

## Effects of optimism and academic advisor social support on student resilience

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### Abstrak

*Penelitian ini mengkaji (1) pengaruh optimisme terhadap ketahanan mahasiswa angkatan 2021 Program Pendidikan Administrasi Perkantoran, (2) pengaruh dukungan sosial pembimbing akademik terhadap ketahanan mahasiswa, dan (3) pengaruh simultan optimisme dan dukungan sosial pembimbing akademik terhadap ketahanan mahasiswa. Pendekatan kuantitatif dengan pengambilan sampel jenuh digunakan, melibatkan 80 mahasiswa aktif dari angkatan 2021 Program Pendidikan Administrasi Perkantoran. Data dikumpulkan menggunakan kuesioner dan dianalisis melalui analisis regresi linier berganda menggunakan SPSS versi 26. Hasil penelitian menunjukkan bahwa (1) optimisme memberikan pengaruh positif dan signifikan terhadap ketahanan mahasiswa, seperti yang ditunjukkan oleh  $t(78) = 4,218, p < 0,001$ ; (2) dukungan sosial pembimbing akademik tidak memberikan pengaruh signifikan terhadap ketahanan mahasiswa,  $t(78) = 1,199, p = 0,234$ ; dan (3) optimisme dan dukungan sosial penasihat akademik secara simultan memberikan pengaruh positif dan signifikan terhadap ketahanan mahasiswa,  $F(2, 77) = 11,680, p < .001, R^2 = .233$ .*

*Kata kunci: dosen; ketahanan diri; sikap positif; skripsi*

### Abstract

This study examined (1) the effect of optimism on the resilience of students in the 2021 cohort of the Office Administration Education Program, (2) the effect of academic advisor social support on student resilience, and (3) the simultaneous effect of optimism and academic advisor social support on student resilience. A quantitative approach with saturated sampling was employed, involving 80 active students from the 2021 cohort of the Office Administration Education Program. Data were collected using questionnaires and analyzed through multiple linear regression analysis using SPSS version 26. The findings revealed that (1) optimism exerted a positive and significant effect on student resilience, as indicated by  $t(78) = 4.218, p < .001$ ; (2) academic advisor social support did not exert a significant effect on student resilience,  $t(78) = 1.199, p = .234$ ; and (3) optimism and academic advisor social support simultaneously exerted a positive and significant effect on student resilience,  $F(2, 77) = 11.680, p < .001, R^2 = .233$ .

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## Introduction

Thesis completion represents a critical final stage in undergraduate education. The Minister of Education and Culture Regulation of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards stipulates a maximum study duration of seven academic years (14 semesters) for bachelor's degree programs. Ideally, students should complete their thesis within four academic years (8 semesters). However, many students fail to meet this target annually. Data from SINTA (State University Analytics) on timely graduation rates over the past five years indicate that undergraduate on-time graduation percentages at several Indonesian universities remain relatively low: Jenderal Soedirman University at 42.3%, Bogor Agricultural Institute at 43.2%, Yogyakarta State University at 33.5%, and Sebelas Maret University at 34.8%. These figures demonstrate that average on-time graduation rates remain below 50%, indicating that delayed completion continues to be a prevalent issue in higher education institutions.

This phenomenon also occurs at the program level. Data obtained from the Office Administration Education Program administration for 2024 revealed that 28 students exceeded the standard eight-semester duration. Various internal and external factors influence students' completion timelines.

A preliminary study involving 29 students from the Office Administration Education Program was conducted to understand the reasons for delayed thesis completion. The findings revealed low resilience levels among students and identified various internal and external factors contributing to completion delays. Internal factors included loss of motivation, procrastination tendencies, and lack of confidence in thesis work. External factors encompassed non-conducive and unsupportive environments, difficulties in finding literature, and challenges in scheduling meetings with academic advisors. These difficulties led students to postpone thesis work, consistent with Susanti et al. (2021), who noted that student-perceived difficulties often trigger negative emotions such as worry, stress, and loss of motivation, ultimately causing students to delay or temporarily abandon thesis work. According to Anggraini and Yanto (2023), thesis completion represents a significant source of stress for final-year students, illustrating how students frequently feel burdened when confronting difficulties during the thesis writing process.

