Correlation Between Resilience and Social Support for Seniors College Students During the Covid-19 Pandemic

Silvia Febiola[1] , Agustina Agustina[1*]

[1]*Faculty of Psychology, Universitas Tarumanagara, Jakarta, Indonesia*
Corresponding author. Email: agustina@fpsi.untar.ac.id

ABSTRACT

Covid-19 pandemic brings big changes into our lives including the senior college students, because of online learning obligation by government educational institutions. It's important for senior college students who are doing their final project to avoid factors that inhibit the progress of their final project. Therefore, senior college students need resilience to survive. Apart from that, senior college students need factors that support the ability such as social support. The purpose of this research is to evaluate the correlation between resilience and social support of senior's college students during covid-19 pandemic. This research uses a non-experimental quantitative approach with correlation test. The participants of this research are active senior college students who are doing or have done their thesis at the time of covid-19 pandemic, using purposive sampling techniques that include 484 participants. resilience scale and social support scale are used as measurements tools to analyze the correlation tests between both variables. This research analyzed using spearman correlation test. The results of the correlation coefficient value = 0.344 and p = 0,000, means There are positive and significant correlation between resilience in terms of social support in covid-19 pandemic times.

Keywords: resilience, social support

1. INTRODUCTION

Currently, the Covid-19 pandemic crisis has been designated as a global epidemic, every day an increase in cases is recorded by the WHO Health Institute. The emergence of the disease Covid-19 first came from the city of Wuhan, China [24]. The Covid-19 outbreak has created a confusing situation and has progressed rapidly in terms of transmission [24]. In early February 2020, Covid-19 began to enter Indonesia with a very rapid spike [20].

Based on data from WHO (2020), monitoring as of September 28, 2020, the Government of the Republic of Indonesia has reported 278,722 confirmed cases of COVID-19, with 10,473 deaths and 206,870 patients having recovered from the disease. WHO is working closely with the Government of Indonesia to monitor the situation and prevent further spread of the disease [23]. As a response measure, the Government of Indonesia has issued policies aimed at breaking the chain of the spread of the Covid-19 outbreak. The policy issued by the Government is in the form of Large-Scale Social Restrictions or commonly known as PSBB.

One of the PSBB guidelines contains regulations regarding schools and workplaces, it is recommended to have holidays, and restrictions on activities ranging from religious activities, and limited activities in public places

[7]. The intended holiday is that face-to-face activities in learning are suspended, then replaced with an online system; or online method using the internet network [5]. Adiwijaya [21] explained that the world of education during the Covid-19 outbreak brought changes by force. Before this outbreak, it was known that 100 percent of learning was carried out in schools, suddenly a drastic change was imposed, becoming an online learning system.

However, at first this online learning brought positive assessments from students, but this assessment changed over time marked by the arrival of several difficulties in learning [2]. This difficulty can be seen from several studies saying that the impact of online learning is often hampered due to internet network disturbances [17], the lack of adequate online learning facilities and infrastructure at home [14], then the need for time to adapt to the online learning culture, and the saturation of students who take too long to learn from home. Other difficulties faced by students include disrupted student focus due to the absence of direct interaction with lecturers and other students, difficulties in understanding the material, and the unpreparedness of the lecturer in preparing learning materials [2].

Final year students can be said to have heavier pressure than other students, because final year students are required to complete a thesis final project which is a benchmark for

student knowledge during learning and as a determinant of the completion of the undergraduate program [3]. According to Suryadi [22], in practice not all students can complete their thesis to the end for several reasons. For now, it seems that the Covid-19 pandemic has seriously hampered the process of completing the preparation of the thesis in a timely manner. As described in research [4], final year students experience obstacles, mainly communication with the supervisor is hampered and understanding in pouring the data obtained makes students hesitate in compiling a thesis.

