



The influence of social support on students' academic resilience through self-efficacy

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ABSTRACT

Students who can maintain their abilities and function competently throughout their educational journey until completion are considered resilient. To become a resilient student, several attributes are necessary, both internal and external. Internally, self-efficacy the belief in one's ability to complete tasks and fulfill obligations is crucial. Externally, social support from family, friends, and significant others plays a vital role. This study aims to examine the effect of social support on students' academic resilience, with self-efficacy serving as a mediating variable. This study employs a quantitative methodology involving a sample of 270 students from a private university in Medan, with participants aged between 21 and 27 years. The instruments utilized in this research included the MSPSS scale, the General Self-Efficacy Scale, and the Academic Resilience Scale. Mediation analysis conducted using PLS-SEM4 showed that self-efficacy significantly mediates the relationship between social support and academic resilience, as indicated by a t-statistic of 4.440 (greater than 1.96) and a p-value of 0.000 (less than 0.05). This study's findings suggest that self-efficacy partially mediates the relationship between social support and academic resilience among students. Specifically, students who receive strong social support and possess high self-efficacy are more likely to confront their challenges and fulfill their academic responsibilities, ultimately developing resilient students.

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Introduction

Life's challenges are becoming increasingly complex and intense. This difficulty stems not only from the pressure to compete but also from the vast array of opportunities for collaboration and teamwork. If these challenges are not effectively addressed, individuals may become susceptible to various issues, including health problems, stress, conflict, and failure (Hendriani, 2018).

To become students who can effectively meet their academic obligations and demands, it is essential for them to develop strong self-regulation skills, complete coursework on time, maintain positive social relationships, and, most importantly, fulfill their financial responsibilities to higher education institutions (Martunis & Bahri, 2016). Failure to adequately address these factors can create significant challenges for students.

According to Martunis and Bahri (2016), students experience various challenges, including financial difficulties, psychological issues, personal relationship problems, household and family concerns, and difficulties adjusting to college assignments, such as the fear of failing. Additionally, students may face uncertainties regarding their future and employment. Students must confront these challenges and fulfill their academic responsibilities to become resilient. Those who successfully navigate these obstacles while meeting their academic obligations can be considered resilient students (Narayanan & Onn, 2016).

Individual resilience skills are closely linked to personal experiences confronting challenging and stressful situations. Moreover, students who possess resilience skills can leverage the pressure they encounter as an opportunity for development, making it easier to navigate difficult circumstances. With resilience, individuals can maintain a positive outlook even when faced with burdensome stressors (Simatupang & Simarmata, 2024).

Resilience can be defined as an individual's capacity to maintain their abilities and function competently in the face of various life stressors (Hendriani, 2018). Academic resilience is particularly important to study because it fosters awareness of the challenges and difficulties that impose formidable psychological pressure on individuals engaged in educational activities. Furthermore, numerous studies have emerged from the theme of resilience research, particularly concerning first-year students (Dewi Kumalasari et al., 2020; Sari & Indrawati, 2016; Utami, 2017).

The primary issue in the research on academic resilience in Indonesia pertains to the challenges encountered within the academic context (Hendriani, 2018; Sari & Indrawati, 2016; Satyaninrum, 2019; Utami, 2017). These challenges may encompass various factors, including substantial workloads, pressure to achieve high scores on examinations and assignments, expectations from family and self, limited financial resources, difficulties in adapting to campus life, ineffective time management and procrastination, obstacles in the learning process, and academic anxiety (Nashori & Saputro, 2021).

The phenomenon observed is that students in Indonesia consistently encounter academic challenges, and not all of them can overcome or resolve the issues they face. This observation aligns with the numerous studies on academic resilience that have been conducted, highlighting the context of challenges or obstacles within resilience research in Indonesia, which serves as the backdrop for many academic difficulties (Hendriani, 2018; Satyaninrum, 2019; Utami, 2017).