To address negative emotions and overcome various obstacles to prevent thesis completion beyond the ideal study period, students require resilience. This aligns with Erwanto et al. (2022), who argued that the increasing cases of students experiencing stress and depression due to thesis work demonstrate that students must possess resilience to navigate various difficulties and pressures. With resilience, students can effectively face challenges and obstacles while persisting in unpleasant situations during the thesis process, thereby completing their thesis within the appropriate timeframe.

Resilience is defined as an individual's capacity to recover and become stronger when facing problems (Widyanti et al., 2024). Resilience in the context of thesis-writing students is typically termed academic resilience. According to Martin and Marsh (as cited in A. Putri et al., 2023), academic resilience refers to an individual's capability to effectively respond to and overcome various obstacles, challenges, or pressures within learning contexts or educational environments. Student academic resilience levels during thesis completion can be assessed through various factors, including optimism and social support (Andriyaniputri et al., 2022).

Optimism represents an individual's positive perspective and expectations about the future (Pristie et al., 2022). Considering the thesis completion phenomenon among the 2021 cohort of the

Office Administration Education Program, where internal factors are predominant, optimism is considered crucial for helping students enhance their resilience during thesis work. When confronted with problems, students who maintain optimism can focus more on solutions, believing they can complete their thesis successfully through effort rather than dwelling on existing problems. The importance of optimism in enhancing resilience is supported by previous research by Danianta and Khotimah (2024), who found that higher optimism levels correspond to higher academic resilience levels. Similarly, research by Passela and Yusra (2023) revealed a positive and significant effect of optimism on final-year student resilience.

Beyond optimism as an internal factor, social support constitutes an important external factor in helping students enhance resilience during thesis completion (Missasi & Izzati, 2019). The role of social support in enhancing resilience is supported by previous research (Syahrinnisa et al., 2022), which demonstrated that social support positively and significantly affects the academic resilience of thesis-writing students. According to Sarafino (as cited in Muthmainah, 2022, p. 79), social support refers to the presence of comfortable feelings, care, self-esteem, or assistance obtained from other individuals or groups. The social support students need during thesis completion can originate from various sources, including family, friends, and lecturers (Yusitarini & Hidayah, 2024). Academic advisors play a crucial role in building student academic resilience through various forms of support provided. Academic advisors who provide academic, emotional, and guidance support can help students better overcome academic challenges (Raka & Hamid, 2022).

Research on the effects of optimism and social support on resilience was conducted by Andriyaniputri et al. (2022), revealing that optimism and social support simultaneously affect the resilience of thesis-writing students in the Education Department of FKIP ULM. Although this research demonstrated effects of optimism and social support variables on thesis-writing resilience both partially and simultaneously, the social support variable studied remained general. Therefore, exploration of specific social support variables from particular sources is necessary to provide deeper understanding of which social support sources most effectively enhance student resilience during thesis completion. In this context, the researchers focused on social support from academic advisors due to their significant role, as noted by Megawati and Damayanti (2022), who emphasized that academic advisors are obligated to guide, assist, and support students throughout the thesis completion process.

This research is grounded in theory explaining the relationships among optimism, academic advisor social support, and student academic resilience during thesis completion. The dependent variable in this study is academic resilience, measured using indicators from "The Academic Resilience Scale (ARS-30)" developed by Cassidy, comprising perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. The ARS-30 indicators were selected because they have been proven valid and reliable for measuring academic resilience in student populations. Additionally, ARS-30 indicators emphasize internal and external factors aligned with the  $X_1$  and  $X_2$  variables.

