The Impact of Social Support on Academic Resilience Mediated by Self-Regulated Learning

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Abstract

High school students need resilience to cope with academic pressures and demands. This study aims to examine the mediating role of self-regulated learning on the effect of social support on academic resilience among high school students. For this purpose, the study population came from one of the high schools in Medan City with a total number of 615 students. This study used total sampling to obtain effective results and partial least square (PLS) SEM. SmartPLS 3.0 was used to analyse the data. The results of this study show that self-regulated learning is able to partially mediate between the influence of social support on students' academic resilience. In order to improve academic resilience, it is recommended that parents and teachers provide active support to students as a tangible manifestation of the social support provided to enhance the development of self-regulated learning in students.

Keywords: Academic resilience, Self-regulated learning, social support.

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Introduction

Adolescents face challenges in a rapidly changing society and have to overcome increasing difficulties in order to succeed (Gabrielli et al., 2022). Faced with various pressures, students need to perform well academically at school, where the pressure comes from the stress experienced by adolescents (Anagha

& Navyashree, 2020; Radhamani & Kalaivani, 2021) This stress exists when students face exams, assignments, interaction with peers, relationships with teachers, and time management (Rahayu & Djabbar, 2019). In addition, changes in the self, both physical, cognitive, emotional, and psychological, will affect the mental health experienced by adolescents (Syafitri et al., 2024).

Students who experience difficulties in planning and monitoring their educational process will have a negative impact on their academic progress and achievement of learning goals (Afifah et al., 2024). Challenges that cannot be overcome threaten students' educational continuity (Hart, 2012). In the face of these demands and inabilities, an individual's ability or process to positively adjust to challenges and overcome threatening events is referred to as resilience (Masten, 2016). Resilience in the context of education is necessary because resilience can influence learning outcomes and student well-being (Martin & Marsh, 2006).

Academic resilience is a part that needs to be owned by every student when dealing with academic pressures (Irawan et al., 2022). Academic resilience is a concept that includes the ability to adapt, recover and thrive in the face of challenges in the academic field. Resilient students are able to overcome stress and maintain a high level of mental resilience in the face of difficulties (Herrman et al., 2011), They have a sense of optimism and believe that everything they face will get better (Roellyana & Listiyandini, 2016). This is different from students with low resilience, who tend to feel down when faced with problems, give up easily and even experience various physical, social and mental disabilities(Aziza & Sumawan, 2021).

Academic resilience is important because it helps students to overcome challenges and face difficult or heavy experiences (Rojas F., 2015) which ultimately affects their mental health (Leach, 2015). In emergency situations, social support can increase resilience Each individual's level of resilience will vary depending on the social support they receive (Grotberg, 2003). Tian et al., (2021) added that the

environment or individual figure will influence the resilience development process that occurs in an individual.

Social support refers to assistance provided by family, friends and others (such as neighbours and community members) who are ready to help when needed, whether it is in the form of psychological, physical, financial or other forms of support (Amoah, 2019). Individuals who feel they have social support will feel cared for and loved. This will motivate them to engage in healthy behaviours and reduce psychological distress (Musabiq & Fitri, 2021). Family, friends and teachers are important sources of social support for adolescents (Pössel et al., 2018). Sources of support vary across the life course, with parental support being the most important for children and adolescents (Garie´ py et al., 2016).

In addition to social support, there are internal factors that can enhance academic resilience, namely self-regulated learning. To be successful, students need to manage their learning effectively in order to achieve their goals and retain knowledge in the long term (Yuzarion et al., 2023). This process often takes place outside the classroom with little supervision. It is therefore crucial that students are able to make effective decisions about self-regulated learning (Tauber & Ariel, 2023). Self-regulated learning includes cognitive, metacognitive, behavioral, motivational and emotional/affective aspects of learning. Self-regulated learning is a broad framework that comprehensively and holistically examines the various variables that influence learning (such as self-efficacy, motivation, and cognitive strategies) (Panadero, 2017).

Self-regulated learning is the process by which students transform mental skills into academic expertise, not just performance skills or mental abilities (Zimmerman & Zimmerman, 2010). Individuals with low self-regulated learning skills will experience obstacles in adapting to complex work, whereas individuals with good self-regulated learning will have high self-confidence and enthusiasm (Holzer et al., 2021).

