

PEER SOCIAL SUPPORT AND ACADEMIC RESILIENCE FOR STUDENTS FROM 3T REGIONS AT SWCU

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ABSTRACT

Education is a basic right for every Indonesian citizen. However, in reality, education in Indonesia is not evenly distributed so that many residents in certain regions or areas such as the 3T area still do not get proper education either in terms of facilities or infrastructure so that many students from the 3T area choose education outside the 3T area which has a good education. worthy of both facilities and infrastructure. The challenge that must be faced by students from the 3T area is that they have to adapt and adjust to the learning method of being a student which is quite a difficult challenge for students from the 3T area. Low peer social support can affect individual academic resilience. Therefore, this study aims to determine the relationship between peer social support and academic resilience in students from the 3T areas. The method used in this study is quantitative, with a correlational design to determine the relationship between peer social support and academic resilience. Participants in this study were students from the 3T area, totaling 140 people, aged between 17-25 years, who studied at Satya Wacana Christian University. The sampling technique used in this study is snowball sampling. The research measurement uses two scales, namely the Peer Support Questionnaire ($\alpha = 0.930$) and The Academic Resilience Scale ($\alpha = 0.853$). The results of the study prove that peer social support is positively related to academic resilience ($r=0.399$) with $sig. = 0.000$)

KEYWORDS *Peer social support, academic resilience, students from 3T areas*



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INTRODUCTION

Indonesia is an archipelagic country consisting of large islands and also small islands which are prone to being left behind in various aspects of life. The description of disadvantaged areas is contained in Presidential Regulation no. 63 of 2020 concerning the Determination of Disadvantaged Regions for 2020-2024 explains that Indonesia has 62 Frontier, Outermost and Disadvantaged (3T) regions

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where these areas are far from cities and spread throughout Indonesia. These areas include North Nias, South Nias, West Nias, Bondowoso, West Manggarai, Donggala, Central Sumba, Southwest Sumba, Soe, Yalimo, Central Maluku, North Halmahera, Bintang Mountains, and so on.

As the times progress, more and more students will pursue higher education in other areas. This is because education in Indonesia's 3T areas is known for various complex problems (Rahmadi, 2020). One of the main reasons for students migrating is the uneven distribution of the higher education system in Indonesia and also in 3T areas where there are still deficiencies such as road access, public facilities, and decent schools, so by migrating to cities you will get a better education. good (Sudirmanto, 2019).

The next challenge faced by 3T students in living life as overseas students who live in different cultural areas, is likely to experience various problems, including in academic activities. From the results of pre-research interviews in March 2022 which were conducted with five first-year students from the 3T area who were studying at SWCU, it shows that the process of adapting and adjusting to learning methods to become a student is quite a difficult challenge. This is because the character of persistence that still needs to be improved is related to how the informants change themselves in learning. Informants also still have difficulty knowing and understanding their own capacity for potential and skills they have. Likewise with the management of emotions that still seem difficult to express precisely. The impact of this condition caused the informants to feel incompetent and feel hopeless about the academic dynamics they were experiencing

Based on a literature study conducted by (Beri & Kumar, 2018), found that a student who has low self-awareness, has difficulty recognizing self strengths and weaknesses, and has poor emotional control, then describes an individual who does not have good academic resilience. Whereas resilience is a mental tool that directs individuals to move towards achieving the goals they designed through the education they practice (Williams et al., 2014). When carrying out academic activities, a student needs resilience skills, in order to be able to go through and resolve academic difficulties and have an impact on achieving optimal academic results (Kumalasari & Akmal, 2020).

Academic resilience can be conceptualized as a student's response in adapting to academic circumstances, and showing innovation in dealing with difficulties, threats, and challenges in participating in academic activities (Cassidy, 2015). The level of resilience shown by individuals lies in their ability to understand and master their academic environment. (Cassidy, 2015), revealed that in order to be resilient in the academic field, individuals must have three aspects which include, first, persistence which describes the competence of students to accommodate behavior that can reflect their resilience in experiencing every academic process. Second, reflection and adaptive help-seeking are related to the competence of students to understand themselves, whether they have strengths or weaknesses. With this ability students are able to understand or learn effective ways to overcome or solve academic difficulties with or without the help of others, which causes a greater chance of success. Third, negative affect and emotional response (negative affect

and emotional response) which describes the ability of students to manage feelings of discomfort and negative emotions in participating in academic activities.