The independent variable of optimism utilizes indicators proposed by Seligman, comprising permanence, pervasiveness, and personalization aspects. The selection of optimism indicators is based on optimism theory with an Explanatory Style approach, which posits that individual optimism tends to be determined by past experiences and how individuals explain events. Meanwhile, the independent variable of academic advisor social support refers to Rosenfeld's theory (as cited in Jannah & Rohmatun, 2018), which identifies instructors (lecturers) as one source of social support obtained by individuals in educational settings. Using Sarafino's indicators comprising emotional support, esteem support, instrumental support, and informational support, this research can focus on the quality of support received across various aspects, thereby providing a comprehensive description of the extent to which academic advisor social support contributes to helping students face academic challenges and enhance resilience during thesis preparation.

Consequently, this study is titled "The Effects of Optimism and Academic Advisor Social Support on Student Resilience in the 2021 Cohort of the Office Administration Education Program." This research contributes by specifically identifying the role of academic advisor social support, rather than general social support, in the context of the Office Administration Education Program. This focus represents a novel aspect of the research, as most previous studies have only examined

the effect of general social support on student resilience without considering specific social support sources.

## Research Methods

This research was conducted from February to July 2025. The research stages included problem formulation, title submission, proposal preparation, proposal seminar, instrument preparation and determination, data collection, data processing and analysis, and report preparation. The study was located in the Office Administration Education Program, Faculty of Teacher Training and Education, Sebelas Maret University. A quantitative approach was employed to test hypotheses regarding the effects of optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) on student resilience ( $Y$ ).

The operational definition for the optimism variable ( $X_1$ ) in this research refers to Prasetya et al. (2024), who defined it as a psychological concept involving the belief that positive outcomes will occur in the future, even under extremely difficult conditions. Academic advisor social support ( $X_2$ ) refers to Ainia and Mariyati (2024), who explained that social support constitutes a reciprocal relationship when individuals face difficulties, enabling them to feel comfortable and cared for. Resilience ( $Y$ ), as defined by Musafiri and Umroh (2022), refers to the capability to adapt to problems or difficulties and recover from such circumstances to become a better individual.

The population for this research comprised active students in the 2021 cohort of the Office Administration Education Program who were currently working on or had completed their thesis. According to Sugiyono (2019), a population is a generalization area consisting of objects or subjects with certain qualities and characteristics determined by researchers for study and subsequent conclusion drawing. The sampling technique employed nonprobability sampling with saturated sampling, involving all students in the 2021 cohort of the Office Administration Education Program across three classes, totaling 80 individuals.

The data collection procedure began with obtaining research permits from relevant institutions, followed by pilot testing with the 2021 cohort of the Economic Education Program. The Economic Education Program was selected as the pilot site because it was considered to have similar characteristics to the Office Administration Education Program. These characteristics were based on both programs belonging to the social education discipline and having similar academic processes, particularly in thesis preparation. Thus, Economic Education students were considered representative for testing instrument clarity, reliability, and validity before application to actual research subjects. The pilot test was conducted by distributing closed questionnaires via Google Forms, consisting of a 5-point Likert scale with response options of "strongly agree," "agree," "neutral," "disagree," and "strongly disagree."

From the pilot test results, validity testing using the product-moment coefficient revealed that of 15 total statement items for the optimism variable ( $X_1$ ), 13 items were valid. All 15 items for the academic advisor social support variable ( $X_2$ ) were valid. Of 15 statements for the resilience variable ( $Y$ ), 11 items were valid, resulting in a total of 39 valid items for the instrument. Several items were eliminated because  $r$ -calculated  $<$   $r$ -table, indicating that these items inadequately represented the measured construct. Nevertheless, valid items still substantially reflected the overall construct, as each indicator aspect was represented by other items with high correlations to total scores. Therefore, the instrument was considered to possess adequate construct validity for measuring research variables. Reliability testing used Cronbach's alpha, as presented in Table 1.

