



The Influence of Self-Efficacy and Social Support on Academic Resilience in Students of the Faculty of Teacher Training and Education

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Abstract:

This study aims to examine the influence of self-efficacy and social support on academic resilience among students of the Faculty of Teacher Training and Education (FKIP) at Universitas Sebelas Maret (UNS). A descriptive quantitative approach was employed, with a sample of 377 students selected from the FKIP UNS student population using simple random sampling. Data were collected through questionnaires and analyzed using descriptive statistical analysis and hypothesis testing, including t-tests and F-tests. The results show that both self-efficacy and social support have a positive and significant effect on academic resilience, both partially and simultaneously. Together, these two factors contribute 17.6% to students' academic resilience. These findings suggest that universities, faculties, and lecturers should focus on strategies that enhance students' self-efficacy and social support as part of efforts to better prepare them for academic challenges and to foster stronger academic resilience. To date, no previous research has been conducted on FKIP UNS students from the 2021–2023 cohorts in the post-COVID-19 period that integrates the variables of self-efficacy, social support, and is grounded in resilience theory—this forms the novelty of the present study.

Keywords: Self Efficacy, Social Support, Academic Resilience, Higher Education

Introduction

Education is a crucial aspect of human life and plays a significant role in the progress of a nation. One of the fundamental pillars in the development of a country is higher education. As the highest level within the national education system, higher education serves as a key driver of national advancement. The learning process in higher education, demonstrated through the interaction between lecturers and students, is not only aimed at strengthening academic knowledge but also at developing practical skills. Through this experience, students are not only

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introduced to academic concepts but are also given opportunities to enhance their creative, analytical, and critical thinking abilities.

During their studies, students constantly face a number of challenges, demands, and academic problems. Each student responds differently to academic challenges. This difference occurs because each student has varying abilities to overcome difficulties. According to research conducted by Muchlisa & Aeni (2021, p. 32), it is crucial for students to be aware of their own capacities and find strategies to overcome problems related to academic responsibilities. To overcome these various challenges, problems, and difficult situations, students need the ability to recover and survive the psychological problems that arise, and to adapt to difficult environments and conditions, known as resilience (Mirza et al., 2024, p. 145). Resilience, according to Siebert, is a person's ability to cope well with problems and make changes in their life. It also includes the ability to maintain mental health amidst pressure and demands, recover from adversity, and overcome problems without engaging in negative behavior, such as violence against others or oneself (Wulandari & Kumalasari, 2022, p. 20). A student's ability to cope with challenges in their educational environment is called academic resilience. Academic resilience can be seen as a form of student responsibility in their academic journey and plays a role in enabling them to survive and adapt to challenges.

Afriyeni et al. (2021, p. 77) explain that academic resilience is a form of inner strength that enables students to adapt to pressures and challenges within the academic environment, while also fostering the optimal development of their potential. Academic resilience plays a crucial role in helping students persevere through difficulties and adapt effectively, which in turn allows them to maintain or even improve academic performance despite adverse circumstances. Students with high academic resilience tend to be adaptive, confident, and optimistic about the future and the challenges they face. This resilience is reflected in assertiveness, a strong work ethic, and academic ambition. Conversely, a lack of resilience is often characterized by weak reasoning, limited insight, and low courage. This suggests that resilience is not only about enduring hardship, but also about shaping a constructive mental attitude in the face of obstacles (Haryanti et al., 2024; Rikumahu & Rahayu, 2022) Therefore, academic resilience is essential for students when encountering unfavorable situations, as it helps them remain strong and persistent. Moreover, it supports their recovery from difficult times and enables them to approach academic pressures and challenges with greater composure.

The Faculty of Teacher Training and Education (FKIP) at UNS is a faculty whose primary goal is to develop students' foundational abilities to become educators. In pursuing this goal, students are faced with various academic demands, which require the presence of academic resilience within them. Data

from a previous study on resilience conducted on 173 FKIP UNS students by Tiarasari & Muchsini (2020) revealed that the resilience level among FKIP students was still relatively low, with a score of 40.45%. This condition has a reciprocal positive relationship with emotional intelligence, which was also found to be low, indicating that students had not yet maximized their ability to adapt and recover from difficulties. Supporting this, a study by Rahayu et al. (2023) showed that the majority of FKIP UNS students had a moderate level of resilience, at 61.6%. Furthermore, from the period of 2021 to 2025, 316 FKIP UNS students withdrew from their studies. This was due to various issues, such as difficulties in understanding course material, high academic workload, pressure to achieve good grades, high education costs, and the burden of daily living expenses. Limited social support from family, friends, and the surrounding environment can also influence students' decisions on whether or not to continue their studies. These various problems indicate that the academic resilience of FKIP UNS students remains suboptimal. When students lack this skill, they are more vulnerable to giving up when facing challenges, which ultimately contributes to the high dropout rate.