During conditions that demand many changes, if students are not able to adapt well for the continuity of the thesis preparation process, as a result students can experience stress, frustration, and low motivation [3]. Therefore, resilience is very much needed for students, because if students have high resilience, students can rise and survive during difficult situations such as the Covid-19 pandemic [20]. Resilience according to Reivich and Shatte [16] is a person's ability to respond to a difficult event in a healthy and productive way to be applied to his daily life and can be said as a mindset to find new experiences that create a positive attitude that must be maintained after going through difficult circumstances. Furthermore, Santrock [10] concluded that resilience in children is influenced by several factors, namely individual factors, family factors, and factors outside the family.

According to Sarafino, actions that come from other people, in the form of support from other people in the form of a sense of comfort and an affection, as well as a feeling of being appreciated during difficult conditions, giving rise to an urge in oneself to evaluate oneself positively, is referred to as social support [13]. With this social support, it can foster a sense of enthusiasm and self-confidence that leads a person to achieve a desired goal, such as completing thesis writing by final year students who have difficulty.

1.1. Related Work

Looking at the results of previous research, Sari and Indrawati showed that there was a significant and positive relationship between peer social support and academic resilience in the final year students studied [19]. This positive value indicates that the higher the peer social support perceived by final year students, the higher the academic resilience, and vice versa. In line with this study, the researcher wanted to do research with the aim of knowing whether there was a relationship between resilience and social support for final year students during the Covid-19 pandemic. And from previous research, the formulation of the problem is whether there is a relationship between resilience and social support for final year students during the Covid-19 pandemic.

1.2. Our Contribution

This paper presents several improvements from previous research in Sari and Indrawati [19]. This paper was conducted during a pandemic. This study wants to see results that are different and significant from previous studies. This study wants to see results that are different and significant from previous studies. So that researchers are interested in studying the relationship between resilience and the support of final-level students who are doing their thesis during the Covid-19 pandemic.

1.3. Paper Structure

The remainder of this paper is organized as follows. Section 2 introduces the introduction used in this paper, covering resilience and social support. Part 3 presents the contributions and novelties of previous research. Section 4 provides a summary of the structure of the content of this paper. Section 5 describes the definition of variables, research results, and comparisons with previous studies. The final section, 6, explains the conclusions of this paper and provides direct suggestions for future research.

2. BACKGROUND

Resilience is a person's ability to respond to a difficult event in a healthy and productive way to be applied to his daily life and can be said as a mindset to find new experiences that create a positive attitude that is maintained after going through difficult circumstances [16]. Resilience has seven aspects in it, namely emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out [16].

According to Sarafino (1994), social support is a gift from others which is a sense of comfort and an affection, as well as a feeling of being appreciated when conditions are difficult so that it creates an impulse in oneself to evaluate oneself positively [13]. And this social support has five types of social support, namely emotional support, appreciation support, instrument support, information support, social network support [13].

The research was conducted on final year students at several universities in Jakarta. This study continues the results of previous studies that examined the relationship between resilience and social support in final year students in 2016, which conditions are different from now that are being affected by the Covid-19 pandemic. And more specifically the researcher uses the notion of resilience from Reivich and Shatte (2002) and Sarafino's social support (2014).

This study uses a non-experimental quantitative method, using purposive sampling sampling technique. And this study uses Spearman Correlation nonparametric test calculations to see the relationship between resilience and social support in final year students during the Covid-19

pandemic. This study was designed by taking a characteristic sample, active final year students at various universities, both male and female, who are currently or have already done their final thesis writing, then with an age range of 21-25 years which according to Winkel [18] stated that students the final level is in that range. According to Arnett [8] this age is included as emerging adulthood.

The total participants who participated in this study were 484 final year students, with 100 participants being male and 384 females. The general description of the participants is divided into based on age, gender, and semester level. Participants who joined this study were mostly 21 years old with a total of 377 participants, 74 participants aged 22 years, 22 years old participants, 7 participants aged 24 years, and participants aged 25 years as many as 4. Then at the semester level, most of the participants who were studying in the 7th semester were 416 participants and the other participants were recorded as being in the 8th semester as many as 68 participants.