Students who have good academic resilience will always think positively, have positive emotions and show an optimistic attitude in their academic activities (Harahap et al., 2020). Another character is that they don't easily give up when they have to face tough college demands (Kusumiati & Huwae, 2021). Even so, achieving academic resilience seems to be a challenge in itself for students from the 3T areas, so that not a few of them eventually show unhealthy psychological problems. Individuals who have low academic resilience abilities will show a pessimistic attitude, easily run away from responsibility, and give up easily in carrying out academic assignments (Hwang & Shin, 2018). Individuals with low resilience will also tend to experience stress and lose interest in learning and will not show low achievement (Struthers et al., 2000).

Academic resilience doesn't just happen. There are many factors that influence a student to form academic resilience, and one of them is peer social support (Sari & Indrawati, 2017). (Sari & Indrawati, 2017), follow up that peer social support is an external factor that is needed by students in undergoing lectures from entry to graduation at a tertiary institution, so as to produce competent graduates.

Peer social support can be understood as a form of social support that individuals get from their closest circle of friends as a statement of a sense of being protected, cared for, and loved so as to enable individuals to play a role in their connection with the surrounding environment (Wills & Shinar, 2000). As an overseas student who comes from the 3T area, individuals need peer social support so that later they will become valuable and feel accepted in a new environment overseas. This must be shown through the behavior of seeking and finding support by individuals from the peer environment (Mojaverian & Kim, 2013).

The achievement of peer social support involves five dimensions expressed by (Wills & Shinar, 2000), namely, first, information support related to providing information and advice to individuals in dealing with a problem. Second, emotional support which includes empathy, compassion, trust, and caring. Third, instrument support (instrumental support) which involves direct or real assistance and support to individuals in need. Fourth, feedback related to providing useful information for self-evaluation of each goal to be achieved. Fifth, friendship support (companionship support) which emphasizes the importance of a sense of belonging, and increases the ability to socialize and social adjustment (Wills & Shinar, 2000).

Peer social support plays an important role in the activities of each individual. With peer support, individuals have hope of being able to solve every problem they have (Khan et al., 2021). Strong peer social support received by individuals will make these individuals feel happier enjoying every learning process and can increase their potential (Permatasari et al., 2021). Every student in participating in learning, will always be involved in group work, thus leading to the ability to choose the right friends so that interest in self-optimization is getting better.

Peer social support in the academic sphere in tertiary institutions is very closely related to academic resilience. (Sari & Indrawati, 2017), revealed that the more peer social support students get, the more academic resilience they get, so that

students are able to complete academic assignments even in difficult situations. (Adebusuyi, 2018), also illustrates that with positive social support from peers, it will greatly help individuals become resilient in carrying out their duties and functions properly as a student.

Research by (Sari & Indrawati, 2017) on Diponegoro University students, found that there was a significant positive relationship between peer social support and academic resilience ($r = 0.469$). Another study from Ramadhana and Indrawati (2019), found that peer social support had a significant positive relationship with academic resilience in SMP X students in East Jakarta ($r = 0.336$). (Putri & Nursanti, 2020), also found results that peer social support had a significant positive relationship with academic resilience in Migrant students in Jakarta ($r = 0.472$).

Even though previous research showed a positive relationship between peer social support and academic resilience, the problem of mental turmoil still continues to occur in students in the transition period when individuals study overseas. Mental health issues related to resilience still need to be reviewed, especially with the change in the independent learning curriculum which focuses on the fighting spirit, innovation, creativity, and problem solving of each student in developing themselves through academic activities. This achievement seems to also play an important role of peers as a social factor that is very close to individuals in achieving self-quality through the higher education they carry out.