The researcher also conducted a preliminary study on January 6, 2025, involving 53 active students of the Faculty of Teacher Training and Education at UNS by asking several questions. The results of the preliminary study showed that 77.4% of students felt stressed due to the heavy workload and packed class schedules. Regarding completing assignments, 83% of students reported feeling anxious when dealing with closely spaced deadlines. This finding aligns with the study conducted by Erwanto et al. (2022). Based on the results of this preliminary research, it can be concluded that UNS students—particularly those in the Faculty of Teacher Training and Education—face various problems and challenges in fulfilling their academic demands. Some students feel overwhelmed by the sheer volume of coursework, while others feel burdened by the dense class schedules and numerous assignments with tight deadlines. This situation causes students to feel overloaded by academic pressures. These findings indicate that the academic resilience of FKIP students is still not optimal. Although they face the same academic demands, the differences in how students respond highlight the variations in their ability to cope with stress and pressure. Low academic resilience may lead students to feel hopeless and incapable of overcoming challenges.

Based on the results of another preliminary study conducted by the researcher on January 6, 2025, 60.4% of students expressed confidence in completing their academic assignments and demands. This result indicates that students' self-confidence or self-efficacy remains relatively low; many students lack confidence in their ability to fulfill academic demands, thereby limiting their potential to contribute fully to academic success. This is also influenced by students' understanding of course materials 60.4% of

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students reported difficulty in comprehending lecture content, reinforcing the findings of Riswantyo & Lidiawati (2021). On the other hand, only 50.9% of students felt motivated to complete assignments and academic demands when encouraged and supported by those around them. This suggests that social support is still insufficient in providing the necessary motivation and encouragement to help individuals overcome challenges and persist in completing their academic responsibilities in the Faculty of Teacher Training and Education. This supports the research conducted by Supita et al. (2024). Another result, as many as 82.2% of students are able to manage failures in academic grades to improve in the next exam. This indicates that students need to possess strong academic resilience to minimize the negative impact of problems and difficulties and to believe that there is a solution to every challenge they face. They have the potential to persist in difficult situations and the capacity to adapt and recover quickly from academic pressures (Saufi et al., 2022). Students with high academic resilience tend to be better at applying effective coping strategies, staying motivated, and seeking social support when facing challenges. A high level of academic resilience also positively influences their ability to deal with such difficult conditions.

To address these issues, it is necessary to consider the factors influencing students' academic resilience. Kumpfer (1999) discusses resilience factors or processes across various constructs, using a developed resilience theory framework. Self-efficacy falls under the Internal Resiliency Factors, encompassing an individual's belief in their potential to overcome challenges. Social support falls under the Environmental Context, encompassing resources and support from the surrounding environment, such as friends, family, and educational institutions. Bandura (1977) defines self-efficacy as an individual's belief in their ability to carry out and manage the actions required to complete a specific task. Students with high self-efficacy tend to be confident in completing tasks, motivated, and able to use effective learning strategies. This helps them reduce stress and achieve good academic results. Conversely, low self-efficacy can lead to passivity and hinder learning development. Self-efficacy also influences an individual's effort and resilience in the face of adversity (Nabilah & Khoirunnisa, 2022, hal. 170). When students have a high level of confidence in their abilities, they tend to feel confident in the face of adversity and demonstrate commitment to achieving their goals. This confidence can help students overcome any academic challenges and also influence their stress and anxiety levels. This, in turn, impacts their academic performance. Students with an ideal level of self-efficacy are more likely to survive and adapt to the academic tasks they must complete.

In addition to self-efficacy, there are external factors that can influence academic resilience, namely social support. Sarafino and Smith explain that social support focuses on assistance provided to others or groups around them and can create feelings of comfort, love, and appreciation as a form of

comfort, appreciation, and attention, so that it can play a role in helping individuals cope with stress (Amalia et al., 2024). Through social support, individuals can gain insights from others when facing difficult situations, whether through advice or tangible actions, thereby fostering resilience within the individual. This is supported by the findings of Pratiwi (2024) who conducted research involving 158 adolescents and found that the greater the social support received, the higher the level of resilience within the individual.

