



THE ROLE OF SOCIAL SUPPORT IN ACADEMIC RESILIENCE AMONG STUDENTS AT STATE AND PRIVATE UNIVERSITIES

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Keywords:

Social Support, Resilience, Akademik, Student, University

Abstract

Final-year students often face intense academic demands such as thesis writing, final projects, and the pressure to graduate on time. Not all students can effectively cope with these challenges. Academic resilience becomes essential as it reflects a student's ability to stay strong, focused, and adaptive in difficult academic situations. Resilient students generally demonstrate better emotional control, problem-solving abilities, and strong motivation to succeed. One of the external factors that significantly supports academic resilience is social support. Encouragement and care from family, peers, and lecturers can foster a sense of security, reduce academic stress, increase motivation, and maintain students' enthusiasm for learning. This study investigates the relationship between social support and academic resilience, specifically targeting final-year students dealing with academic pressure. The research applied a quantitative correlational approach. A purposive sampling method was used to select 117 final-year students from public and private universities in Medan. Data were collected using an online questionnaire via Google Forms. Two validated instruments were used: a social support scale adapted by Fida and an academic resilience scale adapted by Setioko. Data analysis employed the Pearson product-moment correlation test using SPSS version 25. The analysis revealed a correlation coefficient of 0.493 with a p-value of 0.000, indicating a significant positive relationship between social support and academic resilience. This suggests that students who receive greater social support tend to have higher levels of resilience in facing academic challenges. The findings emphasize the importance of a strong support system in helping students manage academic stress and succeed in their final academic stages.

Vol. 8, No. 2, 2025

 10.20414/sangkep.v2i2.

Submitted: Jul. 23rd, 2025

Accepted: Aug. 16th, 2025



A. INTRODUCTION

The academic journey of students in both public and private universities is filled with a range of academic, social, and personal challenges that may impact their overall well-being. As students approach the final stage of their studies, such as thesis completion, the demands become increasingly complex, requiring not only cognitive abilities but also strong psychological endurance and self-reliance (Cecilia & Suryadi, 2024). Mirsa and Castillo (in Nurhidayah et al., 2021) found that university students face multiple academic demands, including the need to be more independent in adapting to educational reforms, responding to family expectations for achievement, managing workloads effectively, earning good grades, and maintaining a strong GPA. Each student navigates the academic environment differently, influenced by various internal and external factors. Some students successfully progress through their academic journey, while others encounter difficulties that hinder their success (Utami, 2020). These challenges may arise from both academic and non-academic domains, such as limited resources, lack of motivation, or external pressure to succeed.

When these difficulties remain unresolved, they can significantly disrupt a student's educational path. Therefore, the ability to adapt positively and bounce back from adversity commonly referred to as resilience is essential for academic success. Resilience refers to an individual's internal capacity to face, endure, and recover from challenges. For university students, resilience is particularly crucial, as they often encounter intense academic pressure, the need to balance multiple responsibilities, and financial stress (Syahfitri & Metia, 2024). According to Grotberg (in Ayu et al., 2024), resilience reflects the human ability to face, overcome, and rebound from hardships. Similarly, Connora and Davidson (in Harahap et al., 2020) define resilience as the strength to persist and thrive in the face of adversity. Wiyono et al. (2023) describe it as the mental stamina needed to survive and function effectively in diverse situations. This skill is especially critical in high-stakes academic contexts, where students must continuously adapt to tight deadlines, complex research requirements, and emotional fatigue.

Academic resilience, specifically, is a dynamic capability enabling students to handle academic stressors while simultaneously developing the skills needed to overcome learning-related difficulties. In a university context, this concept

emphasizes students' capacity to endure setbacks, maintain motivation, and adapt strategies to achieve academic goals (Utami, 2020). Cassidy (as cited in Putri et al., 2020) also notes that academic resilience reflects a student's perseverance in handling academic stress. This trait is especially important for students completing final projects or theses, where demands are typically more intense. Holaday (in Pagayang et al., 2023) adds that students with high academic resilience are more likely to resist negative influences and maintain focus despite stressful conditions. Students with stronger resilience tend to develop more proactive coping strategies, enabling them to remain goal-oriented even under difficult circumstances.