From the background above, the problem is formulated as follows: is there a relationship between peer social support and academic resilience among students from the 3T areas at SWCU.

The results of this study are expected to be able to enrich and add insight into the science of psychology regarding the attachment of peer social support to academic resilience, especially for students from the 3T area.

RESEARCH METHOD

This type of research is quantitative with a correlational design with the aim of knowing the relationship between peer social support (X) and academic resilience (Y) in students from the 3T area.

There are two variables in this study, namely peer social support as the independent variable and academic resilience as the dependent variable.

RESULTS AND DISCUSSION

1. Scene Orientation

Research related to peer social support and academic resilience in students from the 3T area at UKSW. Respondents in this study were not limited by gender, so that all Satya Wacana Christian University students and students from the 3T area could participate in this study. This research involved 140 Satya Wacana Christian University students and students from the 3T area.

Satya Wacana Christian University students from the 3T area were selected as respondents because students from the 3T area often have problems in various ways, one of which is academic activities. Constraints experienced by students from the 3T area, namely starting from cultural differences and learning

processes which result in students coming from the 3T area having to adjust and adapt to learning methods which make it a quite difficult challenge. This is because the character of persistence that still needs to be improved is related to how students from the 3T area make changes in themselves in learning.

Students from the 3T area also still have difficulty knowing and understanding their own capacity for their potential and skills. Likewise with the management of emotions that still seem difficult to express properly. The impact of this condition causes students from the 3T area to feel incompetent and feel hopeless about the academic dynamics they are experiencing. Despite experiencing various obstacles, students are still required to complete lectures or academics which is one way to improve self-quality based on their academic resilience.

Therefore students from the 3T area are suitable to be respondents to this study because students from the 3T area need academic resilience skills to be able to survive in the conditions they are experiencing, become strong, develop even in difficult circumstances, and be able to respond positively to problems. In addition, easy access to data collection is a consideration for researchers in deciding where to collect data.

A. Research Preparation

1. Administration Preparation

Before carrying out data collection, the researcher first attached informed consent at the beginning of the questionnaire which was distributed via the Google form. The sheet contains the title of the research, the benefits of the research, and contains an explanation regarding the confidentiality of the respondent's identity. This informed consent was made to express the respondent's willingness to participate in data collection. This is a form of research ethics applied to this research. In addition, the name used by the respondent is also allowed to use initials. The application of the initials of the name is carried out with the aim that the privacy and confidentiality of the respondents are maintained in order to protect their rights. Another form of research ethics applied to this study is the removal of asterisks in the Google form so that there is no coercion on respondents and the data obtained is on the basis of the respondents' voluntarism.

2. Research participants

a) Participant Demographic Data

The number of participants in this study were 140 people, with 60 male respondents with a percentage of 43% and 80 female respondents with a percentage of 57%. Respondents aged 17 years amounted to 5 people, with a percentage of 4%, respondents aged 18 years amounted to 31 people with a percentage of 22%, the number of respondents aged 19 years amounted to 27 people with a percentage of 19%, the number of respondents aged 20 years amounted to 36 people with a percentage of 26%, the number of respondents aged 21 years was 14 people with a percentage of 10%, the number of respondents aged 22 years was 17 people with a percentage of 12%. The number of respondents who are

23 years old is 9 people with a percentage of 6%, the number of respondents who are 25 years old is 1 person with a percentage of 1%.

