Family social support, self-efficacy and academic resilience among MPLB students of SMKN 1 Karanganyar

Fajar Auliya Ramadani*, Patni Ninghardjanti

Office Administration Education, Sebelas Maret University, Surakarta, Indonesia

Email: fajarauliyaramadani@student.uns.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh (1) dukungan sosial keluarga terhadap resiliensi akademik (2) self-efficacy terhadap resiliensi akademik (3) dukungan sosial keluarga dan self-efficacy terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar. Metode penelitian ini menggunakan pendekatan kuantitatif korelasi. Sampel penelitian sebanyak 105 dari jumlah populasi sebanyak 142 yang diperoleh dengan menggunakan teknik proportionate stratified random sampling. Teknik pengumpulan data yang digunakan oleh peneliti yaitu observasi, wawancara dan angket/kuesioner. Hasil dari penelitian ini menunjukkan bahwa: 1) Terdapat pengaruh positif dan signifikan antara dukungan sosial keluarga terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar dilihat dari nilai signifikansi sebesar 0,000 < 0,05 dan hasil nilai t_{hitung} sebesar 3,862 > 1,986; 2) Terdapat pengaruh positif dan signifikan antara self-efficacy terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar dilihat dari nilai signifikansi sebesar 0,000 < 0,05 dan hasil nilai t_{hitung} sebesar 5,824 > 1,986; 3) Terdapat pengaruh positif dan signifikan antara dukungan sosial keluarga dan self-efficacy secara bersama-sama berpengaruh terhadap resiliensi akademik siswa kelas XI dan XII MPLB di SMKN 1 Karanganyar dilihat dari nilai nilai signifikansi 0,000 < 0,05 dan hasil F_{hitung} yaitu 35,969 > 3,09.

Kata kunci : psikologi pendidikan; sekolah vokasi; strategi koping edukatif

Abstract

This study aims to determine the effect of (1) family social support on academic resilience (2) self-efficacy on academic resilience (3) family social support and self-efficacy on academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar. This research method uses a quantitative correlation approach. The research sample was 105 from a population of 142 obtained using the proportionate stratified random sampling technique. Data collection techniques used by the researcher were observation, interviews and questionnaires. The

_____

* Corresponding author

results of this study indicate that: 1) There is a positive and significant effect between family social support on academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar seen from the significance value of 0.000 <0.05 and the t-test result of 3.862> 1.986; 2) There is a positive and significant influence between self-efficacy on academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar seen from the significance value of 0.000 <0.05 and the calculated t value of 5.824> 1.986; 3) There is a positive and significant influence between family social support and self-efficacy together influencing academic resilience of class XI and XII MPLB students at SMKN 1 Karanganyar seen from the significance value of 0.000 <0.05 and the calculated F result of 35.969> 3.09.

Introduction

Education is the main pillar for the progress and development of society. Referring to the National Education System Law No. 20 of 2003, says that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society. Education has undergone transformations from time to time such as methods, curriculum, and educational goals. Today, we are faced with more complex and diverse challenges than in the past (Jaya et al., 2023). One of these challenges is to ensure students not only have the academic ability, but also the resilience to deal with the various pressures and obstacles in education. This resilience is known as academic resilience, which is an important part of supporting educational success.

Academic resilience is an ability that individuals have to increase success in the academic field despite being in a difficult situation (Cassidy, 2016). In the context of education, resilience is one of the important factors that influence students' academic success. Students with good levels of resilience are not only able to cope with learning pressures, but also demonstrate the ability to deal with failure in a constructive manner and remain motivated to achieve their academic goals (Kodir, 2025). Academic resilience is very important for all students, because having high resilience is expected to be able to overcome academic problems and can continue to develop despite experiencing difficulties. In learning activities, students are expected to be able to carry out all forms of academic demands both assignments, exams and other demands given to students with the hope that they can be completed properly and on time. Students who have low resilience will be more vulnerable to stress and pressure faced at school (Rosana et al., 2023).

