Academic resilience: the roles of parent support and peer support

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Abstract: *This study aims to investigate the relationship between parent support, peer support, and academic resilience. This study used a quantitative method with a correlational design. The sample of the study was 165 students, selected using the purposive sampling technique with the criteria: students at least in the seventh semester and currently working on the final paper at the Faculty of Teacher Training and Education. Peer and parent support was measured using the social support questionnaire developed by the researchers, while academic resilience was measured using The Academic Resilience: Scale-30 (ARS-30). Data analysis was performed using multiple linear regression and assisted by the SPSS 25.00 for Windows application. The results of the study showed that most students (52%) had high resilience; 98% of students had a moderate level of parent support; and all students (100%) had a moderate level of peer support. Based on the partial test results, it can be concluded that there is a relationship between parent support and academic resilience, but no relationship between peer support and academic resilience. However, the results of the simultaneous test showed that peer support and parent support are correlated with academic resilience.*

Keywords: academic resilience; parent support; peer support.

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara *parent support* dan *peer support* terhadap resiliensi. Metode penelitian ini adalah kuantitatif dengan desain korelasional. Sampel penelitian ditentukan menggunakan teknik *purposive sampling* dengan kriteria mahasiswa minimal semester tujuh dan sedang memprogram tugas akhir pada Fakultas Keguruan dan Ilmu Pendidikan sebanyak 165 mahasiswa. Dukungan teman sebaya dan orangtua diukur menggunakan angket dukungan sosial yang dikembangkan oleh peneliti, serta resiliensi akademik diukur menggunakan *The Academic Resilience Scala-30 (ARS-30)*. Data dianalisis menggunakan regresi linear berganda dengan bantuan SPSS 25.0 *for windows*. Hasil penelitian menunjukkan bahwa tingkat resiliensi sampel berada pada kategori tinggi yakni 52%, sedangkan *parent support* mayoritas berada pada ketegori sedang yakni 98%, dan *peer support* 100% berada pada kategori sedang. Berdasarkan hasil uji parsial dapat disimpulkan bahwa terdapat hubunganan antara *parent support* dan resiliensi akademik mahasiswa, adapun *peer support* tidak memiliki korelasi dengan resiliensi akademik. Sedangkan hasil uji secara simultan menunjukkan bahwa *peer support* dan *parent support* memiliki korelasi dengan resiliensi.

Kata Kunci: resiliensi akademik; *parent support; peer support.*

INTRODUCTION

In the 4.0 era, students need to keep up with the times, including the inevitable technological developments. The development of the current era requires every student to acquire skills in many aspects, including skills to expand knowledge and expertise. One thing students can do to keep up with the times is to take part in education (Ramadhana and Indrawati 2019).

Students often face problems during their education. Many of them have decided to quit their studies for various reasons. This phenomenon has occurred in many educational institutions in Indonesia. According to data from the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia, 195,176 students dropped out of university in 2017 (Nirmala 2017).

The high number of college dropouts is a challenge in education and serious efforts are needed to face it. To encounter challenges in education, students need resilience, which enables them to psychologically rise from adversity or problems they face.

Students are often stressed by a variety of factors, such as rigorous academic requirements, overwhelming assignments, the desire to achieve a higher GPA, and the need to graduate on time. The students of Muhammadiyah University of Palopo, especially the final semester students, are under pressure to complete their final papers on time. Unable to cope with the turbulence of academic demands, some students decide to drop out of college.

Students feel the need to strive to complete both academic and non-academic tasks in order to graduate on time, maintain a high GPA, and meet the expectations of their social environment. If students can withstand all these demands, they have what is called resilience. In education, it is usually known as academic resilience.

According to (Setyawan 2021), academic resilience is the ability of an individual to cope with threats or challenges in an institution that pose difficulties and threaten the development of education by making self-adaptation through healthy and successful responses, so that they can anticipate the arrival of the threatening conditions and bounce back from adversity to return to normal academic situations or even better. Academic resilience, according to (Putri, 2020), can be defined as a student's strength in going through a process to reflect self-perseverance and

rise from the brink and can handle difficult situations that pressure them or inhibit their studies. It can therefore be assumed that academic resilience is an individual's ability to maintain self-control in the presence of overwhelming academic demands in order to avoid exposure to negative values.

