Effects of Self-Efficacy and Social Support Peers Against Student Academic Resilience

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ABSTRACT

Academics can be influenced by internal factors and external factors. This study aims to analyze the effect of self-efficacy and peer social support on academic resilience. This research method is a quantitative ex post facto co-relation study, which is a research method to look for the influence of independent variables on the dependent variable which shows a causal relationship. A total of 178 population of SMA Negeri 2 Padang Bolak and 123 research samples were selected by means of Proportionate Stratified Random Sampling. Measuring tools used are self-efficacy scale, peer social support and academic resilience scale. Data analysis was performed with Multiple Regression test. The results showed that there was a positive effect of self-efficacy on academic resilience with a correlation coefficient ry1, rcount (0.421) > rtable(0.176) with a significance of tcount (5.0973) > ttable (1.979). Furthermore, peer social support has a positive and significant effect on academic resilience with a correlation coefficient ry2, rcount (0.3078) > rtable (0.176) with a significance of tcount (3.543) > ttable (1.979). Self-efficacy and peer social support simultaneously have a positive and significant effect on academic resilience with the coefficient Ry12 (0.39326) > rtable (0.176) R2 of 0.63 or 63% and the significance of the Fcount test (38.890) > Ftable (3.071).

KEYWORDS: *Academic Resilience, Self-Efficacy, Peer Social Support, Covid-19 Pandemic*

INTRODUCTION

The Covid-19 pandemic that has occurred in Indonesia since 2020 has led to innovations in the learning system in schools, namely online learning. But it turns out that after undergoing online learning,(Subandowo et al., 2021) said there were three main problems as a result of the co-19 pandemic, namely the increasing dropout rate, decreased learning achievement, and the existence of violence between friends and other external risks. Various challenges faced by the school, such as students experiencing learning loss (knowledge decline), learning ability, decreased motivation and enthusiasm for learning (NINGSIH et al., 2022) (Suharyanto et al., 2021). Pembelajaran telah berlangsung selama pandemi covid-19 tersebut telah membuat siswa bergantung pada jaringan internet dan gawai. (Widyasari et al., 2022) said that there was a gap in learning mastery after the pandemic, namely students were required to be able to improve learning mastery. For this reason, students must be able to study independently so that they can follow lessons, be more confident, and not give up easily.

Meanwhile, students' responses varied when facing difficulties encountered at school. The expected involvement of students in school is good behavior, being able to follow lessons, being able to face school exams, and being able to apply their skills to improve academics. The experience of success either at school, in the family or the positive impact of the social environment can be a motivation for students to continue trying to face challenges that enable them to learn independently (Diniaty, 2017; Pandia et al., 2011).

Based on that, the psychological condition that allows students to rise and never give up on school pressure is the need for student academic resilience. Academic resilience is a student's ability to survive through unsupportive conditions such as pressure, setbacks, challenges and difficulties in learning to achieve academic success (Permatasari, Anwar, et al., 2021). According to (Cassidy, 2016) three dimensions or aspects of academic resilience, namely Perseverance (persistence), reflecting and adapting help seeking (finding help), negative affect and emotional response (negative affection and emotional response). Meanwhile, according to Reichich and Shatte (2002) The factors that influence resilience include emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy and reaching out. Through this dimension it is hoped that students will become more adaptive to increase learning motivation or even be able to excel at school. The difficulties students encounter tend to lead to how they can complete tasks that are considered difficult. Avoiding assignments or even choosing to cheat is a picture of students who do not have confidence in their abilities (Prawitasari & Antika, 2022)

Self-confidence is known as self-efficacy (self-efficacy) which is one of the protective factors within that shows the potential for preventing various obstacles in positive ways. (Tarigan et al., 2015, 2015). The characteristics of resilient students are marked by persistence to continue to be motivated and perform well even though they are in difficult situations that put them at risk of dropping out of school, poor performance and other matters related to decreased academic performance. The opinion of Legowo, Yuwono and Rustam (Linggi et al., 2021) states that a person's strength to be able to survive facing obstacles is determined by how much self-efficacy he has. In addition, there are other aspects that affect the level of academic resilience, namely social support. Everall and Thomson that external factors such as family, teachers, relationships with peers and the social or community environment can affect academic resilience (Permatasari, Rahmatillah Ashari, et al., 2021). Social support is expressed in the form of a sense of caring, getting high expectations, having encouragement to participate in various activities that are of value and meaning (Jowkar et al., 2014). Positive social relations show friendly behavior, have a feeling of mutual understanding and a high sense of togetherness in solving a problem so as to form self-confidence and improve academic achievement. (Basar et al., 2021).

Most of the students at SMAN 2 Padang Bolak experienced difficulties when implementing study after the co-19 pandemic. They tend to find it difficult to focus on studying, are anxious because they will be face to face with the teacher again, lack self-confidence and often experience difficulties due to habits when studying online. Sometimes students feel bored and unable to follow lessons which results in them refusing to study hard, being lazy, and avoiding assignments thereby reducing interest in learning and minimal motivation to study resulting in academic results that are not optimal.