**Table 1**  
*Instrument Reliability Test Results*

Variable	Cronbach's Alpha	N of Items
Optimism	0,779	13
Academic Advisor Social Support	0,934	15
Resilience	0,764	11

The normality test results based on Table 2 output indicated that the Asymp. Sig. (2-tailed) value was .200, exceeding the .05 threshold. According to the Kolmogorov-Smirnov normality test decision criteria, the data were normally distributed, satisfying the normality assumption requirement for the regression model.

**Table 2**  
*Normality Test Results (Kolmogorov-Smirnov)*

		Unstandardized Residual
N		80
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.39907904
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on the linearity test results in Table 3, the Sig. Deviation from Linearity value was .376, exceeding .05, indicating a linear relationship between optimism ( $X_1$ ) and student resilience (Y).

**Tabel 3**  
*Linearity Test Results for Resilience and Optimism*

		df	F	Sig.
Between Groups	(Combined)	22	2.066	.015
	Linearity	1	22.378	.000
	Deviation from Linearity	21	1.099	.376
Within Groups		57		
Total		79		

Based on the linearity test results in Table 4, the Sig. Deviation from Linearity value was .430, exceeding .05, indicating a linear relationship between academic advisor social support ( $X_2$ ) and student resilience (Y).

**Table 4**  
*Linearity Test Results for Resilience and Academic Advisor Social Support*

		df	F	Sig.
Between Groups	(Combined)	35	1.158	.320
	Linearity	1	4.693	.036
	Deviation from Linearity	34	1.054	.430
Within Groups		44		
Total		79		

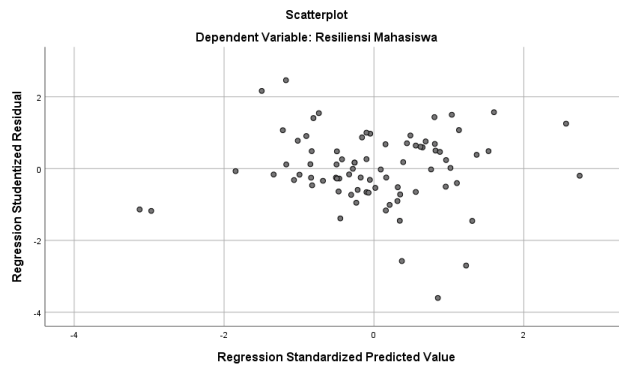
Based on the multicollinearity test results in Table 5, the tolerance value for independent variables was .934 ( $> .10$ ) and VIF value was 1.070 ( $< 10.00$ ), confirming no multicollinearity between independent variables.

**Table 5**  
*Hasil Uji Multikolinearitas*

Variable	Collinearity Statistics		
	Tolerance	VIF	Result
Optimism	0.934	1.070	No multicollinearity
Academic Advisor Social Support	0.934	1.070	No multicollinearity

Based on the scatterplot heteroscedasticity test results shown in Figure 1, points were randomly scattered without forming specific patterns, indicating no heteroscedasticity issues.

**Figure 1**  
*Heteroscedasticity Test Scatterplot*



## Result and Discussion

### Research Result

This research examined "The Effects of Optimism and Academic Advisor Social Support on Student Resilience in the 2021 Cohort of the Office Administration Education Program." The study included two independent variables Optimism ( $X_1$ ) and Academic Advisor Social Support ( $X_2$ ) and one dependent variable Resilience ( $Y$ ). The sample comprised 80 students using saturated sampling. Descriptive analysis results are presented in Table 6.