Vocational High School (SMK) is an educational institution that focuses on providing skills to prepare students to enter the workforce (Sari, 2023). Referring to the National Education System Law No. 20 of 2003 Article 15 which states that vocational education is a sescondary education that prepares students primarily to work in certain fields. Students who attend SMK have more complex academic challenges, not only in the form of assignments, reports, conducting exams and not only having to master theoretical material, but there are also competency certification tests and practical skills that need to be prepared to face the world of work. Likewise at SMK Negeri 1 Karanganyar, students are expected to have work readiness and entrepreneurial skills after completing their education. Better work readiness and psychological maturity are key so that they can adapt to the world of work after graduation (Akmal et al., 2024). With this academic burden and pressure, students need an element of resilience in themselves, so that academic performance remains stable and can get through it well (Irawan et al., 2022).

In the context of the research location, from the results of observations and interviews conducted by researchers, several problems were found related to students' academic resilience, namely students feeling overwhelmed regarding the many tasks and dependents that exist, students have difficulty working on assignments given at the same time and continuously. So that students feel stressed and lead to delays in working on assignments. This results in late submission of assignments given. In addition, students often feel anxious if they are going to face an exam which results in students lacking focus in carrying out other activities. Another problem is that students are less enthusiastic in participating in learning, especially during class hours after dzuhur. There are some students who are less active in learning, such as not daring to ask questions if there is material that they do not understand. From these problems, researchers are interested in knowing about academic resilience problems, so they conducted a questionnaire survey of 32 students in grades XI and XII majoring in Office Management and Business Services at SMK Negeri 1 Karanganyar to explore the level of student academic resilience. Based on the survey results, it appears that 56.3% of students experience problems related to resilience and 43.7% of students do not experience problems related to academic resilience. The survey results can be concluded that there are problems related to academic resilience in students including some students in grades XI and XII Office Management and Business Services at SMK Negeri 1 Karanganyar.

Resilience cannot be formed automatically, but is formed by various factors that make individuals have the capacity to survive in difficult conditions, adapt to these conditions, and also move forward for the future. Resilience is formed from internal and external factors. Internal factors such as spirituality, self-efficacy, optimism, self-esteem. While external factors are social support (Missasi & Indah Dwi Cahya Izzati, 2019). Social support can increase positive influence in achieving emotional balance. Social support comes from people who are nearby such as family, teachers or friends (Muthmainah, 2022). Social support is one of the external factors that play an important role in increasing students' academic resilience.

Family social support is a child-centered, holistic and needs-based, strengths-based and partnership-based style of practice that requires a careful critical understanding of social secology, resilience, social support and social capital (Zegarac et al., 2024). Family social support refers to various forms of assistance provided by family members in the form of informational support, instrumental support, appreciation support and emotional support (Virgiana et al., 2024). Family social support can have a positive influence on individual psychological well-being, where family social support, especially from parents, has an important influence on children's growth and development (Yumika & Marheni, 2023). Not all students, however, have equal access to family social support. There are some students who have less supportive backgrounds. This can affect students' academic resilience, especially when they face stressful situations. Low family social support can cause students to feel constrained and have nowhere to turn for help when facing problems that negatively impact psychological, behavioral, academic and social-emotional well-being (Ibda, 2023).

In additional to family social support, self-efficacy which is an internal factor of resilience has an important role in shaping resilience, especially student academic resilience. According to Bandura in (Qudsyi & Putri, 2016), says that Self-Efficacy is an individual's belief in the extent to which he estimates his ability to carry out a task or action required to achieve a goal. In the realm of education, Self-Efficacy is often described in terms of Academic Self-Efficacy (ASE), which defines a learner's assessed ability to successfully achieve educational goals (Honicke & Broadbent, 2016). Self-Efficacy is a person's belief in his or her own ability to achieve despite academic challenges (Zander et al., 2018). The higher the self-efficacy, the more optimistic the student is in completing his learning, on the contrary, students who have a low level of self-efficacy are more pessimistic in completing learning at school (Ferdyansyah et al., 2020).