A characteristic of low resilience is the inability of students to overcome academic challenges (Dwiastuti et al., 2021). This inability is evident among students who fail to complete their education. In 2019, the dropout rate for elementary to high school students reached 4,336,503, accounting for 6% of all school-aged children, with economic issues cited as the primary cause (54% of the total dropout rate) (Putra, 2020). National data from the Ministry of Research, Technology, and Higher Education indicates an increase of 452,451 students (5%) who dropped out of college between 2018 and 2019 (Dwiastuti et al., 2021). According to the 2020 Higher Education Statistics report, 601,333 students dropped out of college in 2020, with private universities (PTS) contributing the highest dropout rate. It was recorded that 478,826 students dropped out from private universities or 79.5% of the total. Men accounted for 370,322 dropouts, while women accounted for 231,011. This rising dropout rate trend among school and college students in Indonesia indicates a decline in resilience among the student population (Dwiastuti et al., 2021).

Several external factors that are related to and influence academic resilience include social support in general (Satyaningrum, 2019). Social support is a process of interaction among individuals that is facilitated through providing support, which can be categorized into emotional, informational, instrumental, and appraisal support (Swarjana, 2021). Social support is key to resilience (Resnick et al., 2011). Bilgin and Taş (2018) conducted research involving 503 students aged 17 to 31 years and found a significant relationship between social support and psychological resilience.

In addition to support from the surrounding environment, students must possess confidence in their own abilities to navigate the challenges associated with their academic responsibilities effectively. This belief in one's capabilities is referred to as self-efficacy. Individuals with high self-efficacy can be motivated to take action and are better equipped to manage stress and anxiety. Conversely, those with low self-efficacy may encounter major obstacles in achieving their goals (Mufidah, 2017). Self-efficacy is a critical factor influencing a person's resilience (Reivich & Shatte, 2020). Findings from Cassidy, (2016), based on a study of 435 students, indicate that academic self-efficacy plays a vital role in fostering student resilience. Self-efficacy is closely related to an individual's perception of their own abilities. A second study conducted by Martinez et al., (2017) involving 363 adults further revealed that self-efficacy significantly affects resilience.

The previously delivered description demonstrates that academic resilience plays a crucial role in ensuring students persist in their studies until completion. Internal and external factors are essential to cultivate this attribute of academic resilience. Drawing on prior research conducted by various scholars, this study identifies self-efficacy as an internal factor and social support as an external factor that influences students' resilience. Furthermore, self-efficacy is utilized as a mediating variable in this research. By incorporating mediating variables, this study aims to elucidate the impact of social support on academic resilience and contribute to understanding the academic resilience framework that emerges from an individual's external environment. This framework, in turn, influences the individual's internal state, particularly in terms of self-efficacy, thereby facilitating the process of resilience.

This study examines students' academic resilience and its relationship with social support and self-efficacy. The findings are expected to encourage the university to develop programs that provide enhanced support for students' educational completion. Additionally, the results are anticipated to offer insights for students to cultivate academic resilience, which includes fostering resilience, building confidence in their abilities through self-efficacy, and leveraging support from their closest networks to meet their academic demands and obligations.

Method

The approach employed in this study is a quantitative method utilizing an explanatory framework to elucidate the relationship between the independent variable (social support) and the dependent variable (academic resilience), with self-efficacy serving as a mediating variable. In this context, the mediating variable functions to explain the influence of the independent variable on the dependent variable. This research can be categorized as explanatory quantitative research, which aims to explain relationships and influences through hypothesis testing. Based on this perspective, the explanatory approach seeks to provide a comprehensive understanding of the relationships between various phenomena and variables.

The population in this study consists of eighth-semester students or higher at a private university in Medan City, totaling 442 students. From this group, screening was conducted based on the criteria for students with low resilience using purposive sampling. After data collection, 270 students who met the criteria for low resilience participated in the research by completing the research scale. This study utilized three types of scales administered to the research participants. The first scale is the Academic Resilience Scale, compiled by Hardiansyah et al. (2020). This scale has a Cronbach's alpha reliability value of 0.784, with validity indicated by a loading factor ranging from 0.301 to 0.804, which exceeds the threshold of 0.300. The second scale is the General Self-Efficacy Scale, developed by Schwarzer and Jerusalem (1995) and adapted into Indonesian by Novrianto et al. (2019). This scale has a Cronbach's alpha reliability value of 0.91, with validity demonstrated by factor load scores for each item ranging from 0.49 to 0.73. The model fit is confirmed with a chi-square value of 34.87, degrees of freedom (df) of 26, a p-value of 0.11444, and a Root Mean Square Error of Approximation (RMSEA) of 0.024. The third scale is the Multidimensional Scale of Perceived

Social Support (MSPSS), developed by Zimet et al. (1988) and adapted into Indonesian by Sulistiani and Kristiana (2022). This scale has a Cronbach's alpha reliability value of 0.77 and meets validity requirements through content validity, as measured by Aiken's V, with scores ranging from 0.6 to 1. After data collection, all data were tabulated and analyzed using SPSS and PLS-SEM 4.