On the other hand, low academic resilience may result in increased mental health issues, reduced motivation, and deteriorating social interactions, which can negatively influence academic performance (Anggraeni & Hidayati, 2024). A growing body of research suggests that one of the key factors influencing academic resilience is social support. Students who receive consistent and meaningful support from others are more likely to develop higher resilience, whereas those with limited support systems tend to face more difficulties (Erwanto et al., 2022). Wulandari and Kumalasari (2022) found a significant correlation between the support provided by faculty and the level of resilience among students, indicating that encouragement and guidance from academic staff contribute substantially to students' psychological readiness. Supporting this, Hasanah et al. (2024) reported that a lack of social support is a dominant factor causing low resilience among students writing their theses, with common symptoms including stress, loss of motivation, and emotional fatigue.

In addition to resilience itself, social support plays a significant role in influencing students' capacity to persevere academically. Social support refers to either specific or general behaviors that help buffer the psychological impact of stress. It is typically derived from meaningful interpersonal connections such as parents, siblings, teachers, peers, and the surrounding community or from the presence of individuals who provide a sense of care, value, and love (Alnadi & Sari, 2021). Maimunah (2020) explains that social support involves the presence of reliable individuals who offer assistance, encouragement, and acceptance, particularly in times of difficulty or social disconnection. Zimet (as cited in Supriyati, 2023) categorizes the sources of social support into three groups: family,

friends, and significant others, which include colleagues, peer mentors, counselors, and educators. The availability of social support is vital for everyone, as it greatly influences an individual's ability to achieve their goals. Those who receive strong support from their social networks are generally more equipped to adapt to their environment and face problems effectively (Redityani & Susilawati, 2021).

Social support can impact various things, including a person's resilience. According to Sarafino and Smith (in Erwanto et al., 2022), social support is something an individual receives from a group or other individuals, such as empathy, assistance, attention, and comfort. Social support plays an important role in enhancing students' academic resilience, especially for those in their final semesters who are facing pressure to complete their studies (Alfath et al., 2025). Appropriate social support will help someone meet their needs in difficult conditions, assist them in finding effective ways to solve problems, and make them feel loved and valued, thereby boosting their self-confidence and enabling them to live a better life (Fredanni & Sofia, 2023).

In addition to being a basic psychological need, social support serves as a protective factor against excessive academic pressure. It reinforces students' psychological resilience by providing a sense of emotional security and belonging, which in turn enhances their ability to focus and regulate their emotions during stressful academic periods. When students are supported by individuals who actively listen and offer emotional reassurance, especially during challenging phases like thesis completion, they tend to develop a stronger belief in their capabilities and experience reduced levels of anxiety. Therefore, social support functions not only as practical assistance but also as a therapeutic mechanism that strengthens individual coping and academic stability.

Furthermore, in the context of higher education, social support should not only be viewed as interpersonal assistance but also as part of an institutional support system. Universities that promote inclusive academic cultures and provide responsive learning environments are more likely to foster student resilience. In this regard, social support may come not only from family or peers but also from lecturers, academic advisors, and campus counseling services. The level of accessibility to these sources of support often differs between public and private universities. Thus, it becomes essential to examine how institutional environments

influence the role of social support in shaping academic resilience, particularly in the diverse landscape of higher education.

Several recent studies have emphasized the importance of resilience and coping strategies in influencing student academic outcomes, especially for final-year students. Oktara et al. (2024), found that stress coping strategies both problem-focused and emotion-focused have a significant impact on the academic achievement index of students completing their thesis. The study revealed that 36.1% of the variation in academic performance could be explained by students' stress coping abilities, confirming the urgent need for institutions to pay attention to psychological factors and living conditions. Their findings also highlight that emotional-focused coping is more dominant among students who live away from their parents, indicating that supportive environments contribute to coping success.

In line with this, Rueger et al. (2016) in their meta-analysis emphasized that perceived social support is closely linked to reduced emotional distress, especially among adolescents and young adults. These two findings complement each other: when students receive strong social support, they are more capable of managing stress and sustaining academic performance through resilient behaviors.

However, despite these growing insights, very few studies in Indonesia compare students across different types of universities. Most focus on a single institutional context and overlook differences in student support systems, academic climate, or living arrangements. This creates a gap in understanding how resilience and social support function across diverse academic environments. Therefore, this study is positioned to fill that gap by analyzing the relationship between social support and academic resilience among final-year students at both public and private universities. Based on the background description above, this study aims to analyze whether there is a relationship between social support and academic resilience in students from state and private universities.

B. METHODS

This research utilized a quantitative method to investigate the connection between social support and academic resilience in students attending public and private universities. A correlational design was utilized, which is appropriate for investigating the association between two or more variables (Nurhaswinda et al.,

2025). Through the use of quantitative methods, the study aimed to identify the significance of group differences and the relationships among variables under investigation.