Fuente et al., (2023) added that students with effective self-regulated learning skills have the ability to regulate their learning process and maintain study habits with concentration and perseverance to overcome distractions and achieve academic goals. This will have an impact on increasing academic resilience, where learning from mistakes (self-regulation) is one of the factors that influence academic resilience (Artuch-Garde et al., 2017). The existence of self-regulated learning will make it easier for students to overcome problems in the academic context, ultimately increasing their academic resilience (Ragusa et al., 2023; Sabrillah et al., 2021).

Adhawiyah et al., (2021) and Siregar et al., (2022) explained in his research that both self-regulated learning and social support were found to contribute significantly to academic resilience. Then Yoelianita et al., (2023) conducted a study in which self-regulated learning became a mediator in the influence of social support on academic resilience, with the results of self-regulated learning partially mediating the influence of social support on academic resilience.

This study extends the understanding of the influence of social support on academic resilience by introducing self-regulated learning as a mediating variable. This study uncovers the underlying mechanism that explains how social support can influence academic resilience, an aspect that has not been widely explored in the existing literature. In addition, this study makes a significant empirical contribution to the importance of social support and self-regulated learning in enhancing academic resilience. The findings provide valuable insights for students, particularly in developing effective self-regulated learning, managing stress better, and improving their overall resilience.

Method

Design

In this study, an explanatory quantitative approach was used. This approach aims to test the relationship between several variables studied.

Participants

This study was conducted in one of the X high school in the city of Medan by involving all students in the school with a total of 615 participants. The characteristics of the participants are presented in Table 1, where the majority of high school students' identity is female as much as 60.3% and comes from class XI as much as 35.6% with the majority tribe of participants in the study is Batak tribe as much as 62.6%. Prior to data collection, the researcher had obtained permission from the school to conduct research and obtained inform consent from the participants.

Table 1
Demographic Data

Characteristics of Participants	Frequency (N)	Percentage (%)
Gender		
Male	244	39,7 %
Female	371	60,3%
Total	615	100%
Class		
X	205	33,3%
XI	219	35,6%
XII	191	31,1%
Total	615	100 %
Tribe		
Batak	385	62,6%
Karo	214	34,8%
Nias	11	1,8%
Others (India, Melayu, Minahasa, Sunda)	5	0,8%
Total	615	100 %

Measurement

This study uses three types of measuring instruments to measure the three variables in the study, namely *Multidimesional Scale of Perceived Social Support* (MSPSS), Skala Resiliensi akademik dan skala *self-regulated learning*. The three instruments have undergone validation and reliability testing, as explained below, and have shown satisfactory results as measurement tools and have been used by other researchers.

The first measuring instrument is the Multidimesional Scale of Perceived Social Support (MSPSS) developed by Zimet et al., (1988) and adapted into Indonesian by Sulistiani et al., (2022) with a reliability of 0.77 and Cronbach alpha of 0.85. The validity test uses content validity, namely Aiken's V with scores ranging from 0.6 to 1. This scale consists of 12 items with 7 response options starting from (1 = strongly disagree, 2 = strongly disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = strongly agree, 7 = strongly agree). The MSPSS scale consists of three aspects, namely the family aspect (Sample item: "My family really tries to help me"), the friends aspect (Sample item: "My friends really try to help me"), and the significant others aspect (Sample item: "My family really tries to help me").

The second measure is the Academic Resilience Scale developed by Hardiansyah et al (2020) with 4 subscale dimensions, namely: self-adjustment, resilience, intelligence in facing difficulties, and problem solving. This scale uses a Likert scale with 4 alternative response options ranging from very suitable (SS) with a score of 4, suitable (S) with a score of 3, not suitable (TS) with a score of 2, and very unsuitable (STS) with a score of 1. This academic resilience scale uses exploratory factor analysis (EFA) with a Kaise Meyer-Olkin (KMO) value of 0.645 (KMO>0.5) and a Cronbach alpha reliability value of = 0.784, which is declared reliable. Examples of academic resilience items such as "I am able to adapt to the many tasks that need to be done at the same time", " I am able to adapt to academic rules", I understand the consequences of not completing assignments".