Therefore, this study aims to obtain information and data that can describe the academic resilience of SMAN 2 Padang Bolak students.

RESEARCH METHOD

This study used a quantitative ex post facto co-relation study with a population of 178 students at SMAN 2 Padang Bolak. Then samples were taken by probability sampling using the Proportionate Stratified Random Sampling technique because there are strata classes in the study population. Of the 178 students, the sample size was determined using the SIovin formula and the total sample was 123 students. Academic resilience is measured using an academic resilience scale which is arranged based on resilience aspects (Cassidy, 2016) namely Perseverance, reflecting and adapting help seeking, negative affect and emotional response. Responses were categorized into four responses, namely strongly agree, agree, disagree and strongly disagree. This scale consists of 39 valid and reliable items with Cronbach's Alpha = 0.926. Self-efficacy (Self Efficacy) is measured by a scale of self-efficacy according to the aspect Bandura (1997) namely, level, strength and generality using 4 response categories, namely strongly agree, agree, disagree and strongly disagree. Based on the test results obtained as many as 35 items with Alpha Cronbach = 0.937. Meanwhile, peer social support is measured based on the social support aspect of Sarafino (Smet, 1994) and obtained as many as 34 items with Alpha Cronbach = 0.951. Responses on this scale use four response answers, namely strongly agree, agree, disagree and strongly disagree. The data analysis technique uses multiple regression analysis with the aim of measuring the effect of self-efficacy and peer social support variables on academic resilience variables.

RESULT AND DISCUSSION

Result

The results of the normality test analysis using the Liliefors Test at a significant level of 5% if $L_{count} < L_{table}$ then the data is declared to be normally distributed. The results obtained on the self-efficacy variable on academic resilience are L_{count} of 0.0648 and $L_{table} = 0.080$. Then the results of the normality test for the variable peer social support for academic resilience obtained L_{count} of 0.0656 and $L_{table} = 0.080$. Thus in each variable $L_{count} < L_{table}$ means that the variables of self-efficacy and peer social support for academic resilience are normally distributed.**Table 1. Normality Assumption Test Results**

Research Variable	Lcount	L_{table} $(\alpha = 0,05; N = 123)$	Result
Variable X_1 on Y	0,0648	0,080	Normal distribution
Variable X_2 on Y	0,0656	0,080	Normal distribution

The results of data analysis on the linearity test show that there is linearity in the data variable of self-efficacy on academic resilience, namely value F_{count} (0,9881) < F_{table} (1,5558) with dk 36:85 at a significant level of 5%. Thus, the peer social support variable for academic resilience is given a value F_{count} (0,819) < F_{table} (1,5458) with dk 39:82 at a significant level of 5%. So that the two independent variables on the academic resilience variable have a linear and significant relationship.

Table 2. Data Linearity Test Results

Research Variable	F_{table} ($\alpha = 0,05$)	F_{count}	Regression Equation
Self-efficacy	1,5558	0,9881	$\hat{Y} = 54,027 + 0,349\ X_1$
Peer support	1,5458	0,819	$\hat{Y} = 61,514 + 0,264\ X_2$

Referring to the table, it is known that self-efficacy is linear to academic resilience with the significance of the regression equation Fcount = 26.14 > Ftable (3.91). The data also show that peer support is linearly related to academic resilience with a significance regression equation Fcount = 12.24 > Ftable (3.919). Independent test data between independent variables to interpret a significant relationship between independent variables. If the correlation value rcount (X1X2) < rtable then there is no significant relationship between the independent variables. From the test results, it was obtained that the coefficient of rcount X1X2 (0.059) < rtable (0.176) at the alpha level of 0.05 (N=123). So that the variables of Self-Efficacy and Peer Social Support are independent. From the results of the partial correlation hypothesis test, it shows that there is an influence of the independent variables on the academic resilience variable if one of the independent variables is controlled. If the rcount coefficient > rtable at a significant level of 5%, then there is a significant influence between the independent variable and the dependent variable by controlling the other independent variables.

Table 3. Partial Correlation Test Analysis

Variable	r_{table}	r_{count}	t_{table}	t_{count}
Self-efficacy	0,176	0,4218	1,980	5,097
Peer support	0,176	0,3078	1,980	3,543

Based on the table in the first test, namely the effect of self-efficacy on academic resilience, rcount (0.42188) > rtable (0.176) means that there is a positive effect of self-efficacy on academic resilience.

Then the second test, namely the effect of peer social support on academic resilience, obtained rcount (0.3078) > rtable (0.176), which means that there is a positive influence of peer social support on academic resilience.