**Table 6**  
*Descriptive Statistics*

	Optimism	Academic Advisor Social Support	Resilience
Valid	80	80	80
Missing	0	0	0
Mean	49,05	52,89	36,86
Std. Deviation	6,418	11,328	6,164
Minimum	26	19	20
Maximum	65	75	51

The t-test was conducted to determine whether each independent variable optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) exerted a partial effect on the dependent variable ( $Y$ ). The decision criteria for the t-test were as follows: if  $p < .05$  or  $t\text{-calculated} > t\text{-table}$ , then  $H_0$  is rejected and  $H_a$  is accepted, indicating a significant effect of variable  $X$  on  $Y$ . Conversely, if  $p > .05$  or  $t\text{-calculated} < t\text{-table}$ , then  $H_0$  is accepted and  $H_a$  is rejected, indicating no significant effect of variable  $X$  on  $Y$ .

Based on the results in Table 7, the significance value for the optimism variable ( $X_1$ ) was .000 ( $< .05$ ) and  $t\text{-calculated} > t\text{-table}$  ( $4.218 > 1.668$ ), leading to the conclusion that  $H_1$  (the first hypothesis) was accepted and  $H_0$  was rejected. This indicates that optimism exerted a positive and significant effect on the resilience of students in the 2021 cohort of the Office Administration Education Program. Subsequently, the significance value for the academic advisor social support variable ( $X_2$ ) was .234 ( $> .05$ ) and  $t\text{-calculated} < t\text{-table}$  ( $1.199 < 1.668$ ), leading to the conclusion that  $H_2$  (the second hypothesis) was rejected and  $H_0$  was accepted. This indicates that academic advisor social support did not exert a positive and significant effect on the resilience of students in the 2021 cohort of the Office Administration Education Program.

**Table 7**  
*t-Test Results*

Model	t	Sig.	Decision
(Constant)	2.532	.013	
Optimism	4.218	.000	H <sub>1</sub> accepted
Academic Advisor Social Support	1.199	.234	H <sub>2</sub> rejected

The F-test was conducted to determine the simultaneous effect of independent variables. The decision criteria for the F-test were as follows: if  $p < .05$  or  $F\text{-calculated} > F\text{-table}$ , then  $H_0$  is rejected and  $H_a$  is accepted, indicating a simultaneous effect of X variables on Y. Conversely, if  $p > .05$  or  $F\text{-calculated} < F\text{-table}$ , then  $H_0$  is accepted and  $H_a$  is rejected, indicating no simultaneous effect of X variables on Y.

Based on the results in Table 8, the significance for optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) simultaneously affecting student resilience (Y) was  $< .001$  ( $< .05$ ) and  $F\text{-calculated} > F\text{-table}$  ( $11.680 > 3.12$ ), leading to  $H_0$  being rejected and  $H_3$  being accepted. Therefore, it was determined that optimism and academic advisor social support simultaneously exerted a positive and significant effect on the resilience of students in the 2021 cohort of the Office Administration Education Program during thesis completion.

**Table 8**  
*ANOVA Results (F-Test)*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	698.633	2	349.317	11.680	.000 <sup>b</sup>
Residual	2302.854	77	29.907		
Total	3001.487	79			

Multiple linear regression analysis was conducted to determine the effect of independent variables on the dependent variable. Based on the results in Table 9, the regression equation is  $\hat{Y} = 12.778 + 0.418X_1 + 0.067X_2$ . This equation indicates that: (1) the constant value of Y is 12.778, meaning that if optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) equal zero, student resilience (Y) is estimated at 12.778; (2) the regression coefficient for  $X_1$  from the multiple linear regression analysis is 0.418, meaning that for every 1-point increase in optimism ( $X_1$ ), student resilience (Y) increases by 0.418, holding academic advisor social support ( $X_2$ ) constant; and (3) the regression coefficient for  $X_2$  is 0.067, meaning that for every 1-point increase in academic advisor social support ( $X_2$ ), student resilience (Y) increases by 0.067, holding optimism ( $X_1$ ) constant.