The third measurement tool, the self-regulated learning scale, was first developed by Boekaerts et al., (2000), then Saraswati, (2018) It consists of 39 items rated on a Likert-type scale (1 = Strongly Disagree

to 4 = Strongly Agree). The validity coefficient of this scale is 0.320 - 0.634 and the reliability value is 0.929. This scale measures three aspects of self-regulated learning, namely cognitive (sample item: "It is important to create a learning strategy before starting to study"), performance (sample item: "I put certain marks on important parts of the material I have learnt") and self-reflective (sample item: "I need to change my learning strategy in order to be more successful in the future").

Data Analysis

This research uses the Partial Least Square (PLS) structural equation modelling analysis technique using SmartPLS software. This software usually analyses data in two stages. The first stage is called the measurement model and the second stage is called the structural model. The measurement model filters the data for initial validation, while the structural model tests the hypothesis. According to Sarstedt et al., (2014), with this technique it is possible to immediately develop path models that can measure the relationship between different variables simultaneously.

Results

Table 2 and 3 gives a detailed description of the preliminary tests related to reliability and convergent validity of the data. Table 2 shows the AVE (Average Variance Extrated), Cronbach Alpha and Composite Reliability, table 3 show variance inflation factor (VIF).

Table 2

The results of the validity test based on AVE (Average Variance Extrated), Cronbach Alpha, dan Composite Reliability

	Cronbach's Alpha (CA)	*Composite Reliability* (CR)	*Average Variance Extracted* (AVE)
Soc. Support	0,954	0,960	0,665
Academic Resilience	0,962	0,965	0,509
Self-regulated learning	0,983	0,984	0,609

Table 3

The results of the validity test based on variance inflation factor (VIF)

	VIF
Soc. Support -> Academic Resilience	1.250
Soc. Support -> *Self-regulated learning*	1.000
Self-regulated learning -> Academic Resilience	1.250

Table 2 provides a detailed description of the validity test where, according to Hair et al., (2021) he Cronbach alpha value is above > 0.7, the AVE value is above > 0.5 and the CR value is above > 0.7. In this study, all of them show the Cronbach alpha, composite reliability and average variance extracted values that have met the established standards. Table 3 The VIF, according to Hair et al., (2017), should be < 5 to show acceptable inflation factor in the items. Table 4 shows the results of R-squared and Q-squared.

Table 4

R-Square dan Q- Square

	R Square	Q^2 (=1-SSE/SSO)
Academic Resilience	0,539	0,370
Self-regulated learning	0,200	0,190

In this study, the R-squared value of academic resilience is 0.539, which means that social support, self-regulated learning can explain or influence 53.9% of academic resilience, the remaining 46.1% is influenced by other factors. The R-squared value of self-regulated learning is 0.200, which means that social support can explain or influence self-regulated learning by 20%. The Q-Square (Q2) value of Academic Resilience is 0.370 > 0, which means that Social Support, Self-regulated Learning has predictive relevance for Academic Resilience. The Q-Square (Q2) value of Self-regulated learning is 0.190 > 0, which means that Social Support has predictive relevance to Self-regulated learning. Table 5. Shows the goodness of fit of the model.

Table 5

Goodness of Fit Model

	Estimated Model
SRMR	0,070

According to Hair et al., (2021) the value of SRMR = 0.070 <0.1. then it can be concluded that the model is fit. Output of the measurement model can be seen in Figure 1.

