Social Support and Resilience on the Stress of Completing Final Projects

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Abstract

The aim of this study was to predict how social support and resilience impact the stress experienced during the completion of final projects. This was a non-experimental quantitative study conducted with the student population of the Faculty of Psychology at University X. Using the cluster random sampling technique, a sample of 50 students was selected. Data were collected using three main scales: a stress scale, a social support scale, and a resilience scale. The responses of the subjects were coded and analyzed using SPSS V 16, and the multiple linear regression model was utilized for analysis. The study discovered that social support and resilience have a highly significant effect on the stress experienced while completing final projects. Overall, stress, social support, and resilience were rated as moderate. Resilience and social support contributed to increased endurance, optimism, self-esteem, willingness, motivation, and acceptance among students as they worked on their final projects. Social support and resilience also helped to evoke energy and understanding among students that the stress of working on final projects is not as terrifying as it seems. With unwavering confidence, optimism, and resilience, students should be able to navigate difficult situations successfully

Keywords: Social support; resilience; stress; final project

Introduction

Stress among students is frequently associated with academic assignments, and completing final projects is one of the requirements for obtaining a *sarjana* degree (Arifin, 2021). The process of completing final projects demands independence and diligence from students, who must set a schedule to achieve their thesis targets (Wardi & Ifdil 2016). Preparing final projects necessitates observation, logical reasoning, and engaging in a long research process (Azzahra & Fernandes,

2023; Venanda, 2022).To bring their research to perfection, students must engage in active reading literacy, such as understanding, using, and reflecting on reading, through direct involvement to gain knowledge to complete their final projects (Dafit, Mustika, & Melihayatri 2020). This literacy stage often presents the biggest challenge for students, resulting in anxiety and stress.

Anxiety is a feeling of fear, nervousness, or restlessness. Anxiety in final-year students largely arises from a lack of adequate writing ability, a lack of understanding of research, and feeling anxious about having to face their supervisor (Gan & Hue, 2019; Kumar et al., 2019). Nervousness when meeting professors and other problems encountered during the process may negatively affect students' psychological condition (Ramírez-Adrados et al., 2020). During the pandemic, stress is increasing and affecting all aspects of human life, including students (Brown et al. 2020; Özer et al. 2021). Students are more susceptible to schedule uncertainty and have to deal with rejection when requesting a meeting with professors or lecturers. Leo (2013) expressed that the difficulties faced by students during the thesis writing process result in stress. Stress is the pressure or demands perceived by individuals that require them to make adjustments (Aihie & Ohanaka, 2019). Stress is an individual condition when confronted directly with opportunities, demands, and resources related to what the individual wants, but with contrasting outcomes than what they expect (Stephen & Judge 2015).

Many final-year students suffer from stress and face difficulties due to various problems and pressure associated with working on their final projects. These challenges are not only attributed to the stigma that preparing final projects is difficult but also to the fact that it requires a long process (Malfasari et al. 2018). Unfortunately, many students have difficulty completing their thesis, and this assumption creates anxiety for some students when dealing with their final project (Sari & Sari 2020). A study by Permatasari, Arifin, and Padilah (2020) revealed that stress related to the thesis during the pandemic has an impact on students' psychology, causing anxiety in communication, restlessness, and difficulty sleeping, which can result in physical symptoms such as racing heart rate, sweating, or a feeling of shortness of breath (Ahmed & Çerkez 2020).

Working on final projects can cause a syndrome of stress that requires immediate treatment. Prolonged stress can lead to increased lethargy, difficulty completing tasks, a lack of motivation to continue with the final project, and even burnout (Asif et al., 2020; Mohamed, 2019). The pressure and stress that students experience may negatively impact their competence in their field of interest or individual hobbies (Graves et al., 2021). Moreover, stress not only affects students' final stage of education but also disrupts their daily activities, emotional stability, cognitive function, and social relationships (Ramón-Arbués et al., 2020). Therefore, it is essential to provide appropriate individual psychological, emotional, cognitive, and social interventions. According to Jairam and Kahl (2012), one effective intervention to mitigate stress is social support, which refers to verbal or non-verbal information, tangible help, and emotional and behavioral benefits that recipients receive from the presence of others and social intimacy (Gottlieb 1983).

