STUDENT RESILIENCE IN FACING COVID-19 PANDEMIC VIEWED FROM SOCIAL SUPPORT

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Abstract

Purpose: This study aims to determine the correlation between resilience and social support for students of the Faculty of Psychology and Health at the State Islamic University of Sunan Ampel in Surabaya in participating in academic activities during the COVID-19 pandemic.

Methodology: This research uses quantitative methods. The data collection has been done using a questionnaire.

Main Finding: The results show that social support can increase student resilience in the face of the COVID-19 pandemic.

Applications of this study: The participant of the research is a student of UIN Sunan Ampel Surabaya.

Novelty/Originality of this study: COVID-19 pandemic is a very new situation. As well as the government regulations in implementing. Learning causes many mental problems. The results of this study indicate that students need social support to survive through this pandemic.

Keywords: Social Support, Resilience, COVID-19, Indonesia, Student.

INTRODUCTION

Students are a group of people who are vulnerable to stress. Several conditions can be stressors for students, for example, changes in residence, disruption of social interaction, many academic assignments, problems in friendships, and issues of living costs. A survey in 2015, among 298 students from regional universities in the Western United States looked at the psychosocial well-being of college students. The phenomenon resulting from this survey shows that students are prone to decreased feelings of belonging with others, as well as increased loneliness and social anxiety, during the transition period (Knifsend, 2018). Research conducted on students at universities in Northern England in 2016 also revealed that one of the main factors causing stress is loneliness (McIntyre et al., 2018).

The outbreak of Covid-19 in almost every corner of the world has troubled the entire world community, including Indonesia. Various steps have been taken by the government to address this situation, one of which is the limitation of social interaction (Social Distancing) (Galea et al., 2020). This policy requires people to limit their social interaction by working from home, learning from home, and worshipping from home. This step was taken by the government to limit the spread of COVID-19 transmission in Indonesia (Pradana et al., 2020). The public is asked to temporarily avoid the crowd, the government will even crackdown on those who commit violations.

This policy has an impact on education providers at every level, to transfer all types of services to the online system, including academic and non-academic services at higher education levels (Adawiyah & Solichati, 2020; Putrih et al., 2020; Putri, 2020; Ristyawati, 2020). This condition is, for most of the students, an unpleasant phenomenon. They must adapt quickly to this situation. On the one hand, they must follow the institution's policies to complete their academic assignments, on the other hand, they are burdened with problems of access and internet availability that are not all easily accessible when they have to undergo academic activities via online. Another problem is the increased cost of providing internet quota and saturation when they cannot communicate directly with their friends.

This is in line with the results of a survey conducted by Hariyanti in 2020 at the Islamic religious institution in Jember (Hariyanti et al., 2020). This condition is certainly a stressor for students who are forced to participate in academic activities during the COVID-19 pandemic. However, in general, students continue to take part in academic activities to achieve the desired performance, even though they face difficult situations. The ability to survive and rise in this difficult situation is called resilience.

Resilience is the potential possessed by one to rebuild one’s spirit of life, from adversity, to strengthen their resources and increase their resilience in dealing with problems (Allen et al., 2016; Lestari et al., 2015). Siebert has asserted that resilience is the ability of individuals to be able to deal with all life changes quickly and wisely, able to maintain physical and mental health when in suffering, able to rise from adversity, be tough in facing failure, able to renew ways view when the old perception is considered no longer relevant to the situation, and able to solve various forms of problems without showing temperamental attitudes (Berna & Abdullah, 2017). With a good resilience, it is hoped that one will be able to maintain one’s balance, improve the quality of life and alleviate one’s position from the misery and suffering that has been experienced before (Calvete et al., 2018; Holaday & McPhearson, 1997; Rosenberg et al., 2020; Worley & Stonnington, 2017).
Assessment of resilience can be done through two points of view, namely looking at resilience from the results’ side and resilience from the process’ side. If resilience is understood as an outcome, then, of course, there will be two categories, namely resilience that produces bad behaviour and resilience that results in good behaviour. Poor results can be in the form of acts that violate the values and norms of the society, for example, the emergence of crime, promiscuity, pregnancy out of wedlock, and the use of illegal drugs. The intended good outcome is an increase in self-quality, for example, work performance, academic performance, social relations, and good interpersonal communication. If resilience is examined as a process, then the stressing is on the efforts made to get good or bad results. This means that the process taken in resilience will affect the desired target (Azzahra, 2017).