**Table 9**  
*Multiple Linear Regression Analysis Results*

Model	B	Std. Error	Beta
(Constant)	12.778	5.046	
Optimism	.418	.099	.436
Academic Advisor Social Support	.067	.056	.124

Based on the coefficient of determination test results in Table 10, the  $R^2$  value was .233 or 23.3%, indicating that optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) contributed 23.3% to the resilience of students in the 2021 cohort of the Office Administration Education Program during thesis completion, while 76.7% was influenced by variables outside this study. The adjusted  $R^2$  value of .213 represents the determination coefficient adjusted for the number of independent

variables and sample size. Thus, after adjustment, the actual contribution of optimism and academic advisor social support to student resilience was 21.3%, indicating that the regression model provided a moderate level of explanation for the phenomenon under investigation.

**Table 10**

*Model Summary (Coefficient of Determination)*

R	R Square	Adjusted R Square	Std. Error of the Estimate
.482 <sup>a</sup>	.233	.213	5.469

## Discussion

In this study, the first hypothesis posited that optimism affects the resilience of students in the 2021 cohort of the Office Administration Education Program. Based on the t-test results, the significance value was .000 ( $< .05$ ) and  $t\text{-calculated} > t\text{-table}$  ( $4.218 > 1.668$ ), leading to  $H_0$  being rejected and  $H_1$  being accepted. It can be concluded that optimism exerts a significant effect on student resilience in the 2021 cohort of the Office Administration Education Program. This finding is supported by research conducted by Danianta and Khotimah (2024), who found that higher optimism levels correspond to higher academic resilience levels. Similarly, Passela and Yusra (2023) reported that optimism contributed positively and significantly to the academic resilience of final-year students.

The presence of optimism can enhance student resilience during thesis completion, consistent with Seligman's Learned Optimism Theory using the Explanatory Style approach, which posits that individual optimism is determined by how individuals interpret events. The importance of interpreting problems during thesis completion—such as viewing problems as temporary (permanence), not affecting all aspects of life (pervasiveness), and not excessively blaming oneself (personalization) when encountering problems—is essential for helping students remain resilient amid various difficulties during thesis completion.

In this study, the second hypothesis posited that academic advisor social support does not affect the resilience of students in the 2021 cohort of the Office Administration Education Program. Based on the t-test results, the significance value was .234 ( $> .05$ ) and  $t\text{-calculated} < t\text{-table}$  ( $1.199 < 1.668$ ), leading to  $H_0$  being accepted and  $H_2$  being rejected. It can be concluded that academic advisor social support does not exert a positive and significant effect on student resilience in the 2021 cohort of the Office Administration Education Program. Nevertheless, the researchers acknowledge the importance of academic advisors in the thesis completion process.

Furthermore, according to Sarafino's social support theory (as cited in Said et al., 2021), social support quality can be assessed through four aspects: emotional support, esteem support, instrumental support, and informational support. These four aspects remain necessary and influential in the thesis completion process, although social support sources extend beyond academic advisors. This is evidenced by Putri et al. (2023), who found a positive and significant relationship between social support and student academic resilience, where the support studied originated from the surrounding environment including parents, family, friends, and lecturers. Additionally, peer social support is suspected to exert a greater influence on student resilience; according to Candrakanti and Chusairi (2022), higher peer social support corresponds to higher academic resilience among final-year students.

Furthermore, the lack of significant effect of academic advisor social support on resilience may be attributable to other more influential variables. These variables may originate from either internal or external student factors. Internal factors suspected of greater influence on student resilience include emotional intelligence and self-efficacy. Based on previous research, Anggraini and Yanto (2023) found that emotional intelligence positively and significantly affects the resilience of thesis-writing students, while Anggi Eka Putri et al. (2018) found that self-efficacy positively and significantly affects student academic resilience.

In this study, the third hypothesis posited that optimism and academic advisor social support simultaneously affect the resilience of students in the 2021 cohort of the Office Administration Education Program. Based on the F-test results obtained by the researchers, the significance for



optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) simultaneously affecting student resilience ( $Y$ ) was  $< .001$  ( $< .05$ ) and  $F\text{-calculated} > F\text{-table}$  ( $11.680 > 3.12$ ). Therefore,  $H_0$  was rejected and  $H_3$  was accepted, indicating that optimism and academic advisor social support simultaneously exert a significant effect on the resilience of students in the 2021 cohort of the Office Administration Education Program.