Quantitative correlational research is particularly well-suited for exploring abstract psychological concepts such as social support and academic resilience. This is because such constructs require measurable indicators to establish statistically significant relationships. Moreover, this method facilitates efficient data processing, enables rigorous hypothesis testing, and supports the generalization of results when the sample adequately represents the target population.

The subjects of this study were final-year students enrolled at public and private universities in Medan. A non-probability sampling method was applied, using purposive sampling. This technique allows researchers to choose participants based on specific criteria aligned with the research objectives (Lenaini, 2021). The inclusion criteria consisted of being between 20 and 23 years old, currently in the final year of study, and residing with parents. A total of 117 respondents met these criteria and participated in the study.

This particular sampling strategy was deemed appropriate, as final-year students are often under greater academic pressure, particularly during thesis completion, thus making them more likely to rely on social support and exhibit resilience. Their circumstances were considered relevant for exploring the variables in question.

Data collection was carried out using structured scales distributed online via Google Forms. This study employed two measurement instruments, both using a Likert scale format. The social support instrument was adapted by Fida (2021), drawing from the theoretical framework developed by Sarafino (2011). In contrast, academic resilience was assessed using the ARS-30 (Academic Resilience Scale), which was adapted by Setioko (2022) based on the model proposed by Cassidy (2016).

Using standardized instruments improved the validity and reliability of the collected data. The decision to distribute the instruments online was driven by considerations of practicality and broader accessibility, enabling respondents to complete the forms in their own time and environment, thereby potentially enhancing the accuracy of their responses.

The statistical procedure in this study involved two key phases: assumption testing and hypothesis testing. To examine the assumptions, a normality test was carried out to assess whether the data followed a normal distribution (Budiyo, 2013). The Kolmogorov-Smirnov method was utilized through SPSS to test for normality. A p-value exceeding 0.05 indicated that the data met the normality assumption. For hypothesis testing, the Pearson Product Moment correlation technique was used. All analyses were conducted using SPSS version 25.

C. RESULTS AND DISCUSSION

Prior to hypothesis testing, preliminary statistical analyses were conducted to assess the reliability of research instruments and the assumptions underlying the use of parametric tests. These initial steps are essential to ensure that the data used in this study meet the requirements for further analysis and interpretation. Instrument testing focused on the internal consistency of the scales used to measure social support and academic resilience. Ensuring the reliability of these instruments is a fundamental prerequisite in quantitative research, particularly when dealing with psychological constructs that are measured indirectly through participant responses. Reliable instruments not only increase the accuracy of measurement but also help in reducing measurement error that could bias the research findings.

In addition, classical assumption testing was carried out to determine the appropriateness of the statistical techniques to be applied. One of the important assumptions in regression analysis is that the residuals are normally distributed. Therefore, a normality test was applied to assess the distribution of the data, which serves as the basis for the subsequent correlation and regression analyses. Meeting this assumption is crucial to ensure that the results derived from statistical tests can be interpreted correctly and that the conclusions drawn are valid.

This research began with validity and reliability testing, which showed the following reliability coefficient results using Cronbach's Alpha method: for the social support variable, the reliability coefficient was 0.716, and for the academic resilience variable, it was 0.747. This value is > 0.7 , so this instrument is considered sufficiently reliable for further analysis and hypothesis testing.

Table 1. Normality Test		
One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		117
Normal Parameters^a _{,b}	Mean	.0000000
	Std. Deviation	3.78406405
Most Extreme	Absolute	.111
	Positive	.072
Differences	Negative	-.111
Test Statistic		.111
Asymp. Sig. (2-tailed)		.001^c
Monte Carlo Sig. (2-tailed)	sig.	.111^d
99% confidence Interval		Lower Bound
		.036
		Upper Bound
		.186
a. Test distribution is Normal.		

Next, a series of classical assumption tests was carried out to verify the appropriateness of the regression model for further analysis. One of the fundamental steps in this process is testing for normality, which assesses whether the residuals from the regression are normally distributed a critical requirement in classical linear regression. The normality test in this study was performed using the One-Sample Kolmogorov-Smirnov method, and the results are presented in Table 1.

According to the output, the asymptotic significance value obtained was 0.001, which is below the conventional threshold of 0.05 ($p < 0.05$). Under standard statistical interpretation, this result suggests that the residuals deviate significantly from a normal distribution. However, to strengthen the validity of the findings and to address the limitations inherent in parametric tests, the researchers employed an additional analysis using the Monte Carlo simulation method.