Based on previous studies, it is known that self-efficacy has a positive and significant relationship with academic resilience (Prawitasari & Antika, 2022; Riswantyo & Lidiawati, 2021). Meanwhile, social support has also been found to influence the level of academic resilience among adolescents Pratiwi (2024), as well as students in various contexts (Putri et al., 2023; Rismelina, 2020). However, findings regarding the effect of social support remain inconsistent, with some studies reporting a low influence of 15.1% while 84.9% is attributed to other factors (Erwanto et al., 2022), and others finding no significant effect (Theresya & Setiyani, 2024). Furthermore, most studies examine each variable separately and do not comprehensively explore the combined relationship of self-efficacy and social support on academic resilience within a unified model. Additionally, the majority of prior research focuses on adolescents or school students rather than university students. Based on this review, the present study aims to fill this research gap by examining the influence of self-efficacy and social support on academic resilience, particularly using the resilience theory framework as the analytical basis. To date, no study has investigated these variables among students of the Faculty of Teacher Training and Education (FKIP) at Universitas Sebelas Maret (UNS) from the 2021–2023 cohorts post-COVID-19, which forms the novelty of this research. Based on the above, this study is entitled “The Effect of Self-Efficacy and Social Support on Academic Resilience among Students of the Faculty of Teacher Training and Education, Universitas Sebelas Maret.” The objectives of this research are: (1) to examine the effect of self-efficacy on academic resilience among FKIP UNS students; (2) to investigate the influence of social support on academic resilience among FKIP UNS students; and (3) to analyze the simultaneous effect of self-efficacy and social support on academic resilience among FKIP UNS students.

Literature Review

1. Resilience Theory

This study uses Kumpfer’s (1999) resilience theory as its foundation, which explains that resilience is formed through a transactional process between the individual and the environment when facing stressors. Resilience emerges as an adaptive response to challenges that affect an individual’s external conditions. Over time, resilience theory has developed across various specific contexts, one of which is

academic resilience (Nashori & Saputro, 2021). Academic resilience serves as the basis for this research, as it represents the application of resilience theory within the educational context and is closely related to students. Kumpfer (1999) discusses resilience factors or processes within various constructs using a resilience theory framework, which includes internal factors (internal resilience factors), such as self-efficacy or an individual's belief in their ability to overcome challenges, and external factors, which include social support.

2. Academic Resilience

Martin and Marsh (2009) define academic resilience as the ability of students to endure and overcome difficult and stressful periods within the educational process. This concept was further developed by Cassidy (2016), who views academic resilience as an individual's response to recover and persist in the face of academic challenges through behavioral, cognitive, and affective means. According to Aliyev et al. (2021, p. 3), there are two key factors influencing the development of academic resilience: internal factors, such as self-efficacy, and external factors, such as social support. Previous research has highlighted the importance of academic resilience in higher education. Resilience not only helps students cope with academic obstacles but also contributes to the development of critical thinking skills, adaptation to changes in the education system, and sustainable long-term learning habits (Dewi et al., 2025; Permatasari et al., 2021; Rambe et al., 2024). Therefore, strengthening the factors that support academic resilience has become a crucial focus in efforts to improve the quality of higher education. In this study, the measurement of academic resilience refers to the model developed by Cassidy (2016), which includes three indicators; perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. These three indicators are specifically designed to measure resilience within an academic context particularly how students respond to academic failure or difficulty rather than general resilience.

3. Self Efficacy

The concept of self-efficacy refers to abilities such as self-confidence, problem-solving skills, cognitive abilities, self-control, and the capacity to work under pressure. This concept was first introduced by Albert Bandura as part of social cognitive theory, which emphasizes observational learning, personality development, and social experiences. According to Bandura (1977), self-efficacy refers to an individual's belief in their ability to act in certain ways to achieve outcomes and complete tasks in specific situations and conditions. A person with strong self-efficacy will consistently strive to find solutions to problems they face, enabling them to adapt to challenges and recover from setbacks. There are four dimensions used to measure self-efficacy, according to Sagone & Caroli (2014), Self-engagement, Self-oriented decision

making, Others-oriented problem solving, Interpersonal climate. The instrument was designed based on the context of students and the academic environment, making these indicators relevant for measuring students' self-confidence, which plays a role in building academic resilience.