The next hypothesis test is to determine the influence of self-efficacy and peer social support on academic resilience through the results of multiple correlation tests. By interpreting the correlation coefficient Ry12> rtable at a significant level of 5%. If seen in the analysis table of the multiple correlation test available in table 4 below, namely:

Table 4. Multiple Correlation Test Analysis

N	R_{y12}	r_{table}	R^2	F_{count}	F_{table}
123	0,393	0,176	0,63	38,890	3,071

From the data in the table the multiple correlation coefficient Ry12 is 0.393 which is greater than the rtable coefficient (0.176) and indicates that there is a significant influence between self-efficacy and peer social support on academic resilience. In these data it is also known that the coefficient of determination (R2) is 0.63 (63%) with the simultaneous test Fcount = 38.890 > Ftable = 3.071. This figure means the magnitude of the significant influence of self-efficacy and peer social support together on academic resilience. Meanwhile, the relative contribution of self-efficacy was 70.29% and the effective contribution of self-efficacy was 27.64%. Peer social support gave a relative contribution of 33.49% and an effective contribution of 13.17%.

Discussion

In detail the findings of this study are described as follows:

(1) The Effect of Self-Efficacy on Academic Resilience

Students with a high level of self-efficacy are shown by the attitudes and behavior of students who are able to recognize their own strengths so as to give them the confidence to overcome a situation. For example being able to achieve the desired learning goals, finding solutions to learning difficulties experienced and improving self-quality, and being able to motivate oneself as in research (Prawitasari & Antika, 2022) that self-efficacy is the main factor in forming academic resilience in students when facing online learning. The greater the individual's self-confidence with their own abilities when faced with academic tasks, the higher the individual resilience to improve learning performance and achieve learning achievement.

A student is a student who can face difficulties and try hard to get through them to get their goals. The results of this study prove that self-efficacy has a positive effect on academic resilience. Student academic toughness is a source of defense for academic achievement to improve it for the better and because student toughness in every academic difficulty can reduce the risk of low grades at school (Radhamani & Kalaivani, 2021).

(2) The Effect of Peer Social Support on Academic Resilience

The results of this study indicate that peer social support has a positive and significant effect on academic resilience. The results of this study support the research by (Erwanto et al., 2022) which states that social support has a positive effect on academic resilience. Peers play a role in providing motivation for students who have academic difficulties at school. The amount of support felt by students influences resilient behavior in maintaining and increasing academic achievement.

Peer social support felt by students is the most helpful main predictor for students when they are in academic difficulty. Forms of support that are generally felt by students, for example, feel safe and

comfortable when in the school environment, are not prone to non-adaptive behavior, are actively involved in class and school activities, have self-confidence and are always motivated.

Student academic toughness is a source of defense for academic achievement to improve it for the better and because student toughness in every academic difficulty can reduce the risk of low grades at school (Radhamani & Kalaivani, 2021).

(3) The Effect of Peer Self-Efficacy and Social Support on Academic Resilience

Academic resilience is a process that is continuously developed to achieve success by trying to face challenges and avoid stress. Academic resilience is developed based on internal factors such as individual self-efficacy and external factors such as peer social support.

The results of this study indicate that there is a positive and significant influence between self-efficacy and peer social support together on academic resilience. This means that the higher the level of self-efficacy and peer social support, the higher the level of academic resilience of students at SMAN 2 Padang Bolak.

In line with (Linggi et al., 2021) to overseas students at SWCU, Salatiga when implementing online learning during a pandemic. The results show that there is a relationship between self-efficacy and social support on academic resilience. In this study, it was reported that self-efficacy had a stronger influence than social support. Self-efficacy includes internal strengths that encourage individuals to have motivation and develop positive aspects within themselves. However, social support also has a major impact on the development of a resilient character.

Being tough and resilient means that individuals have internal strength and are balanced with external spheres such as support and assistance from other people, friends, family, teachers or lecturers or the social community.

Students with high levels of resilience do not give up easily, but are more self-evaluating and able to control progress in their academic field.

CONCLUSION

Based on these results and discussion, it can be concluded that there is a significant dan positive influence of self-efficacy and peer social support on academic resilience. Self-efficacy shows a significant influence with a contribution of 27.64% on the academic resilience of SMAN 2 Padang Bolak students. the higher the self-efficacy, the higher the academic resilience and vice versa.

Likewise, there is a positive and significant influence of peer social support on academic resilience. Peer social support as an external factor in the formation of academic resilience can help students who find it difficult to regain motivation and assistance. The higher the peer social support, the higher the student's academic resilience. The magnitude of the contribution of peer social support to academic resilience in this study was 13.17%.

Likewise, self-efficacy and peer social support simultaneously have a positive and significant influence on academic resilience. Based on the data $R^2 = 0.63$, this shows that the contribution is 63% and the Simultaneous Test F = 38.890. That is, in this study 63% of self-efficacy and peer social support had an effect on post-pandemic student academic resilience at SMAN 2 Padang Bolak and the remaining 37% was the influence of other variables not examined.

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