Based on the introduction above, the hypothesis of this study: (1) There is an influence of family social support on academic resilience; (2) There is an influence of self-efficacy on academic resilience; (3) There is an influence of family social support and self-efficacy together on the academic resilience of students in grades XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar.

Research Method

This research was conducted in classes XI and XII of the MPLB department of SMK Negeri 1 Karanganyar, which is located at Jalan Monginsidi Number 1, Manggeh, Tegalgede, Karanganyar District, Karanganyar Regency, Central Java. The research time was from September 2024 to May 2025. The method used is quantitative with a correlation approach, because it is to determine whether there is a relationship between the independent variable and the dependent variable. The independent variables in this study are family social support and self-efficacy, while the dependent variable is academic resilience.

Population in this study were students in grades XI and XII MPLB SMK N 1 Karanganyar with a total number of 142 students, with a research sample of 105 which was calculated using the slovin formula. The sampling technique in this study used proportionate stratified random sampling because the population in this study was stratified, namely classes XI and XII, which were selected using spinn well. While the data collection technique in this study used a closed questionnaire with a Likert scale of 5, namely "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree".

The analysis of data in this study used the help of Statistical Package Social Science (SPSS) software version 26. The process begins with tabulating the data by entering the data into a table to facilitate the calculation. Furthermore, prerequisite tests were carried out, namely normality test, linearity test, multicollinearity test and heteroscedasticity test. Followed by hypothesis testing, namely t test, F test, multiple linear regression analysis, coefficient of determination analysis, and looking for effective contribution and relative contribution.

Before collecting research data, the questionnaire that will be used is first tested on research instruments, because data plays an important role in determining research results. The research instrument used must meet the eligibility criteria, namely the validity and reliability tests carried out on 30 respondents outside the research sample.

Results and Discussion

Research results

Based on descriptive data analysis, the academic resilience variable shows the highest score of 73 and the lowest score of 39 with an average of 54.63 and a standard deviation of 5.67. The total number of values of the academic resilience variable based on the data collected is 5736. Furthermore, the family social support variable shows the highest score of 75 and the lowest score of 38 with an average of 57.29 and a standard deviation of 8.72. The total number of values of the family social support variable based on the data collected is 6015. While the self-efficacy variable shows the highest score of 64 and the lowest score of 39 with an average of 49.10 and a standard deviation of 5.19. The total number of values of the self-efficacy variable based on the data collected is 5156.

The normality test in the study was carried out using the Kolmogorov Smirnov method, with the results of the Asymp. Sig. (2-tailed) value of 0.200. This shows that the significance value obtained is> 0.05 so that the data used in this study is normally distributed. The linearity test in this study is seen from the output results in the ANOVA table from the IBM SPSS 26 tool, on the basis of making decisions from the significance value in the deviation from linearity line. Based on the results of the linearity test of family social support on academic resilience, the significance value found in the deviation from linearity line is 0.179. The significance value is > 0.05, which indicates that the family social support variable (X1) and academic resilience (Y) have a linear relationship. While the results of the self-efficacy linearity test on academic resilience obtained a significance value found in the deviation from linearity line which is 0.267. The significance value is > 0.05 which indicates that the self-efficacy variable (X2) and academic resilience (Y) have a linear relationship. Multicollinearity test can be seen from the Tolerance value (tolerance) and Variance Inflation Factor (VIF). The multicollinearity test results show that the family social support and self-efficacy variables have a Tolerance value of 0.888 which means they have a value greater than 0.10

and a VIF value of 1.126 which means they have a value smaller than 10. So it can be concluded that the two independent variables, namely family social support (X1) and self-efficacy (X2), do not have multicollinearity symptoms. The heteroscedasticity test conducted using the Spearman Rank Test shows the results of the significance value of the family social support variable of 0.947 and the significance value of the self-efficacy variable of 0.714. The results of each variable> 0.05 so it can be concluded that in this study there are no symptoms of heteroscedasticity.