Table 1
Participant Demographic Data

Characteristics Participant	Valid (n)	Presentase (%)
Gender		
Man	60	43%
Woman	80	57%
Total	140	100%
Age		
17	5	4%
18	31	22%
19	27	19%
20	36	26%
21	14	10%
22	17	12%
23	9	6%
25	1	1%
Total	140	100%
Origin of Respondents		
Alor	6	4%
Stuffed	1	1%
Biak	3	2%
Donggala	5	4%
East Halmahera	6	4%
Parigi Moutong	3	2%
Kupang	11	8%
Maluku	13	9%
North Maluku	2	1%
Nabire	9	6%
Nias	1	1%
North Nias	3	2%
NTT	26	19%
Papuan	7	5%
Star Mountains	4	3%
Rote	6	4%
Spooky	8	6%
Yahukimo	1	1%
Timor, Central, South	2	1%
East Sumba	5	4%
Central Sumba	7	5%
Central Sulawesi	6	4%
shove	5	4%
Total	140	100%

3. Preparation of Measuring Instruments

The scale used to measure peer social support is the Peer Support Questionnaire from Alaei and Hosseinezhad (2020), based on the five dimensions of peer support from Wills and Shinar (2000). And the measuring tool used to measure academic resilience is The Academic Resilience Scale (ARS-30) by Cassidy (2015). However, because the two scales are in English, the researcher first looked for the scale that had been translated into Indonesian. Therefore, the scale used to measure peer support in this study is the Peer Support Questionnaire (PSQ) by Alaei and Hosseinezhad (2020). This scale has a total of 22 items with favorable items to measure the level of peer support based on aspects of emotional support, instrumental support, informational support, validation/feedback support, and peer togetherness. This scale was chosen because it is valid and reliable in measuring peer support (Cronbach's Alpha is 0.93. and meets the standards for research purposes.

Meanwhile, the measuring instrument used to measure academic resilience is The Academic Resilience Scale (ARS-30) by Cassidy (2015), based on aspects of academic resilience, namely perseverance, reflecting and adaptive help-seeking.), negative affect and emotional response (negative influence and emotional response). However, in this study using ARS-30 which has been adapted into the Indonesian version by Kumalasari, Lutfhfiyanni, and Grasiyaswaty (2020), which in their research produced 24 valid and reliable items. This can be seen from the item-total correlation value which ranged from 0.063-0.686 and the overall value of Cronbach's Alpha which reached 0.891.

Preparation for further research is changing the two scales that have been translated into Indonesian into a google form questionnaire with the Likert model.

B. Research Implementation Report

Respondents in this study amounted to 140 students from the 3T area. The data collection process was carried out by distributing questionnaires through the Google form. Respondents were given a link to be able to access a questionnaire that contained a scale of peer social support and an academic resilience scale and was accompanied by instructions for filling it out. Before the respondent answered several statements, the respondent first filled out an informed consent containing the purpose of the research, the respondent's identity and approval regarding filling out the questionnaire. After filling out the informed consent, the respondent can then fill in the identity and several statement items that have been presented by the researcher.

C. Research Results

1. Descriptive statistical results Peer Social Support Variable

Table 2
Peer Social Support Categorization

Interval	Category	N	Persentase
$117 \leq x \leq 132$	Tall	21	15%
$87 \leq x \leq 117$	Currently	98	70%
$53 \leq x \leq 87$	Low	21	15%
Amount		140	100%
Min = 53; Max = 132; Mean = 101,79; SD = 14,805			

Based on the descriptive analysis data of the variable peer social support hypothetically in Table 2, there were 21 participants who had peer social support scores which were in the high category, with a percentage of 15%, 98 participants had peer social support scores which were in the medium category, with a percentage of 70%, and 21 participants who have peer social support scores that are in the low category with a percentage of 15%. The scores obtained by the participants moved from a minimum score of 53 to a maximum score of 132, with a standard deviation value of 14.805. Based on an average score of 101.79, most participants have a level of peer social support that is in the moderate category.

Resilience Variable

Table 3
Academic Resilience Categorization

Interval	Category	N	Persentase
$80 \leq y \leq 84$	Tall	23	16%
$66 \leq y \leq 80$	Currently	99	71%
$43 \leq y \leq 66$	Low	18	13%
Amount		140	100%
Min = 43; Max = 84; Mean = 72,78; SD = 6,912			

Based on the descriptive analysis data of the hypothetical resilience variable in Table 3, there were 23 participants who had a resilience score that was in the high category, with a percentage of 16%, 99 participants had a resilience score that was in the medium category, with a percentage of 71%, and 18 participants who has a resilience score that is in the low category with a percentage of 13%. The scores obtained by the participants moved from a minimum score of 43 to a maximum score of 84, with a standard deviation value of 6.912. Based on an average score of 72.78, most of the participants have a level of resilience that is in the medium category.