The data used for the measurement of each variable was found by distributing resilience scale questionnaires and social support scale questionnaires according to the theory used. Then the data was analyzed with Statistical Product and Service Solution (SPSS) 23.0 for windows application software to produce research results. Referring to table 1 shows that the value of the Correlation coefficient of the Spearman correlation test is 0.344 and p = 0.000. This shows that $p < 0.05$, which means that there is a relationship between resilience and social support for final year students during the Covid-19 pandemic.

Table 1. *Correlation Test Results between Resilience and Social Support*

Correlation between Resilience and Social Support

Correlation coefficient	0,344
p	0,000

From the results obtained, this study supports several previous studies, namely supporting the research of Sari and Indrawati [19] with the results stating that there is a relationship between peer social support and academic resilience in final year students at a university and the relationship obtained is positive and significant. Then this study also supports the results of Mufidah's research [11] which states that social support is positively correlated to the resilience of Bidikmisi students under study. The results of this study support previous research with the conclusion that individuals who get higher social support in times of stress will produce high resilience in the individual himself. This is in accordance with the theory presented by Reivich and Shatte [16] which says that there is a resilience function in the form of bounce back which describes when an individual is in a depressed condition, the individual needs resilience to recover and one that can help recovery can be with social support around him the individual. It is

described that by telling the problems experienced, individuals can obtain social support and begin to be released from a depressed state and then slowly return to their original state.

Researchers analyzed additional data on resilience variables with age, gender, and semester level who were already or were working on their final thesis during the pandemic. Researchers tested the correlation between resilience variables on the age of final year students. The results showed that age did not have a significant relationship with final year student resilience, because $p > 0.05$. The complete correlation test results can be seen in table 2.

Table 2 .Correlation Test of Resilience Variables Against Age

Mean	*Std. Deviation*	*r*	*sig.*
Resilience			
3,4990	0,43842	0,62	0,174
Age			
21,320	0,7040		

The results of this study do not support the theory of Grotberg (2000) which states that age, developmental factors, efforts to deal with difficult situations, and social support received by a person can determine the level of resilience [15]. However, in this study, there was no relationship between resilience and age, age did not determine the resilience of participants in this study.

Furthermore, the researchers tested the differences in the resilience variables to the sex of final year students. The difference test was carried out using the *Independent Sample T-test*, by comparing the total resilience score which is the dependent variable and gender as the independent factor which is divided into two groups, namely men and women. From the p value obtained, it can be seen that $p > 0.05$, meaning that there is no significant difference between the resilience of final year students to gender. Further difference test results can be seen in table 3.

Table 3 . Different Tests of Resilience Variables Based on Gender

Gender	*Independent Sample T-test*			
	N	*Mean Rank*	F	Sig.
Male	100	3,5188	0,012	0,911
Female	384	3,4939		

The results of this study are also in line with the research of Iqbaal [6] which said that there was no significant difference between the two sexes of adolescents tested when viewed from the mean value. And the results of this

study are not in line with Mahardika's research [9] which states that there are significant differences in the resilience of male and female adolescents in his research, it is known that the female gender has better resilience. In Mahardika's research [9] it is known that there are factors in the form of societal stereotypes that determine whether men or women have better abilities for resilience. But actually, to be able to have the ability for good resilience, depends on whether or not the formation of resilience aspects according to Reivich and Shatte [16] in each individual in the form of causal analysis, optimism, impulse control, emotion regulation [9].

The last test carried out by the research was the test of the difference in the resilience variable to the semester level. It is known that in general, students undergo learning for 1 semester for 6 months so that if it is related to the length of time the Covid-19 pandemic outbreak in Indonesia, there are two batches of final year students who when compiling their thesis were affected by this Covid-19 outbreak. By using the Independent Sample T-test to test the difference between the resilience variables to the semester level, the p value> 0.05, it means that there is no significant difference between the resilience of final year students who are taking semester 7 and semester 8 who have passed the thesis obligation. Complete data can be seen in table 4.

