

The Impact of Social Support and Self-Efficacy on the Academic Resilience of A New Students During the Covid-19 Pandemic

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ABSTRACT

This study aims to know the impact of social support and self-efficacy on the academic resilience of a new student during the Covid-19 pandemic. This research uses quantitative methods with scale as a data collector. Subjects in this research were members of new students of the 2020 class as many as 54 people obtained by cluster random sampling. The data analysis technique used is multiple linear regression to know links between variables. The scale used in this study is the academic resilience scale, social support scale, and self-efficacy scale compiled by the author. The result is there is a very significant relationship between social support and self-efficacy on the academic resilience of new students during the covid-19 pandemic with a value of coefficient regression ($R = 0,695$) and a significance level of $0,000$ ($p < 0,01$). Social support not having a positive relationship with academic resilience, which means the first hypothesis is denied because has a value of coefficient correlation (r_{1y}) $-0,195$ with a significance level of $0,162$ ($p > 0,05$). The second minor hypothesis accepted, that there is a very significant positive relationship between self-efficacy and academic resilience with a value of coefficient correlation (r_{2y}) $0,686$ and a significance level $0,000$ ($p < 0,01$). Based on the results, it is concluded that social support and self-efficacy have a very significant relationship with the academic resilience of a new student during the Covid-19 pandemic.

Keywords: academic resilience, self-efficacy, social support

Introduction

The world of education is always filled with various challenges to be able to hone problem-solving skills, creativity, and other abilities by following under learning objectives. Learning will feel very pleasant if people feel comfortable being in an environment of learning. Both were due to factors like friend learn, how teachers deliver the material, as well as the atmosphere of the class that is comfortable and supportive. In contrast, the process of learning can be very boring if people feel not comfortable with the environment of learning until eventually lead to the occurrence of stress academic (Barseli, Ifdil, & Nikmarijal, 2017).

Since the emergence of Coronavirus Diseases 2019 (Covid-19) which has forced various aspects of life to change. Various efforts were made to break the chain of spread of the Covid-19 pandemic. The emergence of Covid-19 has an impact on various sectors of life such as social, economic, tourism and education. One of the things that is experienced in the world of education is the introduction of an online or remote education system. In connection with the issuance of a circular from the Minister of Education and Culture of Indonesia Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19. The circular explains that the teaching

and learning process is carried out at home through online or distance learning. The purpose of holding this online learning is to prevent and break the chain of spread of Covid-19. With this appeal, the learning process is carried out from home by utilizing technology and internet media. Not a few universities or colleges have responded well to the government's appeal. Mostofa (2019) stated that online learning is a distance education system with a set of teaching methods where there are teaching activities that are carried out separately from learning activities.

The use of online learning methods in lecture activities provides flexibility for students to study anywhere and anytime. In this online learning, it is necessary to prepare mobile devices to support online learning activities. These mobile devices include smartphones, laptops, computers, tablets, and others. In addition to mobile devices, media or internet platforms are also things that can support online learning activities.

Since learning online began to apply, students complained that the lesson was boring, many tasks are given by lecturers, to signal the less stable internet thus making the students are not able to understand the material that is delivered by lecturers (Jufridar, 2020). Students find it difficult to understand the material is optimized to result in intuition is less effective (Widiyono, 2020). Purwanto (2020) stated that not all students, students and college students are accustomed to learning through online. Especially if there are still many teachers and lecturers who are not yet proficient in teaching using internet technology or social media, especially in various areas so that in the process of adjusting to doing this learning does not run smoothly.

For students who cannot adapt to online learning methods, they will experience many physical and psychological difficulties for students which result in various problems. Students are required to be able to adapt and be able to survive with all these difficulties. In difficult conditions like this, resilience is needed for students, because if students have high resilience, students will be able to rise and be able to survive. Research from Roellyana & Listiyandini (2016) which states that students who have high resilience are able to be more optimistic and believe that everything can change for the better.