Table 1
t-test Result

	t	Sig.
(Constant)	4.092	.000
Family Social Support	3.862	.000
Self-Efficacy	5.824	.000

The t test in this study is used to determine the effect of the independent variable on the dependent variable individually or partially. Based on Table 1 above, the results of the family social support test, show a significance value of 0.000 <0.05 and the t_{count} value of 3.862 > 1.986 which means that H_0 is rejected and H_a is accepted. So that the family social support variable has a positive and significant influence on the academic resilience variable. While the results of the self-efficacy test, show a significance value of 0.000 < 0.05 and the result of the t_{count} value of 5.824 > 1.986 which means that H_0 is rejected and H_a is accepted. So that the self-efficacy variable has a positive and significant influence on the academic resilience variable.

Tabel 2
F-test Result

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1384.895	2	692.448	35.969	.000[b]
Residual	1963.619	102	19.251		
Total	3348.514	104			

The F test in this study is to determine whether there is an influence of the independent variables on the dependent variable together or simultaneously. Based on Table 2 above, the significance value is 0.000 < 0.05 and the F_{count} result is 35.969 > 3.09. From the results of significance and F_{count}, it can be concluded that H_0 is rejected and H_a is accepted. So that there is a positive and significant influence, namely family social support and self-efficacy together affect variable Y, namely academic resilience..

Tabel 3
Results of Multiple Linear Regression Analysis

	Unstandardized Coefficients
	B
(Constant)	17.905
Family Social Support	.202
Self-Efficacy	.512

Based on Table 3, the multiple linear regression equation obtained in this study is as follows:

$$\hat{Y} = 17{,}905 + 0{,}202X_1 + 0{,}512X_2$$

Based on the equation obtained, it can be interpreted as follows: (1) The constant value of 17.905 is positive, which means it shows that if the value of the independent variables, namely family social support (X_1) and self-efficacy (X_2) is equal to zero, the value of Y is 17.905. (2) The X_1 coefficient value of 0.202 is positive, indicating that the family social support variable has a

positive influence on the academic resilience of MPLB students in Class XI and XII of SMK N 1 Karanganyar and if the increase in points of the family social support variable (X_1) increases academic resilience by 0.202 assuming other variables remain. (3) The X_2 coefficient value of 0.512 is positive, indicating that the self-efficacy variable has a positive influence on the academic resilience of MPLB Class XI and XII students of SMK N 1 Karanganyar and if the increase in points of the self-efficacy variable (X_2) increases academic resilience by 0.512 assuming other variables remain.

Tabel 4
Results of the Determination Coeficient Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.643[a]	.414	.402	4.38762	1.982

The coefficient of determination analysis is used to determine how much influence each independent variable has on the dependent variable. Based on Table 4, it has results that show the R Square (R^2) value of 0.414, which means that the influence given from the family social support variable (X_1) and self-efficacy (X_2) on the academic resilience variable (Y) is 41.4%. While the remaining (100% - 41.4% = 58.6%) of 58.6% is influenced by other variables outside of this study.