Social Support and Stress

Sarafino and Smith (2012) suggest that the emotional aspect of stress will tend to make it difficult for individuals to control their emotions. So that individuals become easily angry or excessively sad and easily feel sad and depressed. Students generally spend time with their friends and share stories with their peers. With this, individuals can reduce their stress by seeking support through their friends. students who are experiencing stress will also affect them in taking attitudes. In the aspect of behavioral stress, individuals in this stressful condition will tend to affect their behavior to be more negative such as being lazy and tense.

 Sarafino and Smith (2010) suggest that one aspect of social support is emotional support. In this aspect, it is explained that this emotional support can include expressions of care and attention given by the environment (peers) to the individual. When the individual has friends who care and have friends to share stories with, whether in feelings of anger or sadness, the individual will feel loved and accepted by his environment so that the individual does not accumulate his emotions in himself to cause stress. In the aspect of social support there is also an aspect of appreciation social support, in this aspect individuals receive positive encouragement from the environment,

with this support it is hoped that the motivation in individuals who are working on this final project can increase so that their laziness and negative behavior decreases.

Research conducted by Rohmah (2017) states that there is a very significant negative influence between peer social support and stress at 0.00 (<0.05), which means that the higher the social support felt by the individual, the level of stress felt by the individual will decrease. With social support, it will provide a sufficient support system for students who are working on their thesis. Individuals who have a sufficient support system are expected to feel less stress because of the positive feelings given by the environment. Social support can help students overcome stress and challenges they may face while working on their thesis (Alsubaie et al., 2019). Social support is an important aspect of healthy relationships, providing individuals with information, tangible help, and a sense of being cared for, valued, and loved (Shao et al., 2020) Final-year students need social support to boost their motivation and determination to complete their thesis successfully (Sari & Fakhruddiana, 2019).

Resilience and Stress

Sarafino and Smith (2012) suggest that one aspect of stress is the emotional aspect, individuals with this condition find it difficult to regulate their emotions such as excessive anger and sadness, individuals in this condition can feel down due to the stress they experience. Students who are preparing a thesis tend to often experience stress in facing obstacles in the process of writing this thesis, especially during covid-19 which limits social mobility. The stress response in each person can be different and the way individuals manage stress can also be different. In addition, another aspect of stress is the aspect of the mind (cognitive), this condition relates to how individuals interpret the stress, the problem solving taken in solving the problem. In this stressful condition, individuals can feel their concentration is disturbed because they are thinking about the problems they are experiencing. These stressful conditions will be related to individual endurance in order to rise from feeling down and manage the stress well or what is currently known as resilience.

Reivich and Shatte (2002) suggest that one aspect of resilience is emotion regulation, which is an individual's self-control in order to remain calm in managing pressure. This condition is related

to the aspect of emotional stress. When students who are preparing this thesis get difficulties and respond with explosive anger, the decisions taken can be wrong and become less rational than when individuals make decisions in calm conditions. Next is the aspect of problem analysis ability, when individuals can regulate their emotions well and can think calmly, the decisions in problem solving that are taken can be more rational than when they are angry and frantic, individuals with this ability can find the root of the problem, so that the problem is expected to be resolved quickly and the stress felt decreases.

Research conducted by Septianti, fitria (2016) obtained the results of a correlation test of 0.025 (<0.05) which means there is a relationship between resilience and stress. Individuals with high resilience, the level of stress felt will decrease and vice versa when resilience in individuals is low, the stress felt will increase.

