

## THE ROLE OF SOCIAL SUPPORT AND SELF-CONFIDENCE IN BUILDING STUDENT RESILIENCE

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**Abstract.** *This study aims to explore the extent to which social support and self-confidence play a role in shaping resilience in students. Resilience, defined as the ability to bounce back and recover from stress, is a key factor for students in navigating the dynamics of academic challenges and personal life. Support from those around them and belief in their own abilities form the foundation that enables students to persevere and grow in the face of adversity. This study uses a quantitative approach with a survey method. A total of 109 students participated in filling out a questionnaire that had been tested for validity. The research instrument proved to be valid and reliable (Cronbach's Alpha 0.845). The implications of this study recommend the importance of comprehensive efforts to strengthen students' psychological and social aspects through guidance programs that focus not only on academic achievement but also on character development and adaptive abilities.*

**Keywords:** , Resilience; Self-Confidence; Social Support, Students.

### 1. INTRODUCTION

In the midst of globalization, students as future leaders of the nation face increasingly complex challenges. They are not only required to have strong academic abilities, but also need to have inner resilience in facing various academic, social, and emotional pressures. Resilience is a key factor that enables students to persevere, bounce back, and adapt positively in the face of adversity (Rutter, 2012). Symptoms of suboptimal resilience are often seen in academic stress, mental fatigue, and a decline in enthusiasm for learning. Academic pressure that is not balanced with adaptive abilities can decrease performance and trigger mental fatigue (Putri & Rahmawati, 2020). The post-COVID-19 pandemic situation has also affected students' psychological conditions, such as decreased motivation and anxiety in social interactions due to sudden changes in learning patterns (Kusuma, 2022).

Social support from the surrounding environment is one of the pillars in building resilience. This support creates a feeling that they are cared for and appreciated by those around them, including family, peers, and lecturers (Sarason & Pierce, 1990). Research shows that students who feel strong social support tend to be more resilient, because the presence of others can reduce stress and maintain emotional stability (Oktaviani, 2021). In addition, self-confidence, which describes a person's belief in their own abilities (Bandura, 1997), also strengthens resilience. Confident students tend to be more optimistic and less likely to give up, while a lack of confidence is often accompanied by anxiety and hesitation to take action (Rahayu & Sari, 2019).

### 2. LITERATURE REVIEW

#### 2.1 Student Resilience

Resilience is the ability of a person to adapt positively to stress, difficulties, or changes in their life (Rutter, 2012). In higher education, resilience determines how well students cope with academic and non-academic challenges. Reivich and Shatté (2002) define resilience as the ability to overcome challenges, regulate emotions, and focus on long-term goals even in difficult situations. Factors that influence student resilience include social support, self-confidence, self-efficacy, and emotional regulation skills (Luthar, Cicchetti, & Becker, 2017).

Students with high resilience use adaptive coping strategies and are able to deal with stress, while those with low resilience are more likely to give up and perform less optimally academically (Connor & Davidson, 2003; Wagnild & Young, 1993). Research by Putri & Rahmawati (2020) shows that resilience mediates academic stress and psychological well-being, and external factors such as the social environment are as important as internal factors (Henry & Loupias, 2025).

## *2.2 Social Support*

Social support refers to an individual's perception that there are people in their social environment who provide emotional and instrumental support (Sarason & Pierce, 1990). Cohen & Wills (1985) state that social support has two main functions: a direct effect in improving psychological well-being and a protective function that helps individuals cope with stress. House (1981) divides social support into four types: emotional, instrumental, informational, and evaluative. In a university setting, sources include family, peers, lecturers, and student organizations (Oktaviani, 2021). Empirical research shows that social support plays an important role in increasing individual resilience (Rahmadani, 2021; Santrock, 2019). Therefore, social support is closely related to resilience because it can create a stable psychological environment, increase self-esteem, and strengthen individuals' belief in their ability to cope with life's pressures.