4. Social Support

In general, social support is defined as the presence of others who can be relied upon to provide assistance, motivation, and acceptance when an individual is faced with difficult situations. According to Sarafino (in Said et al., 2021), social support can be defined as a form of appreciation, attention, help, or comfort provided by others to an individual during challenging circumstances. Adequate social support can help students feel supported and better equipped to cope with the stress that arises in academic context. There are three indicators to measure social support according to Zimet et al. (1988), support from family, support from friends, and support from significant others. The instrument is relevant to the context of university students who receive support from various parties within their social environment.

Research Methodology

This study uses a quantitative descriptive approach with students from the Faculty of Teacher Training and Education, Sebelas Maret University, class of 2021-2023 as the population. The population was selected using the Slovin formula, resulting in a sample of 377 students. The sampling method used a simple random sampling technique. The data collection technique used was a questionnaire distributed via Google Form. The research instrument was compiled using a combination of indicators from several study sources related to each research variable. The self-efficacy variable uses a replication of the Sagone & Caroli (2014) instrument, which contains four indicators: 1) self-engagement, 2) self-oriented decision-making, 3) others-oriented problem-solving, and 4) interpersonal climate. The social support variable uses a replication of the Zimet et al. instrument. (1988) which contains three indicators, including: 1) family (support from family) 2) friends (support from friends) 3) significant others (support from other important people). The instrument for examining the academic resilience variable uses a replication of the instrument from Cassidy (2016) which contains three indicators, including: 1) perseverance (perseverance) 2) Reflecting and adaptive help seeking (planning reflective and adaptive help) 3) Negative affect and emotional response (negative aspects and emotional responses). The research instrument was compiled using a 7-point Likert scale, with a value of 1 representing the lowest level of agreement (strongly disagree), and a value of 7 representing the highest level of agreement (strongly agree).

The instrument was tested using 30 respondents. The instrument validation technique for each variable used the instrument validity test with Pearson product moment, with $r_{count} > r_{table}$ and a

significance level of 5%, then the item was declared valid. In addition to the validity test, a reliability test was also carried out using the Cronbach's alpha formula > 0.6 . Furthermore, the collected data will be analyzed with prerequisite tests, hypothesis tests in the form of multiple linear regression analysis, t-tests, and f-tests, assisted by using SPSS 25 software. SEM PLS is not used because this research model is simple and only involves a direct relationship between two independent variables with one dependent variable without any latent constructs, mediating variables, or moderation. Thus, the stages of this research consist of the planning stage, the instrument preparation stage, the data collection stage, and the data analysis stage.

Results and Discussions

Research Results

Validity and Reliability Test Result

The validity test results for the self-efficacy, social support, and academic resilience questionnaire instruments showed that the calculated R-value (R count) $> R$ table, thus the items are considered valid. Meanwhile, the reliability test results based on Cronbach's Alpha output from SPSS indicate values greater than 0.6, meaning the data is reliable. The detailed results are presented below:

Table 1. Reliability Test Results

Research Variable	Number of Items	Reliability Threshold	Cronbach's Alpha Value	Criteria
Self Efficacy	15	0,6	0,885	Reliable
Social Support	11	0,6	0,892	Reliable
Academic Resilience	14	0,6	0,836	Reliable

(Source: Primary data processed by the researcher, 2025)

Assumption Test of Analysis

a. Normality Test

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	377
Test Statistic	.038
Asymp. Sig. (2-tailed)	.200 ^{c,d}

(Source: Primary data processed by the researcher, 2025)

Based on the Kolmogorov-Smirnov normality test, it is shown that the variables of self-efficacy, social support, and academic resilience yield an Asymp. Sig. (2-tailed) value of $0.200 > 0.05$, indicating that the research data had a normal distribution

b. Linearity Test

Table 3. Linearity Test Results

	<i>Sig.</i>		
	<i>Deviation from Linearity</i>	<i>Linearity</i>	Description
Y*X1	.231	.000	Linear relationship
Y*X2	.817	.000	Linear relationship

(Source: Primary data processed by the researcher, 2025)

The linearity test in this study used linearity with a significance level of <0.05 and deviation from linearity with a significance level of >0.05 in the ANOVA table indicating a linear relationship. Based on these results, self-efficacy and social support showed a linear relationship with academic resilience.

