means that these students will be able to adjust to the conditions of the academic environment and they tend to show a positive attitude in facing challenges in their academics. As for social support in this study, it does not have a significant influence on academic resilience. Finally, the research results show that there is a positive and significant influence that indirectly self-efficacy can influence social resilience on academic resilience. Thus, self-efficacy can help encourage the development of academic resilience.

Based on the results of the analysis carried out in this research, it can be concluded that the research results show that the higher the level of self-efficacy and self-regulation in a student, the more it will influence the student's academic resilience. This means that these students will be able to adjust to the conditions of the academic environment and they tend to show a positive attitude in facing academic challenges. Meanwhile, schools and teachers can also play an active role in increasing students' academic resilience by providing counselling guidance, helping students to develop positive thinking, and helping to increase students' religiosity. While social support in this study did not have a significant influence on academic resilience, it can be concluded that there are other factors that influence academic resilience

besides social support, namely intelligence such as emotional intelligence, locus of control and self-concept. It is hoped that the results of this research will increase knowledge in the academic field.

So based on this, the researcher recommends for the next research, namely the next research should expand and deepen the research object by considering a wider area or different levels of education, such as junior high school students or college students. This will provide a more thorough summary of the elements that contribute to academic resilience in different educational groups. It is recommended to add other factors that have the potential to affect academic resilience, such as coping strategies, locus of control, and self-concept. These variables can provide a more complete perspective in understanding the factors that make up academic resilience in students.

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