Result

The results of this study began with a descriptive analysis that outlined the frequency and percentage distribution of the variables: gender, Stambuk, and age. Table 1 below presents the percentages for these variables.

Table 1. Frequency and Percentage Distribution of Descriptive Data Analysis

Characteristic	Frequency	Percentage (%)
Gender		
Male	105	38.9%
Woman	165	61.1%
Stambuk		
2017	3	1.1%
2018	73	27.0%
2019	75	27.8%
2020	119	44.0%
Age		
21	134	49.6%
22	74	27.4%
23	46	17.0%
24	5	1.8%
25	4	1.5%
26	2	0.7%
27	5	1.8%

Based on Figures 1, 2, 3, and Table 2, Cronbach's Alpha value is greater than 0.7, the Average Variance Extracted (AVE) is above 0.5, and the Composite Reliability (CR) is greater than 0.7. This result indicates that the Cronbach's Alpha, Composite Reliability, and Average Variance Extracted met the established standards.

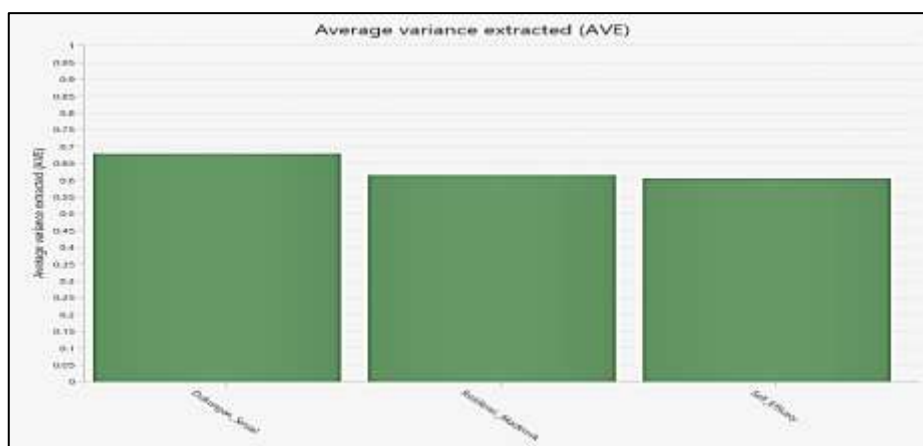


Figure 1. Validity Testing based on Average Variance Extracted (AVE)

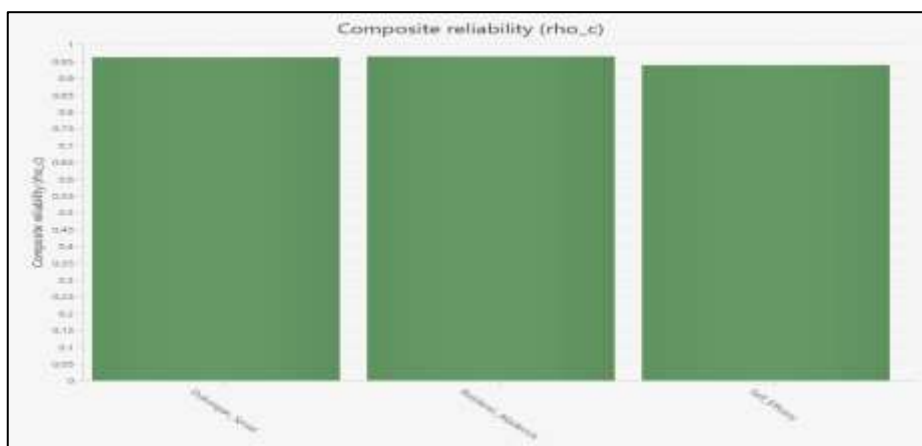


Figure 2. Reliability Testing based on Composite Reliability (CR)