In dealing with various problems that occur, it is necessary for the individual's ability to survive and adapt to conditions where individuals can increase their potential after experiencing various pressures. That ability is what is meant by endurance in the face of pressure or what is called resilience. Resilience is not just a person's toughness or resilience in the face of life's pressures or challenges, but the ability to cope, the ability to bounce back from adversity, can gain meaningful benefits from the experience so as to achieve better performance (Satiadarma, 2014). Therefore, resilience is expected to be a factor for students to succeed in participating in online learning without any problems. Academic resilience occurs when students use their internal and external strengths to overcome various negative, suppressing and inhibiting experiences during the learning process, so that they are able to adapt and carry out any academic demands well (Boatman in Hendriani, 2017). Students who have good academic resilience will not easily give up in the face of academic difficulties

As for the impact of learning a distance away that is felt during a pandemic by students who affect the mental that is fearful, anxious, difficult to sleep, and saturated (Permatasari, Miftahul, and Raup, 2020). Results of the study showed that 54% of students it difficult to understand the material that was given by the lecturer during the learning distance away because the relationship that exists between students with the lecturer is not too intense when compared with the learning face to face thus causing the students become less active during learning distance away takes place (Rahmawati & Daughter, 2020).

The results of the study more showed that the majority of problems psychological that experienced by the students during the process of learning online are anxiety. 79 students experienced mild anxiety and 7 students experienced mild symptoms of depression (Hasanah, Ludiana, Immawati, & Livana, 2020). The success of learning distance away will be achieved with the readiness of the technology that is in line with the curriculum and the support of various parties such

as the parents, community, teachers, school up to the government as a maker of policy (Rasmitadila, Rachmadtullah, Samsudin, Syaodih, and Tambunan, 2020).

Studying in higher education has its challenges for every student. At the level of the university, students have the demands are more lots in the task academic. Students are required to be good at dividing time between learning and playing and have the ability to adapt to new environments. The first to become a student does not always run smoothly for most people, things this can be very difficult. Students who do not have the management time that good, tend to be difficult to control the impulses that exist in themselves (Mulyani, 2013).

Based on the results of observations were made by the author at the University of Ahmad Dahlan Yogyakarta, still many found students who have not been able to manage stress in the face it because of the task that was given by the lecturer. When professors give a task that many or difficult, a lot of students who avoid doing tasks such and chose to go play together with friends, watching a movie, or just wait for her friend who is already working on a task, and then see the results of work of his friend.

Results of interviews with four students on 6 August 2020, also provide similar information. According to the (AL) when entering the year first in the college high, she felt overwhelmed by the many duties that are given and require time which is quite a long time to be able to adapt to the world lecturing. (AY) also said that if the task comes from the eyes of subjects that are considered difficult, time to do the tasks that are often postponed. The reason is diverse, ranging from waiting for a friend who better understands the task that until that is accustomed to working on the task h-1 before the time of collection.

At the level of the university, students have the demands are more lots in the task academic. Students are required to be good at dividing time between learning and playing and have the ability to adapt to new environments. The first to become a student does not always run smoothly for most people, things this can be very difficult. The problem that faced the students are mostly coming from within himself, one of which is caused due to lack of power struggle to face the challenges in the field of academics. In conditions like this, students need to have the ability of resilience that can adjust themselves with the activities of the lecture.

Martin & Marsh (2006) suggested that academic resilience is the ability to face adversity (setback), stress, and pressure that is effective in an academic setting. Hendriani (2018) defines resilience as " a process of dynamic that involves the role of the various factors of an individual as well as social or environmental, which reflects the strength and toughness of a person to rise from the experience emotionally negative when facing situations difficult that suppress or contain barriers are significant ".

By having the ability to resilience, students will be able to rise from the condition which is not pleasant. Students who have a high level of resilience will be able to overcome all the problems in their lives well, so that a more productive life will be created. Resilience can improve aspects of confidence or belief will be the ability themselves to be able to face any obstacles. Resilience will help student determine life goals, increase optimism and help student to accept all the realities in life an able to solve all the problem. Once confidence began to grow, people can have control over themselves to be able to do the task with measures that are right and began to commit to being able to continue to struggle to face all obstacles that exist with the ability that he has. So that, when he was not working on the task with maximum would lead to a feeling that is not comfortable in her (Martin & Marsh, 2006).

With resilience, students are expected to be able to organize and adapt well to online learning so that they do not experience problems and do not feel pressured. The existence of a high level of resilience can make students rise from adversity or stressful conditions so that the learning process can run smoothly. Research conducted by Azzahra (2017), discovered that students who are not able to perform resilience would be difficult to adapt, are less able to control themselves, anxious, and not

able to achieve the targets set. In contrast, individuals who has resilience can immediately restore to the condition of the psychological and able to face the difficulties (Hendriani, 2018).