2. Assumption test results

Testing the assumptions in this study using the normality test and linearity test. The assumption test used in this study aims to determine

whether the data obtained meets the analytical assumptions as a condition for conducting hypothesis analysis.

a) Normality Test

Testing the normality test in this study was carried out by looking at the results of the Kolmogorov-Smirnov test.

Table 4
One-Sample Kolmogorov-Smirnov Test

		Peer Social Support	resilience
N		140	140
Normal Parameters ^a	Mean	101,79	72,78
	Std. Deviation	14,805	60,912
Most Extreme Differences	Absolute	0,082	0,101
	Positive	0,051	0,052
	Negative	-0,082	-0,101
Kolmogorov-Smirnov Z		0,974	1,195
Asymp. Sig. (2-tailed)		0,299	0,115

Based on the results of the tests that have been carried out, both variables have a significant $p > 0.05$. The peer social support variable has a K-S-Z value of 0.974 with a probability (p) or a significance of 0.299 ($p > 0.05$). So that with a significance value of $p > 0.05$, the variable r social support of peers is normally distributed. The resilience variable has a K-S-Z value of 1.195 with a probability (p) or significance of 0.115. Thus the resilience variable is also declared to be normally distributed.

b) Linearity Test

The linearity test was carried out to find out whether the independent variable and the dependent variable being tested have a linear relationship or not significantly.

Tabel 5
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.	
Resilience * Peer Social Support	Between Groups	(Combined) 2925,333	54	54,173	1,240	0,186	
		Linearity	1	1055,420	24,150	0,000	
		Deviation from Linearity	1869,913	53	35,281	0,807	0,798
	Within Groups	3714,803	85	43,704			
Total		6640,136	139				

From the results of the linearity test, the Fcount value was 24.150 with sig = 0.000 ($p < 0.05$) which indicates that the relationship between peer social support and resilience is linear.

c) Results of hypothesis testing

Table 6
correlations

		peer social support	resilience
peer social support	Pearson Correlation	1	0,399*
	Sig. (1-tailed)		0,000
	N	140	140
resilience	Pearson Correlation	0,399*	1
	Sig. (1-tailed)	0,000	
	N	140	140

*, Correlation is significant at the 0.05 level (1-tailed).

Based on the calculation results of the correlation test, a Pearson correlation value of 0.399 was obtained with sig. = 0.000 ($p < 0.05$). Thus indicating that there is a positive relationship between the variables of peer social support and resilience variables.

D. Discussion

Based on the results of the research that had been done, it showed that there was a positive relationship between peer social support and resilience among students from the 3T areas at SWCU, so the hypothesis in this study was accepted. The higher the social support of peers, the higher the resilience that individuals have. The results of previous research conducted by (Ruswahyuningsi & Afiatin, 2015), social support from peers, family and community are factors that strengthen and shape the resilience of Javanese youth. Forms of social support in the form of love, caring, hope, problem solving, motivation, providing information, values and beliefs. Another study conducted by (Raisa & Ediati, 2016), resulted in the fact that there is a positive relationship between social support and resilience in prisoners in Class IIA Women's Correctional Institutions. The results of these studies prove that peer social support and resilience influence each other and are related to each of the research variables that have been conducted. In addition, (Masten et al., 1990) define resilience as a process, capacity, or result of successful individual adaptation in the face of challenges or threatening circumstances. If resilience increases, students will be able to overcome any difficulties that arise in life (Willda et al., 2016). According to Morales (2008) academic resilience is influenced by the beliefs that students have about themselves, other people and the world around them so that resilience departs from the mental health experienced by students. (Rickinson & Moss, 1997)

also added that the coping skills possessed by students can increase their resilience, motivation and persistence until the individual is able to complete his study period.