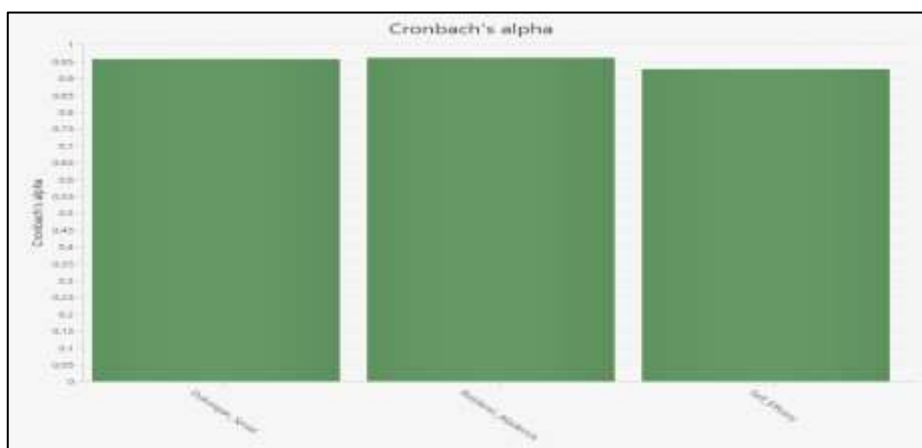


Figure 3. Reliability Testing based on Cronbach's Alpha (CA)

Table 2. Test Description based on Cronbach's Alpha (CA), Composite Reliability (CR), Average Variance Extracted (AVE)

	Cronbach Alpha	Composite Reliability	Average Variance Extracted (AVE)
Academic Resilience	0.961	0.964	0.614
Self-efficacy	0.927	0.938	0.604
Social Support	0.957	0.962	0.678

Table 3 indicates that among the 270 participants, 74.8% exhibited high academic resilience. Additionally, 69% demonstrated high self-efficacy, while 73.7% reported high levels of social support.

Table 3. Descriptive Analysis of Research Variables

Variable	Min	Max	Mean	SD	Category		
					Low	Moderate	High
Academic Resilience	17	68	42.5	8.5	20 (7.4%)	48 (17.8%)	202 (74.8%)
Self-efficacy	12	84	48	12	10 (3.7%)	73 (27.0%)	187 (69.3%)
Social Support	10	40	25	5	11 (4.1%)	60 (22.2%)	199 (73.7%)

Based on the data presented in Table 4 and Figure 4, it is evident that there exists a significant direct effect of social support on academic resilience, as indicated by a path coefficient of 0.448, a t-statistic of 6.626 (which exceeds the threshold of 1.96), and a p-value of 0.000 (which is less than the significance level of 0.05). Furthermore, social support positively influences self-efficacy, demonstrated by a path coefficient of 0.525, a t-statistic of 8.165 (exceeding 1.96), and a p-value of 0.000 (less than 0.05). Additionally, self-efficacy positively affects academic resilience, as evidenced by a path coefficient of 0.419, a t-statistic of 6.524 (greater than 1.96), and a p-value of 0.000 (less than 0.05).

Table 4. Coefficient Test of Social Support, Self-efficacy, and Academic Resilience (Direct Effect)

	Original Sample	Mean	Standard Deviation	t-Statistics	P-Values
Social Support-Academic Resilience	0.448	0.446	0.068	6.626	0.000
Social Support-Self Efficacy	0.525	0.529	0.064	8.165	0.000
Self-Efficacy-Academic Resilience	0.419	0.423	0.064	6.524	0.000