Discussion

Based on the results of data analysis using multiple linear regression methods, it was found that there was a positive and significant effect of family social support variables (X_1) and self-efficacy (X_2) on academic resilience variables (Y) of class XI and XII MPLB students at SMK Negeri 1 Karanganyar with the following discussion:

The influence of family social support (X_1) on academic resilience (Y) of class XI and XII MPLB students at SMK Negeri 1 Karanganyar

First hypothesis in this study, states that it is suspected that there is an influence of family social support on the academic resilience of class XI and XII students majoring in MPLB at SMK Negeri 1 Karanganyar. To test this hypothesis, testing was carried out using the t test to determine whether there is an effect of the independent variable on the dependent variable individually or partially, which then obtained the results of the t_{count} value for the family social support variable of 3.862 with a significance value showing a result of 0.000. Based on the test criteria, t_{count} (3.862) > t_{table} (1.986) and a significance value of 0.000 <0.05, then H_0 is rejected and H_a is accepted. So that the family social support variable has a positive and significant influence on the academic resilience variable of class XI and XII MPLB students at SMK Negeri 1 Karanganyar partially or individually.

Family social support refers to various forms of assistance provided by family members in the form of informational support, instrumental support, appreciation support and emotional support (Virgiana et al., 2024). Family social support can have a positive influence on individual psychological well-being, where family social support, especially from parents, has an important influence on children's growth and development (Yumika & Marheni, 2023). Not all students, however, have equal access to family social support. There are some students who have less supportive backgrounds. This can affect students' academic resilience, especially when they face stressful situations. Low family social support can cause students to feel constrained and have nowhere to turn for help when facing problems that negatively impact psychological, behavioral, academic and social-emotional well-being (Ibda, 2023).

The results of this study are in line with research conducted by (Putri et al., 2023) showed that family social support has an influence on academic resilience with the correlation coefficient of rx2y 0.333 with p <0.05. Similar research results were also found in research conducted by (Septianmar et al., 2022) showing that there is a positive and significant effect of the correlation coefficient r = 0.821 (positive sign) with a significance of p = 0.000 <0.050. This is also supported by research conducted by (Permatasari et al., 2021) showing that social support makes a significant

318 – *Jurnal Informasi dan Komunikasi Administrasi Perkantoran, 2025, 9(3).*

contribution to academic resilience of 71.8% (R2 = 0.718; Sig <0.01) with the largest contribution from family support, namely 42.4%.

The influence of self-efficacy (X_2) on academic resilience (Y) of class XI and XII MPLB students at SMK Negeri 1 Karanganyar

The Second hypothesis in this study states that there is a suspected influence of self-efficacy on the academic resilience of class XI and XII students majoring in MPLB at SMK Negeri 1 Karanganyar. To test this hypothesis, testing was carried out using the t test to determine whether there is an effect of the independent variable on the dependent variable individually or partially, which then obtained the results of the t_{count} value for the self-efficacy variable of 5.824 with a significance value showing a result of 0.000. Based on the test criteria, t_{count} (5.824) > t_{table} (1.986) and a significance value of 0.000 <0.05, then H_0 is rejected and H_a is accepted. So that the self-efficacy variable has a positive and significant influence on the academic resilience variable.

According to Baron and Byrne in (Fauziana, 2022), Self-Efficacy is a person's self-belief that he is able to perform a given task and can know his level of ability. In the realm of education, Self-Efficacy is often explained in terms of Academic Self-Efficacy (ASE), which defines the learner's assessment ability to successfully achieve educational goals (Honicke & Broadbent, 2016). The higher the self-efficacy, the more optimistic the student is in completing his learning, on the contrary, students who have a low level of self-efficacy are more pessimistic about completing learning at school (Ferdyansyah et al., 2020).

The results of this study are in line with research conducted by (Prawitasari & Antika, 2022) showing that the coefficient of determination (R^2) value of 0.549 means that the self-efficacy variable affects the dependent variable (academic resilience) by 54.9%. Similar research results were also found in research conducted by (Afifah et al., 2022) showing that the coefficient of determination was 0.602, which means that academic self-efficacy has a significant influence on academic resilience by 60.2%. This is also supported by research conducted by (Azizah & Ifdil, 2023) showing that there is a significant positive effect with a significance value of 0.000 < 0.05 and a correlation coefficient of 0.423.