Jowkar, Kojurf, Kohoulat, & Hayat (2014) explain that two protective factors affect academic resilience, namely internal and external protective factors. Factors Protective Internal include: (a) Cooperation and Communication, which is the ability to be able to convey the contents of thoughts, feelings, and expectations are effective for opponents to talk so that the message can be delivered to the right. (b) Empathy, is the ability to be able to feel the feelings and thoughts of others. (c) the ability to solve problems, the ability to draw up strategies, measures, and actions that will be done to find a solution or a way out of a problem that is there. (d) Efficacy of Self, is the conviction will be the ability of themselves alone in doing an effort to achieve a target of success. (e) Awareness of the Self, is the state understand or comprehend the emotions, feelings, desires, and thoughts of self alone that can be known by doing a reflection of self. (f) Goals and Aspirations, are expressions of motivation that guide one's development. Meanwhile, External Protective Factors are factors that can affect academic resilience that comes from outside the individual such as social support and the availability of opportunities to develop at home, school, community, and groups.

To be still able to survive to face the challenges that required various support factors internal and external to be able to strengthen the individual. Individuals in need of support from factors external such as the support of the environmental social order could continue to struggle in the face of the challenges of academics. Sarafino & Smith (2011) describes the support of society refers to the action that is done by others as a form of concern. Social support can be obtained from the closest people such as spouses, family, friends, and community organizations. People who received the support of social trust are loved, appreciated, and become part of the environment of a social community that can help when encountered difficulties.

Sarafino & Smith (2011) points out aspects of social support can be divided into (a) Emotional or Esteem Support, the support that is given in the form of empathy, concern, and the sentence positive that can give vigor to the recipient. (b) Tangible or Instrumental Support, the support that is given in the form of the material to be able to assist the recipient to resolve the problem, for example, money. (c) Informational Support, the support that is given in the form of advice, recommendation, or referral regarding anything that should be done to resolve the problem that is faced. (d) Companionship Support, Support which is given by others to spend time together. By doing activities together, can give a feeling of being loved, accepted, and become part of a group. The results of the study Andarini & Fatma (2020) states that individuals who obtain the support of social, especially emotional support when working on a thesis will have the ability to think positively, steadiness themselves, to achieve all the dreams that much better than the students who did not obtain emotional support when working on a thesis.

In addition to the support of social, factors internal influence the success of the resilience of academic someone is the efficacy of self. Efficacy of self is the belief of individuals regarding their ability in organizing and completing a task that is required to achieve the result certain. Self-efficacy also means the belief that one can master the situation and get positive results (Bandura, 1997). Bandura (1997) revealed that the efficacy of self in each individual will be different from one to the other based on the three-dimensional. The three dimensions are namely: (a) Level (magnitude) related to the degree of difficulty task when individuals feel able to do so. Dimensions of this have implications on the electoral behavior that is deemed capable of doing and avoid that there is beyond the limits of the ability of the felt. (b) Strength (strength) associated with the level of strength of belief or expectations of individuals regarding their ability. Dimension is usually associated directly with dimensional levels, namely the more high-level standard of the difficulty of the task, the more weak confidence that is felt to finish. (c) Generalization (generality) dimension is associated with a broad field that controlled where people feel confident about the ability him. Individuals can feel confident

about his ability. Are limited in some activities and situation-specific or on a series of activities and situations that are varied.

Based on the results of research from Mahesti & Rustika (2020), self-efficacy plays a role in increasing academic resilience in final students who are working on a thesis. The results of the study more also show that students who have efficacy themselves are tall and obtain the support social of the parents will be more easily rise of failure and can lead the course with a happy (Rozali, 2015). Other research also states that self-efficacy has a significant influence in increasing academic resilience in facing exams (Anggraini, Wahyuni, & Soejanto, 2017). It is demonstrated that the efficacy of self influences the resilience of academic students. Based on the reason that researchers feel interested to do research more in the resilience of academic students of the new, especially during the pandemic *Covid-19*.

Method

Data collection was carried out online from March 14 to March 18, 2021, where the research subjects filled out the scale via the google form link. The scale is used consisting of a social support scale, self-efficacy scale, and academic resilience scale compiled by the author. Scale Resilience Academic contains a 16 item statement of *favorable* and *unfavorable* were prepared by the author based on four aspects of resilience academic according to Martin & Marsh (2006), namely *confidence*, *control*, *composure*, and *commitment*. Scale support of social contains the 24 item statement of *favorable* and *unfavorable* were prepared by the author based on four aspects of support socially according to Sarafino & Smith (2011), namely *emotional support*, *tangible support*, *informational support*, *companionship support*. Scale efficacy of self-contained 14 item statements of *favorable* and *unfavorable* were prepared by the author based on three aspects of the efficacy of self according to Bandura (1997), namely the level (*magnitude*), strength (*strength*), and generalization (*generality*).