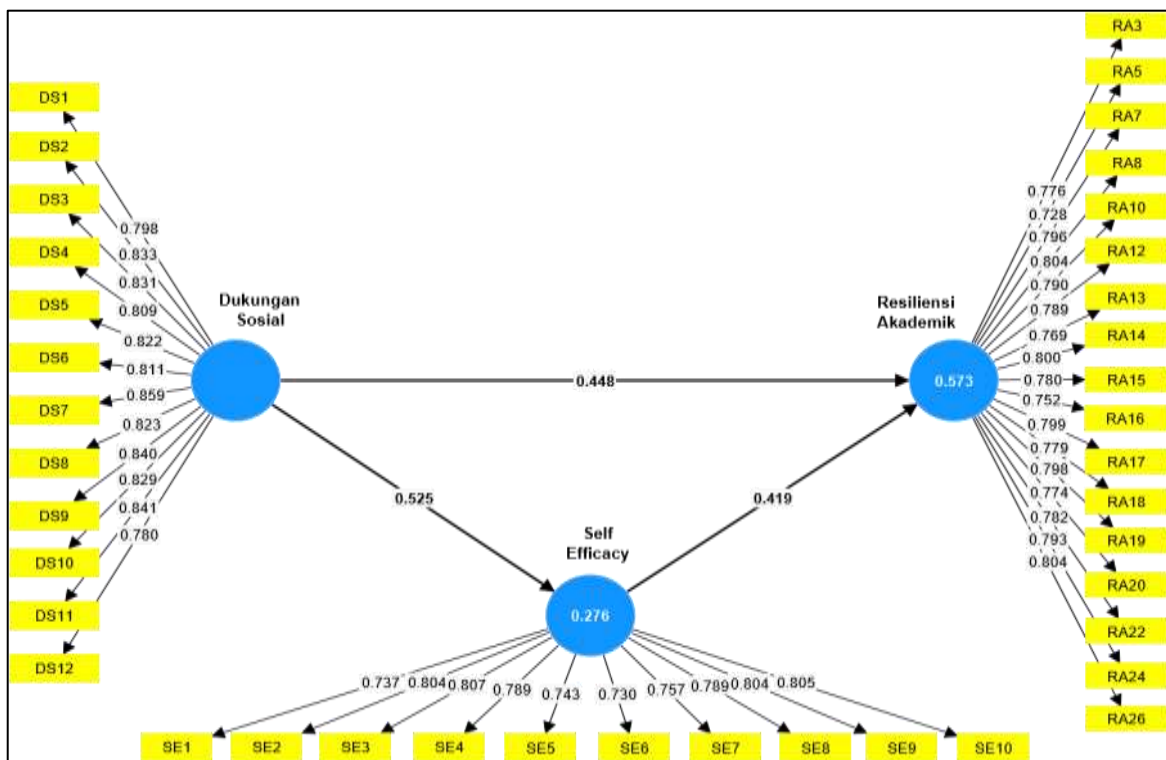


Figure 4. Influence between Social Support, Self-efficacy and Academic Resilience

Self-efficacy is a significant mediator in the relationship between social support and academic resilience, as evidenced by t-statistics of 4.440, which exceeds the threshold of 1.96, and p-values of 0.000, which are less than the significance level of 0.05. The analysis reveals that the indirect effect is 0.220 (22%), while Table 4 indicates that the direct effect is 0.448 (44.8%). This result suggests that the magnitude of the mediating effect is less than the direct effect of social support on academic resilience. Consequently, the findings of this study indicate that self-efficacy partially mediates the influence of social support on students' academic resilience.

Discussion

The research findings indicate that self-efficacy mediates the relationship between social support and academic resilience among students. The mediation analysis results demonstrate that self-efficacy significantly mediates the influence of social support on academic resilience, accounting for 22% of the effect. This study elucidates that, in order to foster strong academic resilience, it is essential not only to have robust social support from family, friends, and significant others but also to cultivate self-efficacy within students. Self-efficacy is characterized by three key dimensions: the level aspect, which pertains to the belief in one's ability to complete tasks commensurate with their difficulty; the generality aspect, which relates to an individual's confidence in their capacity to perform tasks across various contexts; and the strength aspect, which reflects the student's determination of not easily giving up and perseverance in successfully completing tasks.

Individuals must fulfill their obligations and actively confront existing problems to become a strong student. College students who successfully navigate their academic responsibilities and demands can be classified as resilient learners. This study posits that both external and internal factors influence academic resilience. The external factors include social support from friends, family, and other significant individuals, while the internal factors related to self-efficacy, which reflects a student's confidence in their ability to complete academic tasks and obligations. The findings of this study are corroborated by research conducted by Mufidah (2017), which identified a positive relationship between social support and resilience mediated by self-efficacy. Additionally, the results align with studies by Theresya and Setiyani (2023) and Suharti and Nugraha (2023), which consistently demonstrate the impact of social support on academic resilience through self-efficacy.

The magnitude of the direct influence of social support on academic resilience was found to be 44.8%, significantly exceeding the indirect influence of 22.0%. Therefore, it can be concluded that the direct impact of social support on academic resilience is more substantial than the indirect effect. This result indicates that self-efficacy partially mediates the relationship between social support and academic resilience. Partial mediation suggests that self-efficacy serves as a mediator to some extent, while other variables may also contribute to a more significant mediating effect.