## *2.3 Self-Confidence*

Self-confidence is an individual's belief in their abilities, potential, and self-worth in facing challenges and achieving goals (Bandura, 1997). According to Lauster (2014), self-confidence is not only related to feelings of competence, but also involves aspects of self-assessment of experiences and the ability to control situations. Individuals with high self-confidence tend to have strong achievement motivation, are more resistant to criticism, and are brave in making decisions (Rahayu & Sari, 2019).

Social support has been empirically researched, and its role in increasing individual resilience has been documented. For example, research conducted by Rahmadani (2021) shows that students in social networks with higher levels of support have better resilience than students in social networks with lower levels of support. In addition, social support helps students solve various academic problems and also provides a sense of security and acceptance that strengthens a person's identity. These findings are in line with Santrock's (2019) research, which states that positive interpersonal relationships are a fundamental source of psychological resilience in adolescence and young adulthood.

Therefore, social support is closely related to resilience because it provides a positive psychological environment, assists in positive self-assessment, and provides certainty about one's ability to face stressful life challenges. In the context of this study, social support is viewed as one of the independent variables that influence resilience in students.

## *2.4 The Relationship between Social Support, Self-Confidence, and Resilience*

Social support can strengthen a person's self-confidence by providing a sense of acceptance and affirmation. Conversely, people who have self-confidence tend to be more open to forming positive social relationships and are more willing to accept support from those around them (Taylor & Stanton, 2016). Ananda's (2020) research shows that social support has a positive impact on resilience, and that support and encouragement from those around a person helps to increase their self-esteem and self-confidence.

Nurhayati and Amalia (2022) emphasize that self-confidence acts as a mediator between social support and resilience in students, meaning that social support can increase resilience by strengthening self-confidence. These findings support the argument that both variables must be viewed together in the context of building resilience. Conceptually, social support offers an

'emotionally safe external environment', while self-confidence provides 'stable internal strength'.

The combination of the two will produce resilient students who can adapt and are ready to face challenges in their academic and personal lives. This study aims to empirically test, from a theoretical perspective, the extent to which social support and self-confidence act as partial and simultaneous determinants in building resilience among students, thereby contributing to the development of educational psychology in Indonesia.

### 3. RESEARCH METHODS

This study uses an associative quantitative approach to determine the relationship or influence between social support and self-efficacy on student resilience (Sugiyono, 2018; Creswell, 2014). The research was conducted in a university setting with active undergraduate students as respondents. Data collection was carried out in October 2025 for approximately two weeks as it coincided with the active lecture period. The research population consisted of all active students, and a sample of 109 respondents was taken using purposive sampling based on the following criteria: active students in at least their second semester, willing to complete the questionnaire, and not currently on academic leave. This sample size is in accordance with the standards for multiple regression analysis (Hair et al., 2010).

The research instrument was a closed-ended questionnaire using a 5-point Likert scale. The validity test results showed that all items were  $> r$  table (0.300) and Cronbach's Alpha reliability = 0.845 ( $> 0.80$ ), indicating the consistency of the instrument (Sugiyono, 2018; Ghozali, 2017). Data collection was conducted through an online survey, chosen because it efficiently reached respondents and allowed for flexible completion (Creswell, 2014).

Data analysis using SPSS 25 included instrument testing, classical assumption testing (normality, multicollinearity, heteroscedasticity, autocorrelation), multiple linear regression analysis, and hypothesis testing (t and F). The results of the classical assumption test showed that the data was normal and free of multicollinearity, heteroscedasticity, and autocorrelation. The regression equation obtained is  $Y = 17.581 + 0.168X_1 + 0.094X_2 + e$ . The t and F tests show no significant partial or simultaneous effect ( $p > 0.05$ ), and  $R^2 = 0.035$ , meaning that 3.5% of the variation in resilience is explained by  $X_1$  and  $X_2$ , while the rest is influenced by other factors. All analyses were conducted according to Sugiyono's (2018) guidelines to produce objective and scientifically accountable conclusions.