Students with positive energy are more likely to adapt to and overcome challenging situations, such as looming deadlines, extensive revisions, and difficulties in arranging appointments with their supervisors. One way to enhance this positive energy is through resilience (Risma, 2016). Resilience can reduce stress in students while working on final projects, enabling them to set clear goals, have confidence in their abilities, establish positive relationships with others, exercise self-control, and recognize their strengths and weaknesses to complete their final projects successfully without any doubt (Miranda & Cruz, 2022). Resilience is crucial for students in overcoming stress while working on their final projects. Research by Triyana et al. (2015) and Widuri (2012) found that students with high levels of resilience are more likely to take action and be prepared to face difficulties, including those encountered while completing their final projects. This ability to endure and face obstacles is essential in determining the extent of their efforts. Lee and Lee (2021) suggest that resilience is also a key factor in helping students overcome stress and depression.

Stress and even depression experienced by final year students should not happen because students have the right and privilege not to feel like students in general. Final year students should have positive experiences that make them more existent before they are inaugurated as alumni.

This experience is in the form of happiness, optimism, a bright future, many connections, resilience and so on so that it is considered necessary to make final year students an example for other junior students. Students have the right social support and resilience to overcome stress in preparing the final project. In several previous journals there has been no exact same title and the context of this research is different from other journals. Students are seen objectively so as to bring out the hidden experiences of the thesis preparation process. Students will describe their experiences at the beginning of the mentoring until the end of the mentoring process. This research is more interesting especially reviewing thoroughly related to stress in psychology students. This research can provide an overview of stress in students and the strategies they use to complete their thesis. With this research, it is hoped that psychology students will be more enthusiastic, think positively, stay calm, manage emotions, and not easily despair in facing supervisors.

Therefore, this study aims to investigate the roles of social support and resilience in encouraging students to face and manage the stress and pressure associated with completing their final projects in a timely and satisfactory manner. Specifically, this study seeks to test the simultaneous effects of social support and resilience on stress levels during the process of writing final projects, particularly in the context of the pandemic.

Method

Design

The sampling technique used in this study was probability sampling. With this technique, the sample to be taken from the population had an equal chance of being chosen as a research sample. Equal opportunity for each individual was intended as a tactic to predict how likely a sampling error was. The method to be used in this study was cluster random sampling carried out by randomizing groups. This method would determine the sample to represent the population which would then be subjected to treatment. The population of students of class of 2017 was 199 students. Then, from the population, the researchers would then pick 50 respondents. Data collection was performed from 1 November 2021 to 10 November 2021.

Quantitative study is the key in this research. The authors designed the study starting from pre-observation. Pre-observation was performed by observing the behavior of the students and interviewing some of them. The researchers began to identify which behaviors were considered stress characteristics in completing final projects. The researchers made basic assumptions regarding student stress. The symptoms documented in literature were also exhibited by some students. The researchers assessed that the symptoms experienced by students were interesting and supposed that students' experiences could be further researched. The researchers continued the process by developing a research framework. Then, the researchers determined the measures and provided trial scales of groups that resembled a research sample. Afterwards, usable scales were determined according to the results of experiment judgment. The highest points were taken while the lowest points on the items were discarded. The researcher analyzed the data of the trial scales. They determined valid items. The researchers reanalyzed the data from the research sample. The researcher assigned codes for the favorite items and different codes for the unfavorable item.

Measurement

As a starter, the respondents were firstly asked to fill in an informed consent as a proof of willingness to participate in this study. The scales were prepared in Google Forms consisting of three scales, namely a stress scale consisting of 36 items, expanded from the original blueprint to anticipate invalid items. A social support scale consisted of 40 items that had also been expanded from the original blueprint to anticipate invalid items. Lastly, a resilience scale consisted of 56 items that had also been expanded from the original blueprint to anticipate invalid items. The three scales were then analyzed to determine the reliability coefficient of the items.