The influence of family social support (X_1) and self-efficacy (X_2) on the academic resilience of class XI and XII students majoring in MPLB at SMK Negeri 1 Karanganyar.

Third hypothesis in this study suspected that there is an influence between family social support and self-efficacy together on academic resilience as evidenced by doing the F test. Based on the results of the F test that has been carried out, it can be seen that the probability value in the significant column is 0.000 where the result is < 0.05. In addition, the F_{count} result shows a value of 35.969 where the value is > F_{table} of 3.09. From the results of significance and F_{count}, it can be concluded that H_0 is rejected and H_a is accepted. So that there is a positive and significant influence or variable X, namely family social support and self-efficacy together affect variable Y, namely academic resilience.

Social support, which is an external factor of academic resilience, plays a role in encouraging individuals to remain enthusiastic in facing challenges. As with family involvement in providing emotional, instrumental, and informational support from family members. Family circumstances can influence as a motivation or even an obstacle in the academic process because families have an important role in shaping individual mindsets and habits from an early age.

In addition, self-efficacy as an internal factor has an important role in influencing academic resilience. Self-efficacy helps individuals to believe in their own ability to face challenges, control emotions and encourage individuals to remain persistent in all situations. Self-efficacy encourages individuals to remain calm in facing challenges or pressures and find solutions to solve problems. So that individuals with high self-efficacy tend to be able to bounce back and continue to strive to achieve their goals.

Conclusion

Based on the data collected and analysis conducted using multiple linear regression analysis methods in research on the influence of family social support and self-efficacy on the academic

resilience of students in Grades XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, the following conclusions can be obtained: (1) There is a positive and significant effect of family social support on the academic resilience of students in Class XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, which is indicated by t_{count} 3.862> t_{table} 1.986. (2) There is a positive and significant effect of self-efficacy on the academic resilience of students in Class XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, which is indicated by t_{count} 5.824> t_{table} 1.986. (3) There is a positive and significant effect of family social support and self-efficacy simultaneously on the academic resilience of students in Class XI and XII of the MPLB Department at SMK Negeri 1 Karanganyar, which is indicated by F_{count} 35.969> F_{table} 3.09. The regression equation model in this study is $\hat{Y} = 17.905 + 0.202X_1 + 0.512X_2$. The calculation of the coefficient of determination shows the R Square value of 0.414. This means that the contribution of the two independent variables, namely family social support and self-efficacy together (simultaneously) to the dependent variable, namely academic resilience, is 0.414 or 41.4%, while the remaining 58.6% is influenced by other factors not examined in this study. This study has limitations that need to be considered in order to produce better research. Data collection in this study was conducted only through a survey method in one school, so the findings cannot be generalized to a wider population of students. In addition, the use of self-report instruments allows for subjectivity bias from the respondents. This study also has not examined other factors outside of family social support and self-efficacy that might influence students' academic resilience, such as school environment, friends or other individual characteristics. Thus, further research can be conducted with a wider scope and more diverse methods to obtain a more comprehensive understanding.

References

Akmal, S. Z., Patnani, M., Nurhayati, E., & Fourianalistyawati, E. (2024). Strategi peningkatan motivasi dan resiliensi akademik siswa SMK melalui pembekalan guru bimbingan konseling. *Jurnal Pengabdian Dan Pemberdayaan Masyarakat, 5*(1), 62–73. https://doi.org/10.37802/society.v5i1.708

Cassidy, S. (2016). The academic resilience scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology, 7*(NOV), 1–11. https://doi.org/10.3389/fpsyg.2016.01787

Ferdyansyah, A., Rohaeti, E. E., & Suherman, M. M. (2020). Gambaran self efficacy siswa terhadap pembelajaran. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan), 3*(1), 16. https://doi.org/10.22460/fokus.v3i1.4214

Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review, 17*, 63–84. https://doi.org/10.1016/j.edurev.2015.11.002