In this study, most of the participants had a moderate level of academic resilience. Academic resilience is a student's ability to adapt to academic circumstances, and show innovation in dealing with difficulties, threats, and challenges in participating in academic activities (Cassidy, 2015). The level of resilience shown by individuals lies in their ability to understand and master their academic environment. (Cassidy, 2015), revealed that in order to be resilient in the academic field, individuals must have three aspects which include, 3 things, namely: A) Perseverance; B) Reflection and adaptive search for help; C) Negative affect and emotional response. In this study, most of the participants had a moderate level of resilience.

Regarding persistence, students from the 3T area have good persistence, this causes students from the 3T area to have persistence, and have goals to achieve. Factors that display hard work and effort to try, never give up, stick to plans and goals, accept and utilize feedback or input received by individuals, solve imaginative problems and overcome difficulties by considering them as opportunities to face challenges. Perseverance is academic resilience, which is resilience in the learning process, which is a dynamic process that reflects a person's strength and toughness to rise from negative emotional experiences, when facing difficult situations that suppress or contain significant obstacles in the learning activities carried out. This statement is supported by the theory of academic buoyancy from Martin & Marsh (in Yu & Martin, 2014) which is the ability of students to successfully overcome challenges and setbacks that are part of academic life. (Analya, 2014) explain 5 aspects of academic buoyancy: Self-efficacy, planning, persistence, anxiety and control. Self-efficacy is students' belief in their abilities to be able to complete assignments and exams given by the teacher well and get satisfactory results. Planning is the student's ability to determine the target value to be achieved and plan a schedule for doing assignments and studying in order to achieve the target value. Persistence is the persistence of students to continue working on difficult assignments given by the teacher and learning the material being taught even though there is material that is not understood. Anxiety is the anxiety that students experience when they face difficulties in doing assignments and preparing for exams. And the student's point of view regarding the causes of academic success or failure experienced based on internal factors is the control aspect. This is in accordance with the statement of Martin and Marsh stating that students who have academic resilience are able to deal effectively with four situations, namely setbacks, challenges, adversity, and pressure.

With regard to reflection and seeking adaptive assistance, from this aspect it shows that students from the 3T area have the ability to reflect on themselves both in terms of weaknesses and strengths possessed by individuals so that individuals are able to overcome difficulties based on their life experiences to convince individuals of the abilities they have. possessed within himself, this is in accordance with the aspects put forward by Rojas (2015) who explained

that individual factors that motivate individuals to have academic resilience are high optimism, self-esteem, empathy, self-control, self-esteem, having clear mission and goals related to academic determination, motivation and good problem-solving abilities. Supported by the statement that academic resilience is also defined as the ability of students (in this case students) to adapt and develop when experiencing difficulties, and is a process experienced by individuals who have the ability to succeed when adjusting under academic pressure. And also supported by the statement put forward by Gorberg (Utami & Helmi, 2017) which consists of 3 aspects, namely: I am a collection of attitudes, feelings, and self-confidence possessed by individuals; I can relate to the ability of individuals to do things such as interpersonal skills and problem solving abilities; I have is related to things that are owned by individuals who are able to increase resilience abilities such as social support that is around the individual.

Negative influence and emotional response, which is the ability of students to manage feelings of discomfort and negative emotions in participating in academic activities. In this case individuals who have good resilience will be able to manage their feelings and be able to avoid negative emotional responses so that individuals can rise from adversity and be able to face the difficulties experienced by individuals. This is in accordance with the statement that a student gets the opportunity to learn from situations that are difficult, challenging and spur all of his potential. Conversely, students with low resilience feel anxious, afraid and avoid difficulties, because it will threaten their existence (Hamachek in Tumanggor et al, 2015). And supported by the statement that students who are able to show positive management of various conditions that bring pressure and then successfully complete their studies on time are students who are known to have resilience in the learning process, or what is known as academic resilience (Fuerth in Hendriani, 2017). This characteristic is consistent with the statement that students who have high resilience will tend to show a positive attitude in facing obstacles (Fitri and Kushendar, 2019). This is also in line with research conducted by Arc, et al (in Fitri and Kushendar, 2019) that individuals with resilience tend to show positive emotions in dealing with various events.