This study used three different scales, namely social scales, resilience scale and stress scale. The scale method used was summated rating method with a procedure in which the subjects chose one response that best described their condition at the time. The responses in this study ranged from strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). If the items were categorized as favorable, then the answer "strongly agree" was worth 4, the answer "agree" was worth 3, the answer "disagree" was worth 2, and the answer "strongly disagree" was worth 1.

Conversely, if the items were considered unfavorable, then the answer "strongly agree" was worth 1, the answer "agree" was worth 2, the answer "disagree" was worth 3, and the answer "strongly disagrees" was worth 1. The alternative answer procedure was taken from a Likert scale and had been modified to four answer choices where initially there were five answer choices. This scale contained favorable statements and unfavorable statements.

Stress scale

The researchers developed the scale stress using and based on the aspects by Sarafino and Smith (2012), namely biological aspects and psychological aspects, including cognition, emotion and behavior. Both aspects would be described with favorable statements and unfavorable statements. To determine the number of items on this scale, the Spearman Brown formula was used with an expected item-total correlation coefficient of 0.4 and an expected reliability coefficient of 0.8. To obtain an item-total correlation coefficient and reliability coefficient of 0.4 and 0.8, respectively, 21 question items were required. However, to anticipate the number of invalid items during the scale trial, the researchers decided to add question items to each aspect criterion from the original 21 items to 36 items. After the trial, the distributed scale contained 20 items with the discrimination index moving from 0.315 to 0.693 and with a stress scale reliability coefficient of 0.911.

Peer social support scale

The researchers used the aspects by Sarafino and Smith (2010) in developing the scale of this variable, namely, aspects of emotional support, appreciative support, instrumental support, informative support, and social network support. The five aspects were described with favorable statements and unfavorable statements. To determine the number of items on this scale, the Spearman Brown formula was used with an expected item-total correlation coefficient of 0.4 and an expected reliability coefficient of 0.8. To obtain an item-total correlation coefficient and reliability coefficient of 0.4 and 0.8, respectively, 21 question items were required. However, to anticipate the number of invalid items during the scale trial, the researchers decided to add question items to each aspect criterion from the original 21 items to 40 items. After the trial, the distributed scale contained 30 items with the discrimination index moving from 0.778 to 0.374

and with a social support scale reliability coefficient of 0.952.

Resilience scale

The researchers developed the scale stress using and based on the 7 aspects by Reivich and Shatte (2002), namely emotion regulation aspects, impulse control aspects, problem analysis skills aspects, optimism aspects, empathy aspects, self-efficacy aspects, and achievement aspects. The seven aspects were described with favorable statements and unfavorable statements. To determine the number of items on this scale, the Spearman Brown formula was used with an expected item-total correlation coefficient of 0.4 and an expected reliability coefficient of 0.8. To obtain an item-total correlation coefficient and reliability coefficient of 0.4 and 0.8, respectively, 21 question items were required. However, to anticipate the number of invalid items during the scale trial, the researchers decided to add question items to each aspect criterion from the original 21 items to 56 items. After the trial, the distributed scale contained 21 items with the discrimination index moving from 0.400 to 0.811 and with a reliability coefficient alpha (α) of 0.928.

Data analysis

The data obtained were then processed using SPSS version 16.0. This study was a role test, meaning that multiple linear regression (R test) was used. A regression test aims to determine the extent of the role or effect of variable X on variable Y. There were two variables X in this study, namely social support (X1) and resilience (X2). The variable Y was stress in completing final projects. What needs to be considered in the regression test were Model Summary, ANOVA, and Coefficients. The error probability value was 0.5%. In addition to the R test, the mean, std deviation, maximum and minimum values also appear.