Through this resampling-based approach, the obtained significance value was 0.111, which exceeds the 0.05 benchmark. This indicates that, when viewed from a simulation perspective, the residuals can be considered normally distributed. This dual testing strategy combining both traditional and simulation-based methods provides a more comprehensive and reliable understanding of the data's behavior.

It also reduces the risk of drawing misleading conclusions based solely on one testing method.

The use of the Monte Carlo method enhances the robustness and credibility of assumption testing, especially in cases where the sample size is moderate or when the data do not entirely align with theoretical distribution assumptions. In this study, the consistency between results from the Kolmogorov-Smirnov test and the Monte Carlo simulation supports the adequacy of the residuals' distribution. As a result, the analysis can proceed with greater confidence, particularly in conducting hypothesis testing using the Pearson product-moment correlation, knowing that the normality assumption has been reasonably met.

Table 2. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
RESILIENSI AKADEMIK * DUKUNGAN SOSIAL	Between Groups	(Combined)	1664.123	14	118.866	243.755	.000
		Linearity	1655.879	1	1655.879	3395.665	.000
		Deviation from Linearity	8.244	13	.634	1.300	.225
		Within Groups	49.740	102	.488		
	Total		1713.863	116			

The table shows the outcome of the linearity assessment, which aims to evaluate whether the connection between the independent variable (social support) and the dependent variable (academic resilience) follows a linear trend. Verifying linearity is essential for the use of parametric statistical methods, especially in correlation and regression analyses, as it confirms that alterations in the independent variable are proportionally reflected in the dependent variable.

In this research, the analysis produced an F-value of 243.755 with a significance level of 0.225. Since the p-value exceeds the 0.05 threshold, the

assumption of linearity can be considered valid. This indicates that the relationship between social support and academic resilience aligns with a linear model, without any significant deviations. Thus, the changes in academic resilience can be reasonably explained through a linear relationship with social support.

Meeting the linearity assumption strengthens the validity of further statistical testing, such as Pearson's correlation analysis and linear regression, as it confirms that the chosen analytical model aligns with the data structure. The confirmation of a linear relationship also supports the theoretical assumption that as students perceive higher social support, their level of academic resilience increases in a predictable and proportional manner.

Table 3. Product Moment Correlation Test

		Social Suport	Academic Resilience
Social Suport	Pearson Correlation	1	.493**
	Sig. (2-tailed)		.000
	N	117	117
Academic Resilience	Pearson Correlation	.493**	1
	Sig. (2-tailed)	.000	
	N	117	117

**corralation is significant at the 0,05 level (2-tailed)

Table 3 presents the findings from the Pearson Product Moment correlation analysis, aimed at assessing the direction and strength of the relationship between social support and academic resilience. The analysis produced a correlation coefficient (r) of 0.493, which signifies a moderate positive relationship between the two variables. This suggests that as students perceive greater social support, their level of academic resilience also tends to increase.

In addition, the obtained significance value (Sig. 2-tailed) is 0.000, which is below the standard alpha threshold of 0.05. This indicates that the correlation is statistically significant. As a result, the null hypothesis (H_0) which posits no association between the variables must be rejected. Therefore, it can be concluded that social support plays a significant and positive role in influencing students' academic resilience.

The positive correlation found in this study is consistent with the theoretical framework and previous empirical findings, which emphasize that individuals who receive emotional, informational, or instrumental support from their environment tend to develop stronger coping abilities in facing academic challenges. The correlation coefficient value of 0.493 also implies that while social support is not the sole determinant, it plays an important and measurable role in enhancing students' resilience in academic contexts.

This finding reinforces the importance of building strong support systems for students, especially those in their final year of study who are facing heightened academic pressure. Institutions, educators, peers, and family members are encouraged to provide continuous support to help students navigate their academic responsibilities and sustain psychological well-being throughout the learning process.

The findings of this study reaffirm the importance of social support as a significant external factor that fosters academic resilience, particularly among students in their final year of university. At this stage, students often face cumulative academic pressure, high expectations, and deadlines associated with thesis completion, which require them to not only master academic content but also regulate their emotions and manage their time effectively. The presence of social support whether from family, friends, peers, or academic staff provides a safety net that buffers psychological distress and promotes adaptive functioning. The significant correlation found in this study ($r = 0.493$, $p < 0.05$) supports the research hypothesis that social support contributes to improved adaptive abilities of students in coping with academic stress.