Based on the study's results, it was found that social support has a positive and significant effect on self-efficacy. The findings indicate that social support accounts for 52.5% of the variance in self-efficacy. Social support is the acceptance of support or assistance provided by individuals closest to a person, including family, friends, and other significant individuals in their lives (Nashori & Saputro, 2021).

Observing the results of this study, it becomes evident that individuals require adequate support to develop self-efficacy. Those who receive insufficient emotional, appreciative, instrumental, and informational support tend to exhibit lower levels of self-efficacy. Among the students who participated in this study, the researcher gathered several statements indicating a lack of support, particularly regarding emotional support and appreciation from their families. Many students feel their families do not take their needs seriously, resulting in a lack of emotional assistance. Consequently, these students often refrain from discussing academic problems with their families. This absence leads them to avoid seeking help from family and peers instead of confronting and resolving issues independently. Such low levels of support can significantly impact students' self-efficacy, especially as self-efficacy plays a crucial role in mediating the attributes of academic resilience. Research has shown that higher levels of peer social support correlate with increased self-efficacy in completing a thesis. Students frequently face challenges during the thesis completion process, which may stem from internal factors or external circumstances (Hanapi & Agung, 2018). Additionally, the findings of this study are corroborated by research conducted by Fitriyah et al. (2019), which emphasizes that students require support from various parties, including parents and lecturers.

Based on the study's results, it was found that self-efficacy has a positive and significant effect on academic resilience. Self-efficacy refers to an individual's belief in his or her ability to regulate and execute a series of behaviors or actions necessary to accomplish a particular task (Nashori & Saputro, 2021). The degree of self-efficacy that an individual possesses is influenced by three dimensions: (1) Level, which refers to the difficulty of the task; (2) Generality, which indicates the degree of variation in situations and serves as a measure of an individual's confidence in his or her abilities; and (3) Strength, which reflects the degree of conviction an individual has in their ability to complete a task. When examining the students who participated in this research, it is evident that their resilience in facing academic burdens and obligations stems from sufficient self-efficacy. The findings of this study are supported by a meta-analysis conducted by Utami (2017), which revealed a significant positive correlation between self-efficacy and resilience. Additionally, Cassidy (2016) found that students with high self-efficacy in academic contexts demonstrate greater resilience in their studies. Strong self-efficacy enhances resilience and improves the ability to accomplish tasks under pressure (Siddique et al., 2021; Crane et al., 2017).

Based on the study's results, it was found that social support has a positive and significant effect on academic resilience. These results indicate that social support directly influences 44.8% of academic resilience. Social support is one of the key factors affecting academic resilience (Nashori & Saputro, 2021). It is defined as the presence, willingness, and care of others who can be relied upon, respected, and cherished by individuals (Sarafino & Smith, 2015). From this definition, it can be understood that individuals, specifically students in this study, are required to fulfill their academic obligations and demands. These responsibilities include having good self-adjustment, completing coursework on time, maintaining positive social relationships, and meeting financial obligations to higher education institutions (Martunis & Bahri, 2016). To achieve these goals, students must receive adequate social support, which can come from family, friends, and significant others. This support may manifest as a space to share joys and sorrows, emotional assistance, a source of comfort, a reliable friend, and help in decision-making. The findings of this study align with research conducted by Sabouripour and Roslan (2015), which identified social support as an essential predictor of student resilience. Additionally, this finding is consistent with the work of Salim et al. (2019), who concluded that strengthening social support enhances resilience.

In this research process, several limitations exist that future researchers should consider. One significant limitation of this study is that it utilizes subjects from a homogeneous group within a single university, which restricts the generalizability of the findings to other subject groups.

Conclusion

Based on research conducted on the influence of social support on academic resilience through the mediation of self-efficacy, it can be concluded that social support has a positive and significant effect on students' academic resilience. Self-efficacy significantly mediates the relationship between social support and academic resilience among students. Furthermore, social support positively and significantly affects self-efficacy, positively influencing academic resilience. This deduction indicates that the greater the social support students receive and the higher their confidence in their ability to complete tasks effectively, the greater their academic resilience will be.

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