First, model summary explains the extent of stress changes in students. The table shows R Square or in other words, it was used to assess the coefficient of determination value. Since this was a multiple linear regression, the reference was the F-test value. The ANOVA table included F test values and significant values. The value of the F test was a hypothesis test to predict the extent of the role or effect of social support as X1 and resilience as X2 on the stress of writing final

projects. Then, for coefficients, unstandardized coefficients are displayed for each variable. Since the role of each variable is vital, the extent of the contribution of each variable needs to be determined. If during the analysis, a variable shows greater values than other variables, then it can be said that that variable is the most dominant. However, the results of this study are not absolute, there are other variables or conditions that were not examined in this study affecting the results. This study examined the contribution and extent of the peer social support and resilience to stress in writing final projects among students. Apart from that, the researchers could not reach other factors that can affect student stress

Result

The results of this study begin with descriptive data findings that include SD, Mean, Maximum Value, and Minimum Value on each scale. The explanations of the descriptive data in this study include.

Table 1
Descriptive Data

Variables	Hypothetical Scores				Empirical Scores			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Stress	20	80	60.42	72.1	52	128	85.32	16.731
Social Support	30	120	98.34	105.6	42	166	121.74	21.427
Resilience	21	84	68.34	74.5	42	134	92.22	18.975

Note: Calculated by t-test, ANOVA and Kendall test. SD = standard deviation.

Min = minimum, Max = maximum, $p^* < 0.05$; $p^{**} < 0.01$; $p^{***} < 0.001$

The table above shows two scores, namely hypothetical scores and empirical scores. The first variable, stress, has a min value of 20, a max of 80, a mean of 60.42 and an SD of 72.1. As for the empirical scores, the min score was 52, the max score was 128, the mean was 85.32 and the SD was 16.731. secondly, social support had a min value of 30, a max value of 120, a mean of 98.34, and an SD of 1 05.8 for the hypothetical scores. For the empirical scores, the min value was 42, the max value was 166, the mean was 121.74, and the SD was 21.427. finally, resilience variable had hypothetical scores of 21 for the min value, 84 for the max value, 68.34 for the mean, and

74.5% for the SD. As for the empirical scores, the min value was 42, the max value was 134, the mean was 92.22, and the SD was 18.975. All of them relate to the number of respondents of 50 students. The hypothetical test was a test for the SPSS model while the empirical test was the actual value for students. It was those values that were used to categorize respondents from each variable. The following sub-theme contains the discussion.

First, the most prevalent category in the stress scale was the moderate category. With an interval value of 4284.1 ≤ X < 4428.4, the percentage was 74% or 37 students. 14% or 7 students were in the high category with an interval of 4428.4 < X. 12% or 6 students were in the low category. It can be concluded that stress in the students were considered moderate. Second, the most prevalent category in the social support scale was the moderate category. The interval of the moderate category was 10279.1 ≤ X < 10490.4 or 35 students (72%). Then, there was only 1 student in the low category with an interval of X< 10279.1 or a percentage of 2%. Furthermore, resilience in general is considered moderate. The category shows an interval of 50.168 ≤ X < 142.8 in 32 students (64%). An interval of 142.8< X represents the high category with a percentage of 20% in 10 people. The low category showed an interval of X<50.168 in 8 students with a percentage of 16%. Thus, it can be concluded that stress, social support and resilience in the students were moderate. This indicates that the higher the social support, the lower the stress. In addition, the lower the resilience, the higher the stress in students. Despite the moderate results, there is a change in students where students are less stressed in doing assignments as a result of social support and resilient personality in dealing with unfavorable situations on campus.

Hypothesis testing in this study used multiple regression analysis techniques. The purpose of this multiple regression technique is to determine the role between peer social support and resilience with stress in students of the Faculty of Psychology, Ahmad Dahlan University who are writing their final assignments during the co-19 pandemic. This hypothesis test uses the help of the SPSS 16.0 for windows application with a significance level of $p>0.05$ (not significant), while if $p<0.05$ (significant) and $p<0.01$ (very significant). The following table shows the results of the multiple analysis hypothesis test.