c. Multicollinearity Test

Table 4. Multicollinearity test Results

Variable	<i>Collinearity Statistics</i>		Conclusion
	<i>Tolerance</i>	VIF	
Self-Efficacy (X1)	0,726	1,378	No Multicollinearity
Social Support (X2)	0,726	1,378	No Multicollinearity

A study can be considered good if there is no multicollinearity, as indicated by a tolerance value >0.1 and a VIF value <10 . Based on Table 3, self-efficacy (X1) has a tolerance value of $0.726 > 0.1$ with a VIF value of $1.378 < 10$. Social support (X2) has a tolerance value of $0.726 > 0.1$ with a VIF value of $1.378 < 10$. Therefore, it can be concluded that the regression model in this study does not exhibit multicollinearity.

d. Heteroscedasticity Test

Table 5. Heteroscedasticity Test Results

Model	Coefficients^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.160	.147		1.090	.276
Self Efficacy	.056	.032	.106	1.759	.079
Social Support	.010	.023	.026	.429	.668

a. Dependent Variable: Abs_Res

The heteroscedasticity test in this study used the Glejser model. If the significance value is >0.05 , then there is no heteroscedasticity symptom. Based on these results, it can be concluded that the self-efficacy and social support variables do not experience heteroscedasticity symptoms.

Hypothesis Testing

a. Multiple Linear Regression Analysis

The purpose of the multiple linear regression analysis test is to determine whether there is an influence of the two independent variables on the dependent variable. The results of the multiple linear regression test are shown in Table 6.

Table 6. Multiple Linear Regression Analysis Results

	(1)
Self-Efficacy	0,181** (0,054)
Social Support	0,213** (0,040)
Constant	3,169** (0,252)
Observations	377
R-Squared	0,176

(Source: Primary data processed by the researcher, 2025)

Note: **, indicates significance at the 5% level. Figures in parentheses are standard errors.

Based on Table 5, the regression equation is $\gamma = 3.169 + 0.181X_1 + 0.213X_2$. It can be explained as follows:

- 1) The constant value of 3.169 is positive, indicating a unidirectional influence between the independent and dependent variables. This indicates that if all independent variables, including self-efficacy (X_1) and social support (X_2), are equal to 0, then the academic resilience (Y) value is 3.169.
- 2) The regression coefficient for the self-efficacy variable is 0.181, meaning that if self-efficacy increases by 1 and the other independent variables remain constant, then self-efficacy is positive and has a 0.181 effect on increasing academic resilience.
- 3) The regression coefficient for the social support variable is 0.213, meaning that if social support increases by 1 and the other independent variables remain constant, then social support is positive and has a 0.213 effect on increasing academic resilience.

b. Partial Significance Test (t-Test)

The *t*-test was used to identify the partial relationship between the independent variables and the dependent variable. A relationship is considered significant if the *t*-count is greater than the *t*-table value, with a significance level below 0.05.

Table 7. Partial Test Results (t-Test)

Hypothesis	Sig.	α	t-count	t-table	Conclusion
H1 (X1-Y)	0,000	< 0,05	3,331	> 1,649	Significant Influence
H2 (X2-Y)	0,000	< 0,05	5,308	> 1,649	Significant Influence

(Source: Primary data processed by the researcher, 2025)

Based on Table 7, the *t*-test results of this study can be concluded as follows:

- 1) Self-Efficacy (X1) has a positive and significant influence on academic resilience (Y), and hypothesis 1 is accepted.
- 2) Social Support (X2) has a positive and significant influence on academic resilience (Y), and hypothesis 2 is accepted.

c. Simultaneous Significance Test (F-Test)

The *F* test in this study was used to determine the simultaneous influence of the two independent variables on the dependent variable. The basis for making decisions in the *F* test if the hypothesis is accepted is by comparing the calculated *F* value > *F* table, and the significance value <0.05. The following are the results of the *F* test in this study.