This finding supports Cassidy's academic resilience theory, which explains that perseverance, reflection, adaptive help-seeking ability, and management of negative affect and emotional responses influence student endurance in facing challenges during thesis completion. This result aligns with previous research by Syahrinnisa et al. (2022), which yielded positive and significant values for the simultaneous effect of social support and optimism on final-year student resilience during thesis work. This means that maximizing resilience improvement, which can accelerate student study completion during thesis writing, requires synergistic enhancement of both optimism and academic advisor social support. Optimism is an internal student factor, while social support is an external factor; therefore, higher education institutions must recognize that beyond encouraging optimistic thinking among students, the role of proactively supportive academic advisors is equally important.

Based on the coefficient of determination test results, the  $R^2$  value was .233 or 23.3%, indicating that optimism ( $X_1$ ) and academic advisor social support ( $X_2$ ) contributed 23.3% to the resilience of students in the 2021 cohort of the Office Administration Education Program during thesis completion, while 76.7% was influenced by variables outside this study.

## Conclusion

This study yields several conclusions. First, there is a significant effect of optimism on the resilience of students in the 2021 cohort of the Office Administration Education Program. Based on the t-test results, the significance value was  $.000$  ( $< .05$ ) and  $t\text{-calculated} > t\text{-table}$  ( $4.218 > 1.668$ ). Second, there is no significant effect of academic advisor social support on the resilience of students in the 2021 cohort of the Office Administration Education Program, based on the t-test results showing a significance value of  $.234$  ( $> .05$ ) and  $t\text{-calculated} < t\text{-table}$  ( $1.199 < 1.668$ ). Third, there is a simultaneous significant effect of optimism and academic advisor social support on the resilience of students in the 2021 cohort of the Office Administration Education Program, based on the F-test results for optimism and academic advisor social support variables showing a significance of  $< .001$  ( $< .05$ ) and  $F\text{-calculated} > F\text{-table}$  ( $11.680 > 3.12$ ).

These findings support previous research by Andriyaniputri et al. (2022), which demonstrated that optimism and social support exert positive and significant effects on student resilience during thesis completion. Similarly, this study's findings are supported by Syahrinnisa et al. (2022), who stated that optimism and social support affect the academic resilience of final-year thesis-writing students. Thus, this research strengthens previous findings that optimism exerts a positive and significant effect on student resilience during thesis completion, while also reinforcing findings that optimism and academic advisor social support simultaneously affect student resilience during thesis completion. However, this study reveals that social support specifically from academic advisors does not exert a significant effect on student resilience, unlike general social support from other sources. Therefore, this finding supports Rukmana and Ismiradewi's (2021) research, which found that social support does not significantly affect student academic resilience.

This study demonstrates the importance of optimistic attitudes in facing academic difficulties, including thesis completion. Therefore, having recognized the importance of optimism, students are encouraged to enhance their optimism. Additionally, although academic advisor social support does not exert a significant effect, academic advisors remain important in supporting students throughout thesis completion. Theoretically, this research contributes to expanding understanding of internal factors (optimism) and external factors (academic advisor social support) affecting student academic resilience. The findings also enrich academic resilience theory by confirming that social support sources have differential effects on student resilience during thesis completion. Practically, this research can serve as a basis for evaluating and developing academic policies, particularly in efforts

to enhance student resilience through strengthening optimistic attitudes and interpersonal support from academic advisors.

This study was limited in terms of variables and sample size. Future researchers are encouraged to expand the research scope by adding relevant variables suspected of affecting student resilience, such as emotional intelligence, self-efficacy, and peer social support. Additionally, future researchers are encouraged to involve more diverse samples to obtain deeper insights into factors affecting student resilience during thesis completion.

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