One of the factors that contribute to the formation of resilience is social support both in the form of group support which is coloured by values and culture and individual support (Triana et al., 2019). Holaday suggests that the formation of resilience is influenced by two factors, namely internal factors and external factors (Holaday & McPhearson, 1997). Internal factors are one's competencies, in the form of cognitive capacity, personality, physical health (Laird et al., 2019), while the external factors refer to, can be in the form of social support (Goosdign et al., 2019). Cobb state that people who get social support from their environment will be able to solve life's problems more easily, especially when facing stressful events. This means that social support is an important factor that needs attention from many parties to form and develop good resilience for individuals (Jannah, 2018; Southwick et al., 2016).

Bai research states that social support is play an important role in being able to foster student enthusiasm in achieving the desired performance (Bai et al., 2019). Social support can also have implications for the stability of one's behaviour (Hafferon & Boniwell, 2011). Besides, social support can also increase one's self-confidence and resilience when one is experiencing pressure and problems in his life (Durbin et al., 2019).

A study states that external factors can cause a person to become enthusiastic and make one believe that one can deal with one’s problems well when there is a person who always has positive support for the people around one. When someone's enthusiasm becomes loose, and if there are people around who provide positive support, then that support will have positive implications for the development of good resilience for individuals (Mufidah, 2017).

The statement is supported by the research of Alaiya Choiril Mufidah who has investigated social support and self-efficacy in bidikmisi students with resilience. The results of the study state that social support and high self-efficacy in bidikmisi students has had a positive impact on good resilience for them. Conversely, social support, and low self-efficacy in bidikmisi students, have implications for resilience that is bad for them (Mufidah, 2017).

Social support is related to a person’s mental well-being (Watson et al., 2019). This social support is a necessity for everyone in building relationships with others because humans are created as social creatures. The intended social support can be in the form of a sense of security, feeling cared for, feeling helped, and valued by others both individually and in groups. As stated by Sarafino: “social support is generally used to refer to the perceived comfort, caring, esteem or help a person receives from other people or groups” (Mufidah, 2017).

Spiegel explains that to always get social support when facing difficulties, a person must be able to establish good relationships with others, especially with those closest to them (King & Humanika Lestari, 2010). This good relationship can be done in a variety of ways, for example by telling the problem to people who are considered capable and willing to be a good heartfelt place and are believed to be able to provide direction and input and the right solution. Individuals in a group who get social support from their environment well, are expected to have more mental endurance in dealing with various life difficulties. Sarafino states that social support can be in the form of good treatment from those around him, a friendly attitude from his closest friends, as well as the attention and appreciation given by family members towards him (Jannah, 2018).

The results of a survey of several students of the Faculty of Psychology and Health (FPK) Sunan Ampel State Islamic University (UINSA) Surabaya, state that they feel uncomfortable with academic activities conducted online during the COVID-19 pandemic. In addition to feeling bored at home, unable to meet their friends and lecturers directly, they also feel burdened with the additional costs of accessing the internet. Some find difficulty when they are at home to be able to access the internet because the position of their homes is in remote villages. It is not uncommon among those who have to travel a few kilometers from their homes to get internet access so that they can participate in academic activities organized by Campus. But most of them feel that the burden is slightly reduced when the family provides support in dealing with this difficult problem. They also feel that the togetherness of their classmates online could be a remedy for the difficulties they face.

Based on these reasons, this study aims to determine the correlation between resilience and social support for students of the Faculty of Psychology and Health at the State Islamic University of Sunan Ampel in Surabaya in participating in academic activities during the COVID-19 pandemic.

METHODS
This study uses a quantitative approach to the type of correlational research. The subjects of this study are 549 active students at the Faculty of Psychology and Health of UINSA Surabaya. The sampling technique used in this study is simple random sampling by taking 100 students at all levels.

The resilience scale used by researchers is based on aspects according to Connor and Davidson which have been adapted from previous researchers (Connor & Davidson, 2003). The results of the validity testing of 25 items show that it contains 21 valid items, and 4 items have failed. The reliability test results using Chronbach's alpha has obtained 0.894 results, which means reliable. To measure the social support variable, the researcher has arranged the instrument lines developed by the previous researchers (Wicaksono, 2016). The results of the validity test of 35 items have 32 valid items and 3 items have failed. While the reliability test results using Chronbach’s alpha obtained 0.941 results, which means reliable.