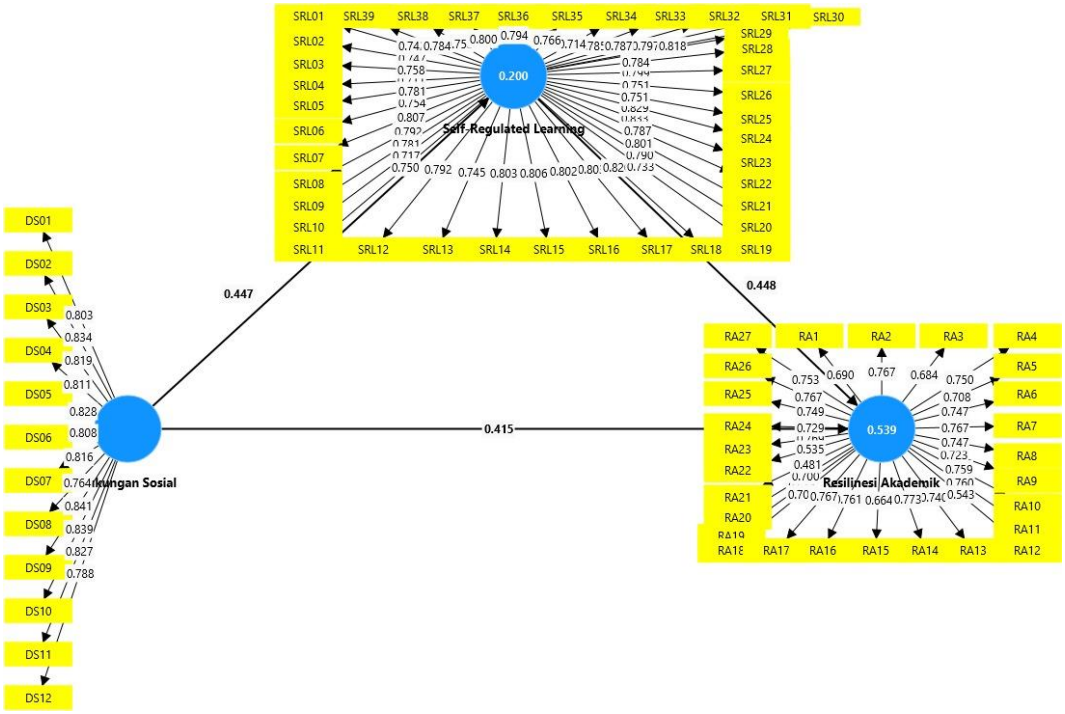

Figure 1. Output of measurement model

Table 6

Coefficient Test of Social Support, Self-regulated learning dan Academic Resilience (Direct Effect)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Soc. Support -> Academic Resilience	0,415	0,414	0,080	5,161	0,000
Soc. Support -> *Self-regulated learning*	0,447	0,445	0,064	7,031	0,000
Self-regulated learning -> Academic Resilience	0,448	0,451	0,084	5,343	0,000

Based on Table 6 and Figure 1, it is known that there is direct relationship between social support has a positive effect on academic resilience with path coefficient value (original sample column) of 0.415 and significant with T-Statistic value = 5,161 > 1.96 and P-values = 0.000 < 0.05). The relationship between social support has a positive effect on self-regulated learning with path coefficient value (original sample column) of 0.447 and significant with T-Statistic value = 7.031 > 1.96, and P values = 0.000 < 0.05). The relationship between self-regulated learning has a positive effect on academic resilience with path coefficient value (original sample column) of 0.448 and significant with T-Statistic value = 5.343 > 1.96, and P values = 0.000 < 0.05).

Table 7

Coefficient Test of Social Support, Self-regulated learning dan Academic Resilience (Indirect Effect)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Soc. Support -> *Self-regulated learning* -> Academic Resilience	0,200	0,203	0,053	3,796	0,000

Based on the mediation test results in Table 7, self-regulated learning significantly mediates the relationship between social support and academic resilience, with T-statistics = 3.796 > 1.96 and P-values = 0.000 < 0.05. Furthermore, Tables 7 and 8 show a comparison of the hypothetical and empirical means of this study and the categorisation of each research variable.

Table 8

Comparison of Hypothetical Mean and Empirical Mean Values

Variable	Mean Value Hypothetic				Mean Value Empiric			
	Xmin	Xmax	Mean	SD	Xmin	Xmax	Mean	SD
Academic Resilience	27	108	67,5	13,5	46	108	77	10,34
Soc. Support	12	84	48	12	12	84	48	12
Self-Regulated Learning	39	156	97,5	19,5	71	156	113,5	14,17

Table 9.