According to (Salsabila 2021), there are some aspects of research on resilience, namely 1) an individual's ability to stay calm under pressure, known as self-regulation, and to avoid fear, anxiety, sadness, and anger in order to find solutions; 2) an individual's ability to control tension, desire, and urges, known as impulse control. A person with poor impulse control often experiences rapid emotional changes that affect their thoughts and behavior, making them more likely to yell, get angry, and act violently in trivial circumstances. These behaviors can cause discomfort and problems in social interactions; 3) optimism, which is a person's ability to think positively. Compared to a pessimist, an optimistic person is physically and mentally healthier as well as more competent and productive. An optimist is a person who believes in their abilities to face the challenges that may arise in the future; 4) empathy, which is the ability to analyze psychological and emotional signs of another person; 5) the ability to analyze the root cause of a problem logically and accurately. A person who cannot identify the root of a problem, they will likely make the same problem; 6) self-efficacy, which is a belief in a person's ability to confront and solve a problem effectively; and 7) positive feature improvement that can help a person distinguish between real and unreal dangers, find a sense of purpose in their life, and understand the bigger picture. As stated by (Rohayati 2022), every person must accept all aspects of themselves if they desire to fit in, feel good, and overcome life's challenges.

In the area of academic resilience, parent support and peer support play an important role in students' academic improvement. Parents are the school for their children so that this is the benchmark for building a child's academic resilience. Support from parents is greatly needed by their children. In addition, parents can become motivators and facilitators in building resilience in their children (zuniar risanti pratiwi 2021).

Similarly, (Detta and Abdullah 2017) said that family members, especially parents, play a crucial role in creating a resilient family. Family, according to the Great Indonesian Dictionary (KBBI), is a group of people who live

in a unit consisting of a father, a mother, and children. Thus, it can be assumed that parents are the forefront of educating, providing, protecting and becoming members of the society.

The study by (Pratiwi, 2021) revealed that all the dimensions of parent support are correlated positively and strongly with intellectual resilience, meaning that a person's academic resilience increases as parent support rises.

In addition, peer support is also closely related to improving resilience in students, as a previous study suggested that peer support has a significant influence on adolescent resilience (Putri and Rusli, 2020). Meanwhile, a study by (Setiawan and Riadin, 2021) found that peer support can improve students' learning outcomes. The aim of the present study is to investigate the relationship between parent support, peer support, and resilience in students who experience academic difficulties.

METHOD

The participants of the study were actively enrolled students at the seventh semester and above from the Faculty of Teacher Training and Education (FKIP) at Muhammadiyah University of Palopo, taken with 10% error rate from the total population (Creswell, 2012). The type of the study was quantitative with a correlational design. The sample of the study was selected using purposive sampling technique with the criteria: actively enrolled students at the seventh semester and above from the Faculty of Teacher Training and Education at Muhammadiyah University of Palopo and in the process of completing the final paper.

The study used the measurement tool called the academic resilience scale (ARS) developed by (Cassidy, 2016). The Indonesian ARS measures academic resilience using three dimensions: optimism with nine items, regulation with seven items, and self-efficacy with eight items. Meanwhile, parent support and peer support scales were developed from social support scale, consisting of emotional support, appraisal support, instrumental support, and informational support subscales.

The data were collected by developing the instrument of previous studies, conducting a pilot test, performing validity and reliability test, and distributing questionnaires that had been previously tested. The data were analyzed using the multiple linear regression technique with the SPSS application for Windows 25.

The pilot test on the entire questionnaire was conducted for the validity and reliability test. The academic resilience scale consisted of 29 items, parent support 14 items, and peer support 19 items, so the total 62 items were tested for validity and reliability. Out of the developed 62 items, 19 items were not valid and 43 items were valid ($r_{tabel} \geq 0.349$); the invalid items were removed After being tested for reliability based on the Crombach alpha ≥ 0.60, the questionnaire in this study was found to be reliable with scores of 0.793 for academic resilience, 0.668 for parent support, and 0.860 for peer support.

RESULTS AND DISCUSSION

Statistical data

Table 1. Students' Resilience

No	Interval	F	%	Classification
1	≥81	86	52%	High
2	41-81	79	48%	Moderate
3	≥40	-	-	Low

It can be seen from the table above that 52% of the students at Muhammadiyah University of Palopo had high resilience, while 48% had moderate resilience

Table 2. Students' parent support

No	Interval	F	%	Classification
1	≥89	-	-	High
2	23- 65	162	98%	Moderate
3	≤ 22	3	2%	Low

The table above shows that the majority of students (98%) had high parent support, while 2% of the students had low parent support.