The scale in this study uses a Likert scale which has two statements namely, a favourable statement (supporting variables) and an unfavourable (not supporting variables) statement. The Likert scale in this study has 4 variant choices for answers: Strongly agree, Agree, Disagree, Strongly disagree. Data are analyzed using statistical analysis in the form of a correlation test of Product Moment Pearson. This test is used to determine the correlation between social support and resilience, by conducting a prerequisite test first, namely the normality test and the linearity test.

RESULTS

Before testing the hypothesis, the prerequisite tests are normality and linearity tests. After the normality test, the following results are obtained:

<table>
<thead>
<tr>
<th>Table 1: Normality Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unstandardized Residual</strong></td>
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<tr>
<td><strong>N</strong></td>
</tr>
<tr>
<td>Normal Parameters</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Std. Deviation</td>
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<tr>
<td>Most Extreme Differences</td>
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<tr>
<td>Absolute</td>
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<tr>
<td>Positive</td>
</tr>
<tr>
<td>Negative</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.

From the table above, it is known that the normality test using Kolmogorov-Smirnov has obtained significant figures \(p=0.400>0.05\) which means the data from both variables are normally distributed.

Then, a linearity test is performed on both variables using ANOVA, and the results are as follows:

<table>
<thead>
<tr>
<th>Table 2: Linearity test results</th>
</tr>
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<tbody>
<tr>
<td><strong>Anova</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Resilience* Social Support</td>
</tr>
<tr>
<td>Between Group</td>
</tr>
<tr>
<td>Linearity</td>
</tr>
<tr>
<td>Deviation from linearity</td>
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<tr>
<td>Within Group</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

From the table above, it is known that the significance of the linearity \(F=87.833; \text{sig}=0.000<0.05\) and deviation from linearity \(F=2.031; \text{Sig}=0.07>0.05\) which means that the two variables have a linear relationship.

Therefore the two prerequisites for testing a hypothesis are using the correlation test of product-moment and then proceed with the hypothesis test. The results are presented in the following table:

<table>
<thead>
<tr>
<th>Table 3: Hypothesis Test Results</th>
</tr>
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<tbody>
<tr>
<td><strong>Social Support</strong></td>
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<td></td>
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</tbody>
</table>

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The traumatic experience causes a significant decrease in learning achievement in primary school-age children. This finding supports previous studies that have shown a significant negative impact on learning performance due to the COVID-19 pandemic. From the table above, it can be seen that the value of R squared is 0.385 or 39% which means that the effective contribution of social support variables to resilience is 39%.

**DISCUSSIONS**

Hypothesis test results with p = 0.000 <0.05, it means that the research hypothesis which states that there is a relationship between social support and resilience of the students of the Faculty of Psychology and Health at the State Islamic University of Sunan Ampel in Surabaya when facing the pandemic COVID-19. From the results of the person correlation, the number 0.628 is positive, meaning that the higher the social support the higher the resilience Faculty of Psychology and Health students at Sunan Ampel State Islamic University in Surabaya, and the conversely.

Furthermore, to find out the effective contribution of social support variables to resilience, it can be seen in the following table:

<table>
<thead>
<tr>
<th>Social support * Resilience</th>
<th>R</th>
<th>R Squared</th>
<th>Eta</th>
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<tr>
<td>R</td>
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According to Kumalasari & Ahyani, resilience can be self-protection for someone from the negative impacts arising from negative events that they have experienced (Kumalasari & Ahyani, 2012).

Self-defense against circumstances that are at risk of causing harm to individuals (Hsieh & Feng, 2020; Vella & Pai, 2019; Westcott et al., 2017). Reivich & Shatte states that resilient people who show their resilience when facing difficult situations can solve various problems of life, in the right ways they choose (Reivich & Shatte, 2002).

Holaday asserts that individuals are considered to have good resilience when the individual can return themselves responsively and readily from difficult situations that are traumatic to normal conditions (Holaday & McPhearson, 1997). Jaffee explains resilience with a transactional approach, where good resilience can be achieved when continuity occurs among personality, life experience, and social aspects, namely family and society (Sippet et al., 2015). In other words, it can be explained that the ability of individuals to conduct social interactions well, can have implications for the development of individual resilience.