Table 4 .Different Tests of Resilience Variables Against Semester Levels

Semester	Resilience			
	N	*Mean*	F	Sig.
7	416	3.5003	2,043	0,154
8	68	3.4910		

The results of this study do not support the results of Andersen's research [1], the results of which state that there is a significant difference in studies that examine differences in the resilience of students who compose thesis in terms of the year of class. In his research, the differences were seen due to the different factors in the curriculum used by each semester level so that students had different pressures. While in this study, it did not pay attention to the curriculum run by students.

This study has several limitations. The participants used in this study were very limited, thus affecting the variance and significance of the sample in the study. This is due to the difficulty of taking data directly and only retrieving data using Google-forms because the time of data collection for this research coincided with the Covid-19 pandemic. In addition, during this research, the researchers were also unable to distribute printed questionnaires to the subjects, so the researchers were not able to control the distribution of data optimally.

3. CONCLUSION

Based on the results of the correlation test, it is known that there is a positive and significant relationship between resilience and social support during the Covid-19 pandemic. This means that the higher the social support received by final year students during the Covid-19 pandemic, the higher the resilience. Then the results of additional analysis showed that there was no relationship between resilience and age. Furthermore, there is no difference in resilience based on male or female gender. And lastly, there is no difference in resilience based on the 7th and 8th semester levels taken by the participants.

Suggestions for further research interested in examining resilience variables and social relationships are to collect more participants and balance between male and female participants. It aims to enrich the analysis of research data.

ACKNOWLEDGMENT

REFERENCES

[1] Andersen, Z. (2020). *Perbedaan Resiliensi pada mahasiswa yang sedang menyusun skripsi ditinjau dari tahun angkatan* [Universitas 17 Agustus 1945 Surabaya]. http://repository.untagsby.ac.id/id/eprint/364

[2] Andiarna, F., & Kusumawati, E. (2020). Pengaruh pembelajaran daring terhadap stres akademik mahasiswa selama pandemi covid-19. *Jurnal Psikologi*, *16*(2), 139–149. https://doi.org/10.24014/jp.v16i2.10395

[3] Cahyani, Y. E., & Akmal, S. Z. (2017). Peranan spiritualitas terhadap resiliensi pada mahasiswa yang sedang mengerjakan skripsi. *Jurnal Psikoislamedia*, *2*(1), 32–41.

[4] Damayanti, R. (2020). *Analisis Kesulitan Mahasiswa Menyelesaikan Skripsi Pada Situasi Pandemi Covid 19* [Universitas Muhammadiyah Sumatera Utara]. http://repository.umsu.ac.id/handle/1234563

[5] Harnani, S. (2020, Juli 7*). Efektivitas pembelajaran daring di masa pandemic covid-19*. Diakses dari https://bdkjakarta.kemenag.go.id/berita/efektivitas-pembelajaran-daring-di-masa-pandemi-covid-19

[6] Iqbal, M. (2011). *Hubungan antara self-esteem dan religiusitas terhadap resiliensi pada remaja di yayasan himmata*. Universitas Islam Negeri Syarif Hidayatulah.

[7] Kementerian Luar Negeri Republik Indonesia. (2020, April 22). *Kebijakan Pemerintah Republik Indonesia terkait Wabah covid-19.* https://kemlu.go.id/brussels/id/news/6349/kebijakan-pemerintah-republik-indonesia-terkait-wabah-covid-19

[8] King, L. A. (2011). *The science of psychology : an appreciative view* (2nd ed.). McGraw-Hill.

[9] Mahardika, A. K. (2017). *Perbedaan resiliensi ditinjau dari jenis kelamin pada remaja dengan orang tua yang bercerai*. Universitas Negeri Malang.