Academic resilience doesn't just happen. There are many factors that influence a student to form academic resilience, and one of them is peer social support. Sari and Indrawati (2016), follow up that peer social support is an external factor that students really need in undergoing lectures from entry to graduation at a tertiary institution, so as to produce competent graduates. According to Sarafino (Sasmita & Rustika, 2015) peers are an important source of emotional support during the transition of adolescence. Peer social support is the support given to individuals by their peer group in the form of physical and psychological comfort so that individuals feel loved, cared for, valued as part of a social group. This causes peer social support to be needed by each individual so that the individual can carry out his life well in the midst of society. Peer social support is also needed so that individuals or adolescents are able to face various kinds of problems that they cannot solve on their own

without guidance and support from those closest to them, according to Kelly and Hansen (in Desmita, 2015), The function of peer social support This has several functions, including making a person get emotional and social encouragement to become more independent. Peers provide encouragement for adolescents to take on new roles and responsibilities.

The life experience experienced by students from the 3T area requires the social support of peers so that they are able to face and solve problems related to academic matters or adjustment to their lecture environment. House (Sarafino, 1994) describes social support as a person's perception of potential support received from the environment, social support refers to the pleasure that is felt as an appreciation for caring and providing assistance in the context of close relationships. This causes the individual's ability to develop properly. Seligman (Susianah, 2017) states that resilience is an effort to prevent depression in adolescents who are in a depressed state. There are two factors that influence resilience, namely risk factors and supporting factors (protective factors). These two factors are explained by Grotberg (Susianah, 2017) that risk factors can increase individual vulnerability when facing a pressure or difficulty (adversity), and hinder the development of resilience as previously mentioned, while protective factors can strengthen resilience which leads to successful adaptation. These protective factors are internal and external. Internal protective factors are characteristics of the individual while external protective factors refer more to social supports from the environment. From this it can be concluded that the better the social support of peers, the better the resilience they have. In this study, most of the participants had moderate peer social support. In this study, peer social support is formed from several aspects which include: A) Information support; B) Emotional Support; C) Instrumental support; D) Feedback; and E) Companionship.

Information support is support that includes giving advice, suggestions or feedback to individuals obtained through friends, co-workers, superiors or a professional such as a doctor or psychologist (Sarafino 2002). The existence of information support, such as advice or suggestions given by people who have experienced similar circumstances will help individuals understand the situation and find alternative solutions to problems or actions to be taken (Thoits in Moertono, 1997). Information support according to Colen and Syme (1985) is support by providing explanations, information about the situation and everything related to the problems being faced by individuals, in the form of advice, instructions, input or explanations of how a person behaves. According to House in Smet (1994) reveals that, informative support, is an explanation of the situation and everything related to the problems faced by individuals. The purpose of this support is to change the individual's negative perception of the problems that befall him. So that with information support, individuals are expected to be able to change perceptions of the problems that befall them and find solutions to these problems (Lakey & Cohen, 2000). From this aspect it can be concluded that individuals are able to change the negative perceptions they experience so that individuals can resolve the difficulties they experience through information that individuals receive from the individual's

environment who understand and understand the situation experienced by individuals in the form of advice, suggestions or feedback.

Emotional support is in the form of appreciation, love, trust, attention, and willingness to listen. (Apollo & Cahyadi, 2012: 261). Another statement expressed by House (in Cohen, 1985) states that emotional support has five forms, namely expressions of empathy, giving attention, affection, appreciation, and togetherness. Sarafino (2002) revealed that emotional support includes expressions of empathy, concern and concern for individuals. In other words, the forms of emotional support have forms and ways that are different from one another in their implementation. Cohen & Syme (1985) revealed that emotional support, namely support that involves empathy from individuals such as listening, being open, demonstrating trustworthiness, willing to understand, expressions of affection and concern. Emotional support can make a person feel valued, comfortable, safe, and loved. From this aspect it can be concluded that individuals will be able to face the difficulties experienced when they have feelings of being valued, loved, trusted, cared for and have a sense of comfort and security in the community environment.