Table 2

Multiple regression analysis test results

Variabel	Coefisient correlation (R)	F	Sig (p)	Description
Peer social support and resilience and stress	0,807	43.813	0,000	Very significant

While partially it was found that social support was not significant to stress where the p value was 0.088 while resilience was significant to student stress with a value of 0.000. The hypothesis indicating that social support on stress was not found in this study. Then, another hypothesis says that there is a significant relationship between resilience and stress in college students.

Partially, the Beta coefficient value of the social support scale on student stress is 0.268 and the correlation value is 0.246. Meanwhile, the resilience scale on student stress has a Beta coefficient value of 6.609. And for the partial correlation value of 0.694. The findings of this study can be seen in the table below.

Table 3

The result of standardized beta

	B	Std. Error	β	sig
(Constant)	20.745	8.460		.018
Social support	-.209	.120	-.268	.088
Resilience	.967	.146	1.014	.000

Discussion

The hypothesis of this study concerns the role of social support and resilience in student stress while working on final projects. In fact, the study revealed a highly significant result indicating that social support and resilience have an impact on student stress when preparing their final projects, which is less than the significance level of 0.05. These findings are consistent with previous studies, including Khairina et al. (2020), who confirmed a positive and significant relationship between perceived social support, resilience, and stress. Although peer social support is individually insufficient in preventing student stress in completing final projects, students may feel motivated to complete the final project well. The rejection of the second hypothesis in this study which says that social support has no significant effect on student stress is confirmed by previous research. The rejected hypothesis reflects the results of Gokcearslan and Oberst (2018) demonstrating no effect of peer social support.

In contrast with the results of Pinto et al., (2016), social support and stress are negatively correlated. The social support perceived by Jordanian female students is inversely proportional to the results of this study. Social support independently does not affect student stress. The level of social support among Jordanian female students is high, which is associated with the culture and social system in Jordan that allows female students to have the privilege of seeking or getting help from friends or other people (Alorani & Alradaydeh, 2018).

The findings of this study reveal notable differences from previous literature. Various literary reports have suggested that social support aids individuals in overcoming challenging situations, reducing stress levels, and alleviating pressure (Cox et al., 2016; Söllner et al., 2001). Additionally, social support has been shown to have a positive impact on the emotional and psychological development of students (Lee & Goldstein, 2016). However, contrasting results were observed in the study conducted by Yendork and Somhlaba (2015), which demonstrated that social support can actually decrease stress.

The findings of this study are significant as they shed light on the importance of social support, affection, and attention from adults, which is still essential for individuals even in adulthood. The

focus of this study, however, is on the stress experienced by adult students in completing their final projects, specifically their theses. It is important to note that social support from various sources, such as family, friends, the university, supervisors, and networking, can have a positive impact on students' learning and the development of their final projects. In this regard, it would be prudent for university administrators and lecturers to monitor and evaluate students who exhibit high levels of stress (Denovan et al., 2019).

The minor hypothesis that follows explores the role of resilience in student stress. This study argues that resilience is the most crucial factor in preparing final projects. Eva et al. (2021) validate the results of this study, stating that resilience is an individual's process of surviving in the face of adversity or other conditions that cause them to feel depressed, miserable, or traumatized. The findings are also supported by de la Fuente et al. (2021), who demonstrate that resilience can reduce academic stress among students, particularly during the process of writing final projects. Furthermore, according to Hendriani (2018), resilience is the ability to overcome stress and learn from negative emotional experiences, indicating that resilience can improve one's self-esteem and ability to overcome stress in working on final projects.

The final project is one of the academic responsibilities that final-year students must face. With high resilience, final projects can be completed successfully. Moderate resilience, which is deemed good in this study, is also supported by Fanira and Rohmadani (2021), who posit that resilience is a concept that showcases a person's ability to cope and adapt to difficult situations. When difficult times are faced with a positive attitude, they become bearable. Students need resilience to survive under pressure. If they possess resilience, they will be better equipped to handle the various stresses and pressures they experience while in college, ultimately avoiding psychological distress that can have a negative impact on academic performance and personal life (Muhlisa and Nur'aeni, 2021).