People who can build and develop social relationships in a healthy manner will be able to elaborate on their character with others. Thus the individual can choose the right strategy to build interactions with others and plan good management to solve various kinds of difficulties encountered. Resilient individuals can adjust to various life changes that occur suddenly (Aprilia, 2013). Individuals who are successful in adapting well when faced with pressure and difficulties will have the capital of strength to protect themselves, which is called the protective factor (Ellis et al., 2017).

Cobb argues that individuals with good social support from the surrounding environment will make it easier for individuals to solve problems, especially when dealing with various pressing situations (Jannah, 2018). That is, social support from family members and other close people, is one of the factors that influence a person to be able to adapt to difficult situations. This statement is relevant to the conditions experienced by the students of the Faculty of Psychology and Health at the State Islamic University (UIUNSA) of Sunan Ampel Surabaya that when suddenly confronted with reality, they must participate in academic activities online during the COVID-19 pandemic.

This interprets social support as a positive action that can be done by family, friends, colleagues, and other close people to others when facing difficulties (Achour & Mohd Nor, 2014). This social support plays an important role to help individuals become strong individuals in overcoming every problem in their lives. Good social support enables individuals to reduce negative impacts that can adversely affect their life activities. Good social support makes individuals more resilient than individuals who lack social support. Social support is an important factor in shaping the resilience of adolescents. The same thing has been expressed from a study conducted by Camara on adolescents in the Basque Country, Spain (Camara et al., 2017).

Social support can be provided in the form of emotional support, in the form of empathy, attention, and enthusiasm, appreciative support in the form of positive expressions of encouragement to move forward, instrumental support in the form of providing needed facilities, and informative support such as providing advice, and instructions for solving problems. These various forms of support have implications for the formation and development of one's resilience. Social support makes individuals feel comfortable, feel that they get attention and appreciation from others, both personally and in groups. Individuals who get social support from others will be more resilient in the face of difficulties in life they experience. This support will be able to support one's strength to become more resilient (Mendoza et al., 2020).

Herrman, Stewart, Diaz-Granados, Berger, Jackson, and Yuen explain that resilience can be sourced from three factors, namely: 1) Personality factors, namely factors related to a person's personality characteristics (Herrman et al., 2011). For example, self-efficacy, self-esteem, self-confidence, optimism, self-concept, self-regulation, hardness, optimism, and so on. Besides, demographic factors include age, gender, and ethnicity or race. 2) Biological factors, including the development of anatomical structures and brain functions and neurobiological systems at the beginning of the development period. A study of children aged 6-12 years who have done an EEG examination has found that there is a correlation between EEG results and their resilience level. 3) Environmental factors, including the surrounding environment and wider environment. The surrounding environment can be in the form of social interactions with family, domestic harmony, comfortable communication between children and parents, and support from peers. Furthermore, a broader environment such as an educational environment, and a comfortable work environment, satisfying health services, the creation of a sense of security, the opportunity to demonstrate self-existence in sports and arts, the opportunity to preserve culture, the opportunity to develop spirituality and religion will be crucial for one's level of resilience.

CONCLUSIONS

Based on the results of hypothesis testing that has been done, using the correlation test of Pearson product-moment can be concluded that there is a significant positive relationship between social support and resilience of the students of the Faculty of Psychology and Health, the State Islamic University of Sunan Ampel in Surabaya when facing the COVID-19 pandemic. Great social support is followed by good resilience to students in the face of the COVID-19 pandemic, and conversely.
Based on the conclusions, it is suggested that the students should always have a good interaction with their social environment, so that when faced with difficulties, always they can get social support from those closest to them. For further researchers, it is expected to further examine the resilience variable with other variables that are theoretically correlated and examine more deeply about the factors that influence resilience.

LIMITATION AND STUDY FORWARD

The research limit surveyed only 549 active students at the Faculty of Psychology and Health Sunan Ampel State Islamic University. Therefore, for further research, it is necessary to increase the number of samples from other universities in order to better describe student resilience in facing COVID-19 Pandemic. In addition, it is necessary to add variables of other factors that can affect resilience other than social support.

CONTRIBUTION OF THE AUTHOR

The first author contributed to the process of conceptualization, methodology, resources, project administration, and writing the manuscript. The second author contributed to resources, data curation, writing the manuscript, and finalisation of the manuscript. The third author contributed to formal analysis, data curation, writing the manuscript, and finalisation manuscript.

CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

REFERENCES