Instrumental support expressed by House in Smet (1994: 136), is support which is assistance given directly in the form of facilities or materials. Another statement expressed by Sarafino (2002) is that Instrumental or Concrete support. This type of support includes direct assistance. Usually this support, more often given by friends or co-workers, such as help to complete the piled up tasks or lending money or other things that are needed by individuals. and supported by a statement from Jacobson (Moertono, 1997) this support describes the availability of goods (materials) or the existence of services from other people who can help individuals in solving their problems. The statement expressed by Cohen & Syme (1985) Instrumental support is support given directly, in the form of facilities or materials, for example providing the necessary facilities, for example lending money, providing food, games or other assistance. From this aspect it can be concluded that this support is in the form of material that is provided directly to individuals such as money, vehicles, or other facilities that can be provided by other people to individuals to help deal with the difficulties experienced by individuals.

Feedback or feedback, in this aspect is more related or more related to self-esteem theory, this is because self-esteem affects individual judgments of other people or events and even of oneself which will make it easier for individuals to solve or deal with a problem. This is in accordance with the statement expressed by Murray et al. (2001) suggested that individuals who view themselves positively tend to be more aware of the contributions of others and view others more positively. Conversely, individuals who view themselves negatively tend to be less aware of the contributions of others and view others negatively. This statement is supported by research conducted by Campbell, Chew, & Scratchley (1991) which found that individuals who have low self-esteem tend to evaluate events negatively compared to individuals who have high self-esteem. From this aspect it can be concluded that self-esteem is

influenced by feedback so that the better the feedback you have or receive, the higher your self-esteem will be.

Companionship, in this aspect (Wills & Shinar, 2000) states that in other terms belonging is often referred to as companionship support, namely the presence of other people who are willing to carry out joint activities or provide free time to carry out activities together. With this support, individuals feel able to carry out activities with other people so that they can increase positive feelings, free themselves from demands, and provide a positive diversion from contemplating problems continuously. This opinion is also supported by (Buunk & Verhoeven, 1991) explaining that the presence of other people can reduce stress, and make individuals feel fewer negative emotions and feel more positive emotions. This is supported by Fischer, Manstead, & Zaalberg (2013) which states that being with other people in pleasant events can increase feelings of happiness, and being with other people when you are feeling sad can reduce the sadness you feel. From this aspect it can be concluded that activities carried out by individuals with other people can increase positive feelings and reduce negative feelings such as stress.

Individuals who have good peer social support will also have good resilience when faced with a problem, when compared to individuals who have low peer social support. Based on the results of research conducted by Hartuti and Mangunsong (2009), that the external protective factor for resilience that has a significant influence is high expectations from the environment. High expectations from the environment are obtained by students from the people around them, one of which is peers Social support from peers that individuals have can also help to rise from bad events and situations that can trigger stress. Social support helps individuals to resolve or deal with bad events or experiences that have been experienced by individuals, thus helping individuals to increase their academic resilience.

In the process of this research, the researcher realizes that this research is still far from being perfect and there are some limitations that are experienced. The limitations in this study included the process of filling out the scale, students from the 3T area were not accompanied by the researcher directly because filling in the scale was done online via a google form, so researchers could not know the conditions in the field directly. Quantitative research models have not been able to explain causality. Thus it needs to be studied further with qualitative methods. Some of the research limitations that have been explained, need to be considered again for future researchers so that they can further refine their research.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is a positive relationship between peer social support and academic resilience in students from the 3T areas. Thus, it indicates that the high resilience of students from 3T areas is influenced by a good level of peer social support. Peer social support scores in this study are in the medium category, and academic resilience scores are in the moderate category.

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