Students who exhibit resilience are more robust and possess the ability to enhance their mindset and knowledge in tackling problems. Resilient students develop into individuals who are more robust and tougher. According to Bonanno (2004), individuals who possess toughness exhibit

positive traits such as optimism, a constant drive to improve themselves, effective coping mechanisms, and experience less psychological distress such as depression, stress, and trauma. Our study's findings contribute to the growing body of evidence that resilience encompasses behavioral components that enable individuals to endure adverse events and seek out effective tactics, behaviors, or attitudes to overcome them, as demonstrated by previous studies (Pidgeon & Pickett, 2017; Son, Lee, & Kim, 2015). Factors that influence students' resilience in coping with negative events include high levels of optimism, empathy, self-esteem, self-control, a clear academic goal and mission, motivation, and good problem-solving skills (Rojas, 2015).

Final-year students possess greater objectivity and emotional maturity. Emotional maturity enables students to manage and express their emotions effectively and accept all the challenges that they face (Pratiwi & Lailatushifah, 2012). Resilience in psychology students entails not only toughness but also self-control to cultivate positive emotions. These findings are corroborated by Rahayu and Ediati (2021), who assert that final-year students in the new life adaptation era exhibit a high level of resilience, approximately 53.9%, characterized by their ability to continually adapt to changes, maintain optimism in confronting various situations, and establish healthy interpersonal relationships. To complete their final projects successfully, students must make decisions that maximize benefits while minimizing harm, such as avoiding procrastination, maintaining optimism, scheduling appointments with supervisors, and heeding advice from family. In accordance with Germer and Neff's (2013) study, the ability to make sound decisions is an indicator of resilience."

Regarding coping strategy, every student has their way to deal with stress in writing final projects. In a stressful situation, individuals employ different strategies to overcome their stress. Successful coping is intended to mediate the potentially harmful effects of an unpleasant emotional state. Moreover, even in the face of the same type of stress, individuals use different coping styles which may be due to their innate preferences rather than causal differences in individual behavior (Tamannaeifar & Shahmirzaei, 2019). According to de la Fuente et al., (2021), resilience can be a significant predictor of student stress factors and stress symptoms.

Implication

Resilience plays a crucial role in the emotional and social development of students. When students are resilient and can adapt to various challenges, they can make positive contributions to their families, communities, culture, campus, and peers (Roelyana and Listiyandini 2016). Previous research by Rosyani (2012) has shown a significant correlation between resilience and coping, suggesting that higher levels of resilience lead to better stress coping abilities. Stress experienced while writing final projects is a symptom that requires immediate intervention. With resilience, students can develop effective coping strategies for managing stress. As the ultimate goal of students is to acquire knowledge and earn a bachelor's degree, a dynamic process that requires the use of coping strategies through resilience is necessary. It is expected that students can adapt and strengthen themselves in the face of adversity through resilience.

Limitations

The researchers faced limitations during the data collection process due to the Covid-19 pandemic restrictions on social interaction, which caused the data collection to take longer than anticipated. Additionally, the sample size was limited to only final project students, even though students typically have other academic responsibilities. Therefore, future studies should consider broadening the sample criteria, including factors such as age, personality type, gender, and family dynamics as moderating variables. Furthermore, researchers should take different research topics into account and pay closer attention to the current developing phenomena. This study focuses on stress and the impact of social support and resilience, and it is hoped that future researchers will be more meticulous and observant in their investigations.

Conclusion

The results of this study indicate a significant relationship between peer social support and resilience with stress among students who are working on their final projects in the class of 2017 at the Faculty of Psychology of Universitas Ahmad Dahlan during the pandemic. Based on the categorization results, the majority of the subjects in this study had moderate levels of social

support, resilience, and stress. The total effective contribution amounted to 65.1%, with resilience contributing 80.4%. Therefore, it can be concluded that resilience has a greater effect on stress compared to social support.

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