Table 3. Students' peer support

No	Interval	F	%	Classification
1	≥53	-	-	High
2	19-53	165	100%	Moderate
3	≤ 18	-	-	Low

It can be seen from the table that all students (100%) had moderate peer support.

Normality Test

Normality test was performed before hypothesis testing to ensure that the data were normally distributed. The data of each variable were discovered to have a normal distribution as the significance value of each variable was $\geq$ 0.05. The results of normality test are presented in the table below.

Table 4. Normality Test

	n	sig
Academic resilience	165	0.079
Parent support	165	0.200
Peer support	165	0.200

Hypothesis Testing

Table 5. The relationship between parent support and academic resilience

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
Constant)	45,618	6,067		7,519	.000
RA	1,082	.088	.684	12,299	.000

As seen in the table above, the significance value is 0.000, which is less than 0.05 (0.000≤0.05) and the t-count value is 12.299, which is greater than the t-table of 1.974 (t-count 12.299≥1.974). These results indicate that there is a relationship between parent support and academic resilience.

Table 6. The relationship between peer support and academic resilience

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
Constant)	45.618p	6,067		7,519	.000
PS	-.346	.126	-.125	-2,737	.007

Table 6 shows that the significance value of peer support is 0.007, which greater than 0.05 (sig 0.001≥0.05) and the t-count value was lower that the t-table value (t-count 2.737≤ t-table 12.99). These results showed that the relationship between peer support and academic resilience is weak, meaning the higher X1, the lower the peer support in students.

Table 7. Simultaneous relationship

Model	Sum of Squares	Df	Mean Square	F	Sig.

	Regression	20509.592	2	10254.796	80,677	.000[b]
1	Residual	20591.644	162	127,109		
	Total	41101.236	164			

A. Dependent Variable: Resilience
B. Predictors: (Constant), Peer Support, Parents Support

The results of simultaneous testing show that the significance value is 0.000 ≤0.05 and the f-count is 80.677 ≥ 2.66, indicating that parent support and peer support have a simultaneous effect.

Based on the results of data analysis, out of 165 FKIP students at Muhammadiyah University of Palopo, 52% had high resilience. Consistent with the findings of the study by (Rudiani, Ramli, and Hotifah 2021), students with high resilience had high scores on resilience-related characteristics, such as social competence, optimism, and positive thinking. based on the study by (Mujahidah and Listiyandini 2018), students' resilience has an impact on their depressive symptoms. Each student needs to be resilient to reduce depression.

The study on student well-being in the academic setting is an ongoing discussion because it is inextricably linked to the development of individual mental health (Huwae, Saija, and Dese 2022). According to (Salim and Fakhrurrozi 2020), resilience is a person's ability to successfully adapt over time to life-changing situations. A person who instills academic resilience in themselves will be able to quickly return to normal conditions, withstand negative blows, and manage stress.

The results of the present study are parallel to the results of the study by (Said, Rahmawati, and Supraba 2021) in that the higher the social support received by an individual, the higher the academic resilience, and the higher the academic resilience, the higher the social support received by an individual.

Meanwhile, the study by (Septianmar, Esterlita, and Afiati 2022) found that simultaneously, there is a significant relationship between family social support and academic resilience.

Academic resilience is affected by many factors. Low academic resilience can be caused by poor support system from friends and family.

Poor social support from family and friends contributes to a person's low resilience (Pietrzak et al. 2012). One of the greatest influences on a person's resilience is the support from their closest people; people who live in supportive environments have better resilience than those who live in unsupportive environments (Muakhidah 2021).

Social support from peers is when peers offer help or perceived support when needed, making them feel liked and valued by their environment (Kartika, Sari, and Indrawati 2016). According to (Galugu and Amriani 2019), the amount of social support from parents, teachers, and peers affects students' achievement motivation. Therefore, it is crucial for all parties to understand the importance of supporting people both morally and financially.

CONCLUSION AND SUGGESTIONS

Based on the results of the study, it can be concluded that most students (52%) were highly resilient, while the rest (48%) were moderately resilient. The majority of students (98%) had a moderate level of parent support, while the rest (2%) had a low level of parent support. Meanwhile, all the students (100%) had a moderate level of peer support.

The results of the partial test suggest that parent support and academic resilience have a positive relationship, while peer support has no correlation with academic resilience. However, based on the results of the simultaneous test, peer support and parent support are correlated with academic resilience.

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