### 4. RESULTS AND DISCUSSION

#### 4.1 Overview of the Study

This study was conducted on 109 students who were selected as respondents using a five-point Likert scale questionnaire survey technique. The purpose of this study was to determine the effect of social support ( $X_1$ ) and self-confidence ( $X_2$ ) on student resilience ( $Y$ ), both partially and simultaneously. Prior to regression analysis, instrument testing, classical assumption testing, and hypothesis testing were conducted to ensure the validity and reliability of the data.

The validity test results show that all statement items have a calculated r value greater than the table r (0.300) based on Sugiyono's (2018) criteria, so all items are declared valid. The calculated r value ranges from 0.629 to 0.811, indicating that each item has a strong correlation with the total score of its variable. The reliability test produced a Cronbach's Alpha value of 0.845 ( $> 0.600$ ), which means that all questionnaire items are reliable and consistent (Ghozali, 2017).

The results of the classical assumption test also show that the regression model meets the requirements of normality, there is no multicollinearity, no heteroscedasticity, and no autocorrelation. This is proven by the Asymp. Sig (Kolmogorov-Smirnov) value of 0.175  $> 0.05$ , a tolerance value of 1.000 and a VIF of 1.000 (indicating no multicollinearity), and a Durbin-Watson value of 1.853, which is within the range of 1.550–2.460 (no autocorrelation). Thus, the regression model can be used for further analysis.

#### 4.2 Multiple Linear Regression Analysis Results

**Table 1.** Multiple Linear Regression

Variable	B (Beta)	t-value	Sig	Description
X1 (Social Support)	0.168	1.708	0.091	Insignificant
X2 (Self-Efficacy)	0.094	0.938	0.350	Insignificant

**Interpretation:** Multiple linear regression analysis was conducted to determine the extent to which social support and self-confidence affect student resilience. The regression equation results are as follows:  $Y = 17.581 + 0.168X_1 + 0.094X_2 + e$

This equation shows that:

1. A constant value of 17.581 means that if the variables of social support and self-confidence are zero, then the resilience value of students is 17.581
2. The regression coefficient value for social support ( $X_1$ ) of 0.168 indicates that each one-unit increase in social support will increase student resilience by 0.168, assuming other variables remain constant.
3. The regression coefficient value for self-confidence ( $X_2$ ) of 0.094 indicates that each one-unit increase in self-confidence will increase resilience by 0.094, assuming other variables remain constant.

Based on the Correlation Coefficient Table, the value of  $R = 0.187$  indicates that the relationship between social support and self-confidence on student resilience is very low. Meanwhile, the  $R^2$  value of 0.035 indicates that the contribution of these two variables to student resilience is only 3.5%, while the remaining 96.5% is influenced by other factors not examined in this study.

Thus, the relationship between the two independent variables and student resilience is positive, meaning that the higher the level of social support and self-confidence students have, the higher their level of resilience.

#### 4.3 Partial Test Results (t-test)

**Table 2.** Partial Test Results (t-test)

Variable	t-value	t-table	Sig	Description
X1 (Social Support)	1.708	1.983	0.091	Insignificant
X2 (Self-Efficacy)	0.938	1.983	0.350	Insignificant

**Interpretation:** Partial tests were conducted to determine the effect of each independent variable on the dependent variable. The t-test results show that neither the Social Support variable ( $X_1$ ) nor the Self-Confidence variable ( $X_2$ ) has a significant effect on student resilience. The Social support variable ( $X_1$ ) has a calculated t-value of  $1.708 < \text{table } t = 1.983$  with a Sig value of  $0.091 > 0.05$ , while the Self-confidence variable ( $X_2$ ) has a calculated t-value of  $0.938 < \text{table } t = 1.983$  with a Sig value of  $0.350 > 0.05$ . This means that both variables do not have a significant effect on student resilience because the Sig value is greater than 0.05. However, the direction of the relationship remains positive, meaning that increased social support and self-confidence continue to contribute to increased resilience, even though it is statistically insignificant.