Table 8. *F* Test Results

F-Test		
	F	Sig.
Regression	39.829	.000 ^b

(Source: Primary data processed by researcher, 2025)

Based on Table 7, the results of the *F*-test show that self-efficacy and social support simultaneously have a positive and significant influence on students' academic resilience, and Hypothesis 3 is accepted.

d. Coefficient of Determination Test (R²)

The R-Square test aims to determine how strong the simultaneous influence of the independent variables is on the dependent variable. This study examined the Adjusted R-Square value in the model

summary, where the R^2 value ranges between 0 and 1 ($0 \leq R^2 \leq 1$). Referring to Table 5, the results of the R^2 or coefficient of determination test in this study indicate that the R-Square value is 0.176, which means that academic resilience (Y) is influenced by self-efficacy (X_1) and social support (X_2) by 17.6%, while the remaining 82.4% is influenced by other factors not examined in this study. According to Rojas (2015), other factors that affect academic resilience include self-regulation in learning, having clear academic goals, and learning motivation.

Discussion

1. The Influence of Self Efficacy on Academic Resilience in FKIP UNS Students

The results of multiple regression analysis and t-test showed that self-efficacy has a positive and significant effect on academic resilience, thus accepting hypothesis 1. This means that students with high self-efficacy are able to maintain motivation, manage assignments, and remain consistent in learning. This is an important factor for students in building academic resilience, because it helps students remain confident, persistent, and resilient in facing various academic challenges. The results of this study are in line with the opinion of pendapat (Riswanto & Lidiawati, 2021) who stated that self-efficacy has a positive effect on students' academic resilience. They argue that individuals with high self-efficacy can face challenges and will believe that they have control over their thoughts. They will also try diligently to achieve and maintain their goals. The results of this study are also relevant to the research by Linggi et al. (2021) that high student motivation can increase various positive aspects within them to face academic difficulties and obstacles, thereby increasing students' academic resilience. Supita et al. (2024) also revealed that self-efficacy levels have a positive and significant effect on students' academic resilience. They argue that strong self-confidence in facing academic tasks and overcoming obstacles can increase students' academic resilience. This is in contrast to research by Rambe et al. (2024) which examined the influence of self-efficacy and social support variables on students' academic resilience, showing that self-efficacy has a greater influence than social support on academic resilience. This study states that students' self-confidence in facing obstacles and completing academic tasks is crucial for increasing their resilience to stress and academic problems.

Although self-efficacy influences academic resilience, its effect is smaller than that of social support. This suggests that while self-confidence in learning is important, the presence of supportive others more quickly and directly reduces academic stress and increases the motivation to persist. Efforts to improve self-efficacy can be undertaken by universities, particularly lecturers and study

program managers, by instilling in students the belief that they have the ability to organize themselves, manage their time, and face academic challenges independently. This approach is realized through intensive mentoring, motivation, and guidance that encourage students to have greater confidence in their abilities to achieve academic goals. As self-efficacy increases, students will be better prepared mentally and emotionally to face the pressures of college, thereby positively developing their academic resilience.

2. The Influence of Social Support on Academic Resilience in FKIP UNS Students

The results of the multiple regression analysis and t-test showed that social support had a positive and significant effect on academic resilience, thus accepting Hypothesis 2. This is an important factor in building academic resilience, as adequate social support can provide a sense of security, increase self-confidence, and help students persist and recover when facing pressure or failure in the academic process. This is in line with research conducted by Erwanto et al. (2022) which revealed that social support has a positive and significant effect on students' academic resilience. They argue that students who have adequate social support tend to be more resilient or strong and able to bounce back after facing academic challenges. This is different from students who lack social support from their environment or those closest to them. This is in line with research by Rismelina (2020, hlm. 199) which suggests that there is a positive and significant effect between social support and students' academic resilience. This is because students who can participate well in social interactions in their environment will have the ability to gain a better understanding of the nature of others and themselves. Positive social interactions also help students develop communication and empathy skills, which are essential for collaborating with classmates and other academic situations. With the support of classmates and professors, students can share experiences, learn from each other, and gain new perspectives on the problems they face.

Yıldırım & Tanrıverdi (2021) assert that students who maintain positive social interactions and strong relationships with significant others such as peers, parents, and lecturers tend to experience higher life satisfaction and develop greater resilience. This form of resilience enables individuals to endure adverse conditions and recover effectively from academic setbacks. Social support thus plays a critical role in fostering and sustaining academic resilience by providing both emotional and practical resources essential for navigating academic challenges. To enhance academic resilience among FKIP UNS students, universities particularly faculty members and program administrators can facilitate social support through the development of a campus environment that promotes constructive social engagement. This includes initiatives such as learning communities,

discussion forums, and peer mentoring programs that allow students to exchange experiences and collaboratively address academic difficulties. Furthermore, active faculty involvement through consistent mentoring, emotional support, and the recognition of students' efforts significantly contributes to students' sense of being valued, while simultaneously enhancing their academic perseverance. When students perceive strong social support, they are more likely to sustain motivation, manage academic stress effectively, and recover from academic failures ultimately supporting the optimal development of academic resilience.