Categorization of the Research Variables

Variable	Category		
	Low	Moderate	High
Academic Resilience	17 (2,8%)	512 (83,3%)	86(14.0%)
Soc. Support	18 (2,9%)	203 (33,0%)	394 (64.19%)
Self-Regulated Learning	33 (5,4%)	487 (79,2%)	95 (15,4%)

Azwar (2017) divides the categorisation into three interval categories. For the academic resilience variable, high school students are in the moderate category with a total of 512 participants (83.3%), for the social support variable, high school students are in the high category with a total of 394 participants (64.19%), while for the self-regulated learning variable, it is in the moderate category with a total of 487 participants (79.2%).

Discussion

Based on the results of the model test conducted in this study, self-regulated learning is able to mediate the effect of social support on academic resilience, where participants who have high levels of social support will demonstrate good self-regulated learning and ultimately have an impact on their academic resilience. In this study, self-regulated learning may be a partial mediator of the effect of social support on academic resilience.

The findings of this study are in line with the research proposed by Yoelianita et al., (2023) where the higher the social support received and felt by individuals, the higher the self-regulated learning they will do so that it will have an impact on their academic resilience. Another study by Masrifah & Hendriani, (2022) showed the same thing where social support and self-regulated learning have an influence on increasing academic resilience.

Furthermore, this study explains the positive relationship between social support and academic resilience by 41.5%. This is in line with the research of Puspitaningrum & Pudjiati, (2023) which explains that the presence of social support contributes to the prediction of resilience in adolescents. The presence of social support helps students develop the ability to cope with academic stress and maintain motivation to learn (Khan et al., 2016). Social support is the most important protective factor in influencing academic resilience (Sanders et al., 2015) and shows characteristics such as self-efficacy, autonomy, social competence, clear goals and adaptability (Gabrielli et al., 2022).

The results show that social support has a positive relationship with self-regulated learning of 44.7%. This result is consistent with the research findings of Afifah et al., (2024) who revealed that research has shown that social support plays an important role in self-regulated learning. The more social support an individual receives, the higher the level of self-regulated learning (Tea et al, 2020). Students' perceptions

of the availability and quality of social support sources will help students to learn, increase their confidence, motivation and self-regulated learning strategies (Martinez-Lopez et al., 2023).

This study found that self-regulated learning contributed 44.8% to academic resilience. This is in line with the research findings of Poerwanto, (2017) and Saufi et al., (2022) where self-regulated can predict academic resilience by not giving up easily when faced with obstacles. The research findings of Artuch-Garde et al., (2017) also added that students are able to increase resilience through self-regulated learning such as setting important goals and also learning from mistakes. Students with good resilience skills, despite unfavourable social or personal conditions, will be able to adapt adaptively to environmental demands (Trigueros et al., 2020).

The results of this study show that the direct effect of social support has a greater impact than the indirect effect of social support through self-regulated learning. Direct social support is easier to identify because it involves interaction with others. Students can feel emotional support, get help and feel supported by classmates, family or teachers compared to self-regulated learning. Social support is also a basic need of every individual, as is the sense of belonging and security that comes from relationships with others (Şimşek & Demir, 2013; L. Tian et al., 2016). Rueger et al., (2016) Social support fulfils individual needs, provides a sense of security, fosters positive emotional experiences, and reduces psychological stress, thereby improving and benefiting the individual's mental and physical well-being.

The ability of self-regulated learning to self-regulate and use effective learning strategies may not always be obvious to others in contrast to social support which is more easily recognised. This is consistent with the opinion of Perry et al., (2016) where coping skills may not always be necessary to reduce stress if different types of social support are available to adolescents. This social support can have a long-term positive impact on their ability to self-organise during their adolescence.

This study also has some limitations. Firstly, This study took a homogeneous population from one school, so it cannot be generalised directly to other populations. Secondly, we collect data online that may have bias we can't control including social desirability bias that may influence the respondents' responses when completing the questionnaire.

Conclusion

This study revealed that social support either plays a direct or indirect role through self-regulated learning on academic resilience. Fostering academic resilience is an important thing that students must have to face academic challenges and pressures at school. Future research is recommended to consider other internal and external factors such as self-esteem, self-efficacy, gender, culture, personality characteristics. Designing a more focused intervention research can be done for the development of further research.

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Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement
Informed consent was obtained from all persons involved in the study.

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