Ibda, F. (2023). Dukungan sosial: Sebagai bantuan menghadapi stres dalam kalangan remaja yatim di panti asuhan. *Intelektualita, 12*(2), 153–169. https://doi.org/10.22373/ji.v12i2.21652

Irawan, R., Renata, D., & Dachmiati, S. (2022). Resiliensi akademik siswa. *Orien: Cakrawala Ilmiah Mahasiswa, 2*(2), 135–140. https://doi.org/10.30998/ocim.v2i2.8130

Jaya, H., Hambali, M., & Fakhrurrozi, F. (2023). Transformasi pendidikan: Peran pendidikan berkelanjutan dalam menghadapi tantangan abad ke-21. *Jurnal Review Pendidikan Dan Pengajaran, 6*(4), 2416–2422.

Kodir, A. (2025). Peran bimbingan konseling dalam meningkatkan resiliensi siswa yang menghadapi tantangan akademik pada smp kartini 2 batam. *Jurnal Pendidikan Dan Keguruan, 3*(2), 238–246. https://www.researchgate.net/publication/387989679_PERAN_BIMBINGAN_KONSELING_DALAM_MENINGKATKAN_RESILIENSI_SISWA_YANG_MENGHADAPI_TANTANGAN_AKADEMIK_PADA_SMP_KARTINI_2_BATAM

Missasi, V., & Izzati, I. D. C. (2019). Faktor – faktor yang mempengaruhi resiliensi. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan, 2009*, 433–441. http://www.seminar.uad.ac.id/index.php/snmpuad/article/view/3455

Muthmainah, M. (2022). Dukungan sosial dan resiliensi pada anak di wilayah perbukitan Gunung Kidul Yogyakarta. *Diklus: Jurnal Pendidikan Luar Sekolah, 6*(1), 78–88.

https://doi.org/10.21831/diklus.v6i1.48875

Qudsyi, H., & Putri, M. I. (2016). Self-efficacy and anxiety of national examination among high school students. *Procedia - Social and Behavioral Sciences, 217*, 268–275. https://doi.org/10.1016/j.sbspro.2016.02.082

Rosana, S. D., Saripah, I., & Nadhirah, A. N. (2023). Resiliensi remaja dalam menghadapi stres akademik di sekolah. *Jurnal Al-Taujih: Bingkai Bimbingan Dan Konseling Islami, 9*(2), 112–122. https://ejournal.uinib.ac.id/jurnal/index.php/attaujih/article/view/5536

Virgiana, M. B., Azizah, I. N., Aula, S. T., Masfia, I., Fahmy, Z., Psikologi, P. S., Kesehatan, F. P., & Semarang, U. I. N. W. (2024). Dukungan keluarga sebagai faktor penentu prestasi akademik anak disabilitas netra. *Observasi: Jurnal Publikasi Ilmu Psikologi, 2*(3), 112–138. https://journal.arikesi.or.id/index.php/Obsesrvasi/article/view/415

Yumika, T., & Marheni, A. (2023). Peran ketangguhan dan dukungan sosial keluarga terhadap stres akademik pada mahasiswa yang sedang menyusun skripsi. *Jurnal Ilmiah Wahana Pendidikan, 9*(23), 836–852. https://doi.org/10.5281/zenodo.10421397

Zander, L., Brouwer, J., Jansen, E., Crayen, C., & Hannover, B. (2018). Academic self-efficacy, growth mindsets, and university students' integration in academic and social support networks. *Learning and Individual Differences, 62*(January), 98–107. https://doi.org/10.1016/j.lindif.2018.01.012

Zegarac, N., Mesl, N., Burgund Isakov, A., Buciuceanu-Vrabie, M., Maria Pereira Antunes, A., & Nunes, C. (2024). Family support workforce skills: Pathways towards (new) conceptualizations. *Children and Youth Services Review, 163*(June), 107777. https://doi.org/10.1016/j.childyouth.2024.107777