#### 4.4 Simultaneous Test Results (f-test)

**Table 3.** Simultaneous Test Results (f-test)

f-value	f-table	Sig	Df1	Df2
1.915	3.08	0.152	2	106

**Interpretation:** The simultaneous test results show a calculated F value of  $1.915 < F$  table value of  $3.08$  with a Sig value of  $0.152 > 0.05$ , indicating that Social Support and Self- Confidence together do not have a significant effect on student resilience. However, the direction of the relationship between the two remains positive, indicating that the combination of social support and self-confidence contributes to the formation of resilience, albeit to a small extent. The coefficient of determination ( $R^2$ ) value of  $0.035$  indicates that  $3.5\%$  of the variation in student resilience is explained by the variables of social support and self- confidence, while the remaining  $96.5\%$  is influenced by other factors such as intrinsic motivation, coping strategies, academic environment, and students' emotional conditions.

#### *4.5 Discussion*

The results show that social support and self-confidence have a positive but insignificant effect on student resilience. This means that these two variables play a role in increasing resilience but are not strong enough to explain the variation in student resilience.

Theoretically, these results are consistent with Cohen & Wills' (1985) concept, which states that social support has a buffering effect on stress, although individual context is still necessary. Social support from friends and family provides individuals with opportunities to reduce stress.

The findings also show that self-efficacy is not a universal predictor of resilience, especially if it is not applied in the practical ability to manage emotional stress (Bandura, 1997). External factors such as academic conditions, economic pressure, and social relationships are likely to be stronger mediating variables that influence resilience. This is in line with a 2017 study which states that resilience is the result of a dynamic interaction between personal, social, and environmental factors.

From a practical perspective, this study confirms that educational institutions need to pay attention not only to academic abilities, but also to the psychological aspects of students. Campuses need to develop character guidance activities, self-management training, and social development to improve the overall resilience of students.

The insignificant effect found in this study may be explained by the multifactorial nature of resilience. According to Luthar, Cicchetti, and Becker (2017), resilience is not only shaped by internal factors such as self-confidence or social support, but also by external variables including family dynamics, academic stress, socioeconomic background, and emotional regulation abilities. Even though the direction of influence is positive, these findings indicate that social support and self-confidence alone are not strong enough to explain the overall variation in resilience. Bandura (1997) emphasizes that self-belief must be followed by adaptive behavior and coping skills to generate a real impact on psychological endurance. Likewise, the buffering effect of social support described by Cohen and Wills (1985) depends on the consistency and perceived quality of that support. This means that even if students receive support, it might not translate directly into higher resilience if the support is not perceived as meaningful or emotionally relevant.

These results align with previous studies by Nurhayati and Amalia (2022), as well as Pratama and Wijayanti (2022), who found that self-confidence and social support tend to have indirect effects on resilience through mediating variables such as coping mechanisms, motivation, or self-efficacy. Thus, resilience should be viewed as a dynamic and interactive construct between personal and environmental factors rather than as a linear result of one or two psychological components.

#### **CONCLUSION**

This study concludes that self-confidence and social support have a positive but insignificant effect on student resilience. These two variables can only explain  $3.5\%$  of the variation in resilience levels, indicating that other factors outside the research model play a greater role in shaping student resilience.

Strong social support from family, friends, and the campus environment can help students feel accepted and cared for; however, it is not sufficient to directly enhance adaptive abilities without being accompanied by strong internal factors such as self-efficacy and emotional regulation. Meanwhile, high self-confidence needs to be balanced with actual abilities to cope with pressure in order to truly strengthen resilience.

Therefore, improving students' resilience requires a more comprehensive approach by integrating social support, psychological training, and systematic self-development. This research contributes theoretically to the existing literature on the relationship between psychological factors and student resilience, and serves as a foundation for educational institutions to design programs that foster character development and mental well-being among students in the future.

In light of these findings, it is recommended that universities and educational institutions develop structured mentoring programs and training focused on enhancing students' self-confidence and strengthening social support systems. Such initiatives can help students build adaptive coping strategies, improve emotional regulation, and ultimately increase their overall resilience in facing academic and personal challenges.

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