3. The Influence of Self-Efficacy and Social Support on Academic Resilience in FKIP UNS Students

The results of the F-test analysis in this study indicate that the variables of self-efficacy (X1) and social support (X2) simultaneously have a positive and significant effect on academic resilience (Y), thereby confirming Hypothesis 3. Furthermore, the coefficient of determination (R^2) shows that 17.6% of the variance in academic resilience can be explained by the combined influence of self-efficacy and social support. The remaining 82.4% is attributed to other variables not included in this research model. The relatively low R^2 value suggests that there are still numerous other influential factors that play a role in shaping students' academic resilience but were not identified in this study. Academic resilience is more likely to develop when students possess a sense of control over themselves in dealing with pressure, are able to regulate emotions, maintain self-confidence, and receive support from an academic environment that is responsive to their psychological and social needs. These findings align with the study by Rambe et al. (2024) which demonstrated that when self-efficacy and social support are analyzed simultaneously, they significantly influence students' ability to sustain their academic performance. This emphasizes that academic resilience is not the result of a single factor but rather a complex construct shaped by the interaction between personal strengths and ongoing social support from the surrounding environment. Accordingly, students with high levels of both self-efficacy and social support are better equipped to manage academic stress and, as a result, are more likely to develop strong academic resilience.

The results of this study are also relevant to Resilience Theory, which states that resilience, in the specific context of academic resilience, can be influenced by the interaction between internal and external factors. In this case, self-efficacy, as an internal factor, reflects students' confidence in their ability to overcome academic challenges, while social support, as an external factor, provides an emotional and practical network that strengthens this resilience (Nashori & Saputro, 2021). This is further reinforced by Kumpfer's (1999) resilience theory framework, which emphasizes the importance of internal and external interactions in shaping individual resilience. Kumpfer identified

that resilience is influenced not only by individual characteristics but also by the social and environmental context in which the individual is located. Self-efficacy, as an Internal Resilience Factor, can strengthen students' ability to adapt and overcome academic stress. Meanwhile, social support functions as an Environmental Context, or an internal factor that strengthens resilience by providing support and resources from the surrounding environment to face challenges. Therefore, student management at the Faculty of Teacher Training and Education (FKIP) at UNS needs to be more proactive in designing development programs that focus not only on academic improvement but also support character development and student psychosocial well-being. This way, the academic environment created will be able to stimulate both factors simultaneously, ultimately strengthening students' academic resilience in facing the pressures and challenges of their studies.

Conclusion

Based on the findings of this study, it can be concluded that self-efficacy and social support have a positive and significant influence on the academic resilience of FKIP UNS students, both partially and simultaneously. Students with higher levels of self-efficacy tend to demonstrate greater endurance in facing academic pressure, while social support from their surroundings including peers, family members, and lecturers provides essential emotional and practical contributions that strengthen their academic resilience. These results highlight that the interaction between personal beliefs and external support serves as a fundamental foundation in building students' academic resilience.

This study contributes to the application of Resilience Theory in the context of higher education by showing that academic resilience does not solely originate from internal factors (such as self-efficacy), but is instead formed through a complex interplay between individual capacity and the social support systems available to them. In this context, self-efficacy is not merely a belief in one's capabilities, but a cognitive mechanism that allows students to reframe challenges as opportunities for growth rather than threats. The findings encourage faculties, lecturers, and parents to develop more systematic strategies to strengthen both self-efficacy and social support among students. Faculties can implement personal development programs through coaching, mentoring, or active learning models. Lecturers are advised to foster supportive communication and promote student autonomy in learning. Likewise, parents play a vital role in creating an emotionally safe learning environment that supports their children's educational journey. However, the relatively low coefficient of determination (R^2) indicates that many other influential factors remain unexplored in the current model. Therefore, future research is recommended to explore

additional variables that may act as mediators or moderators in the development of academic resilience such as learning motivation, self-regulated learning, academic workload, and emotional self-regulation.

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