This finding aligns with the buffering hypothesis, which posits that social support protects individuals from the negative effects of stressful life events. Students in their final academic year are highly susceptible to stress-related symptoms, including anxiety, lack of motivation, and burnout. In this context, students who perceive they are emotionally supported, listened to, or understood by others tend to exhibit higher academic perseverance and emotional regulation. Sarafino (2011) emphasizes the role of both emotional and informational support in shaping individual resilience. Such support not only helps individuals reinterpret

stressful situations more positively but also provides practical guidance in addressing academic demands.

Students at state universities (PTN) are typically in a more competitive academic environment with a stricter selection system, resulting in greater academic pressure. Conversely, students at private universities (PTS) are in a more flexible system but require more freedom, especially in obtaining resources and social support. This condition can impact how students build their academic resilience in the face of academic challenges. The results of this study are consistent with Widiani (2022), who examined final-year students at one state university. This study shows that social support from peers is very important for building students' academic resilience, especially when they face significant study pressure in a competitive state university environment. Students who feel supported by their social environment tend to be more capable of adapting to academic difficulties. Meanwhile, in the context of private higher education institutions, research conducted by Said (2021) also emphasizes the importance of social support, particularly from peers, in helping students develop academic resilience. Private university students tend to be highly dependent on emotional and motivational support from their close friends to cope with the challenges of completing their studies. A supportive social environment is a source of psychological strength that enables students to persevere even when faced with limited resources. Thus, both in state universities and private universities, social support from peers has proven to be a key factor in shaping the academic resilience of final-year students.

Furthermore, these findings are also supported by the work of Rueger et al. (2016), who, in their meta-analytic review, found that perceived social support has a strong and consistent negative correlation with emotional distress, particularly among youth. Although their research was conducted within the context of childhood and adolescence, the psychological mechanisms remain relevant in higher education, where social connections still serve as critical foundations for emotional well-being and goal persistence.

Defines academic resilience as the capacity to persist, recover, and succeed when encountering academic challenges. Students who possess a high level of academic resilience are typically able to manage various pressures, including academic setbacks, family expectations, and psychological stress. In a similar vein,

Grotberg (as cited in Ayu et al., 2024) describes resilience as the strength that enables individuals to confront life's difficulties in a constructive manner.

Based on this understanding, the findings of this study offer clear evidence that social support plays a significant role in fostering academic resilience, particularly among students in their final year. This result indicates the need for educational institutions, families, and other social environments to create a strong support system for students, especially those who have reached the final stages of their education. Without such support, students are at risk of experiencing anxiety, physical exhaustion, and even dropping out. Thus, the main strategy for improving students' academic performance is to create a supportive environment. Designing university environments that promote peer interaction, faculty mentorship, and mental health awareness can significantly strengthen the resilience capacity of students and improve their academic trajectories.

D. CONCLUSION

The findings of this research reveal a meaningful and positive relationship between social support and academic resilience in final-year students attending both public and private universities. This suggests that as students receive higher levels of social support, their ability to maintain academic resilience also improves. These results underscore the importance of social support in enabling students to handle academic stress and navigate demanding periods of their academic journey especially during tasks such as writing their thesis, managing tight deadlines, and aiming to graduate on time. Support from family, instructors, and peers contributes not only to emotional reassurance but also reinforces students' motivation and perseverance when facing academic challenges.

Moreover, this study underscores the importance of both academic and social environments in influencing students' academic outcomes. Educational institutions and relevant stakeholders are therefore encouraged to establish comprehensive support systems such as mentoring programs, accessible counseling services, and peer-led initiatives that can nurture a sense of inclusion and psychological safety within the student body. Such support structures are particularly vital for students nearing graduation, as they are navigating a pivotal period of academic and personal transition. Well-organized emotional and

informational support during this phase can have a substantial impact on students' academic persistence and overall psychological health.

Future research is advised to broaden the geographical scope and sample diversity to enhance the generalizability of findings across various educational contexts and student populations. It is also recommended to explore whether similar relationships are observed in other educational levels, including postgraduate programs. In addition, incorporating other psychological and behavioral variables such as self-efficacy, academic motivation, coping mechanisms, or mental health indicators may provide a more holistic perspective on the factors that contribute to academic resilience. Longitudinal approaches are also suggested to examine the long-term influence of social support on students' resilience development. Such investigations will contribute meaningfully to the creation of well-rounded support strategies that address both cognitive and emotional dimensions of student success.

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