[10] Maria, H. (2017). *Pengaruh determinasi diri dan dukungan sosial terhadap resiliensi akademik pada mahasiswa jurusan pendidikan dokter di UIN Maulana Malik Ibrahim Malang*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

[11] Mufidah, A. C. (2017). Hubungan antaradukungan sosial dan resiliensi dengan locus of control sebagai moderator pada mahasiswa bidikmisi. *Psikodimensia*, *16*(2), 121–130.

[12] Ni'mah, A. (2014). *Hubungan antara dukungan sosial dengan self efficacy dalam menyelesaikan skripsi pada mahasiswa jurusan bimbingan dan konseling Universitas Negeri Semarang angkatan tahun 2009*. Universitas Negeri Semarang.

[13] Ni'mah, A., Tadjri, I., & Kurniawan, K. (2014). Hubungan antara dukungan sosial dan self efficacy dalam menyelesaikan skripsi. *Indonesian Journal of Guidance and Counseling : Theory and Application*, *3*(1), 43–48. journal.unnes.ac.id/sju/index.php/jbk

[14] Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Hyun, C. chi, & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *Journal of Education, Psychology and Counseling*, *2*(1), 1–12.

[15] Qomariyah, N., & Nurwidawati, D. (2017). Perbedaan resiliensi pada tuna daksa ditinjau dari perbedaan usia. *Jurnal Psikologi Teori Dan Terapan*, *7*(2), 130-135. https://doi.org/10.26740/jptt.v7n2.p130-135

[16] Reivich, K., & Shatte, A. (2002). The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles. In *Broadway Books*.

[17] Riyanda, A. R., Herlina, K.,Wicaksono, B. A., & Lampung, B. (2020). Evaluasi implementasi sistem pembelajaran daring. *Jurnal IKRA-ITH Humaniora*, *4*(1), 66–71.

[18] Roellyana, S., & Listiyandini, R. A. (2016). Peranan optimisme terhadap resiliensi pada mahasiswa tingkat akhir yang mengerjakan skripsi. *Prosiding Konferensi Nasional Peneliti Muda Psikologi Indonesia*, *1*(1), 29–37.

[19] Sari, P., & Indrawati, E. (2016). Hubungan antara dukungan sosial teman sebaya dengan resiliensi akademik pada mahasiswa tingkat akhir jurusan X Fakultas Teknik Universitas Diponegoro. *Empati*, *5*(2), 177–182.

[20] Sari, S. P., Aryansah, J. E., & Sari, K. (2020). Resiliensi mahasiswa dalam menghadapi pandemi Covid 19 dan implikasinya terhadap proses pembelajaran. *Indonesian Journal of Guidance and Counseling : Theory and Application*, *9*(1), 17–22. https://doi.org/https://doi.org/10.15294/ ijgc.v9i1.38674

[21] Sumantri, A. (2020, April 24). *Metamorfosis dunia pendidikan di masa pandemi covid-19.* Diakses dari https://www.medcom.id/pendidikan/ inspirasi pendidikan/JKRGWl5N-metamor-fosis-dunia-pendidikan-di-masa-pandemi-covid-19.

[22] Suryadi, S. (2008). *Perbedaan Insomnia pada mahasiswa yang sedang Mengerjakan skripsi dan belum mengerjakan skripsi*. Universitas Muhammadiyah Surakarta.

[23] World Health Organization [WHO]. (2020, September 28). *Update on coronavirus disease in Indonesia*. https://www.who.int/indonesia/news/novel-coronavirus

[24] Ye, Z., Yang, X., Zeng, C., Wang, Y., Shen, Z., Li, X., & Lin, D. (2020). Resilience, social support, and coping as mediators between COVID-19-related stressful experiences and acute stress disorder among college students in China. *Applied Psychology: Health and Well-Being*. https://doi.org/10.1111/aphw.12211