The population of the research is 54 members of a new students Faculty of Psychology, University of Ahmad Dahlan Yogyakarta Force 2020. Authors specify the subject of research using the technique of *cluster random sampling* that is by way of making a list of classes of students new psychology, then selected by randomly become the subject of research by way of making hand-rolled paper which contains a list of classes, then drawn. The author then does coordinate with the respective head of the class to share the link charging scale to the entire members of the class through a google form: <https://forms.gle/KL81Hi4QvQM1wTY9>.

The three scales used contain each statement item compiled by the author and then tested using content validity. Content validity refers to the extent to which the measuring instrument can reflect the desired content and then an assessment or feasibility test is carried out by a expert judgment. The author arranges and conducts reliability tests on measuring instruments using the Cronbach Alpha formula. Alpha formulas. In addition to using the cronbach alpha formula, the author also uses the help of the Statistical Product and Service Solution (SPSS) software version 17.0 for windows. The reliability test results from the academic resilience scale show a reliability coefficient of 0.850, the social support scale obtains a reliability coefficient of 0.875 and the self-efficacy scale obtains a reliability coefficient of 0.859.

Data results of the study and then given a score and conducted the analysis using *the software Statistical Product and Service Solution (SPSS) version 17.0 for Windows*. Mechanical analysis of the data used in the study is that the analysis of regression linear multiple to know the relationship between an independent variable with a dependent variable

Results

Test assumptions are requirements that must be met in the analysis of regression linear multiple that includes a test of normality, a test of linearity, and a test of multicollinearity.

Table.1 Normality test results

Variable	KS-Z score	Sig (p)	Information
Academic resilience	0.805	0.563	Normal
Social support	0.711	0.692	Normal
Self-efficacy	0.755	0.618	Normal

Based on Table 1. Normality test result, the overall data of each variable is normally distributed and has met the normality test rules where the academic resilience variable with $p = 0.563$, the social support variable $p = 0.692$, and the self-efficacy variable $p = 0.618$.

Table.2 Linearity test results

Variable	linearity		Dev. From Linearity		Note.
	Index (F)	Sig. (P)	Index (F)	Sig. (P)	
Academic resilience & social support	1.316	0.260	1,149	0.356	Linear, but not ideal
Academic resilience and self-efficacy	43,740	0.000	0.926	0.553	linear

Based on Table 2. Linearity test result, can be known that the academic resilience and social support has value Sig.F_{linearity} of 1,316 with a value Sig.P = 0,260 ($p > 0.05$) and the value Sig.F_{Deviation from Linearity} 1.149 with value Sig.P = 0.356 ($p > 0.05$). The results are showing that the relationship between the two variables is linear, but not ideal. While the academic resiliency and self-efficacy variables themselves show the relationships were linear with the gain value Sig.F_{linearity} of 43.740 with value Sig.P = 0.000 ($p < 0.01$) and the value Sig.F_{Deviation from Linearity} 0.926 with the value of Sig. P = 0.553 ($p > 0.05$).

Table.3 Multicollinearity test results

Variable	Tolerance	VIF	Information
Social support	0.828	1,208	There is no multicollinearity
Self-efficacy	0.828	1,208	There is no multicollinearity

Based on Table 3. *Multicollinearity test results*, can be known that the social support variable support and efficacy have a value *tolerance* of 0.828 and the value of VIF amounted to 1,208 which shows not happen multicollinearity on two variables are. That is, no there is a relationship that is linear in the independent variable in a study of this.

Table.4 Categorization of Academic Resilience

interval	Subject		Category
	Frequency	Percentage	
54,692 X	16	29.6%	High
45,268 X < 54,692	32	59.3%	Medium
X < 45,268	6	11.1%	Low
Amount	54	100%	

Table 4. Categorization of Academic Resilience, can be known that the number of subjects who had a level of academic resilience whose high as 16 people (29.6%), a subject that has a medium of academic resilience was as much as 32 people (59.3%) and subjects who have a low of academic resilience low as many as 6 people (11.1%).

Table.5 Categorization of Social Support

interval	Subject		Category
	Frequency	Percentage	
77,457 X	11	20.4%	High
61,983 X < 77,457	38	70.4%	Medium
X < 61,983	5	9.3%	Low
Total	54	100%	

Based on Table 5. Categorization of Social Support can be known that the number of subjects who had social support is high as many as 11 people (20.4%), a subject which has the social support medium as many as 38 people (70.4%), and the subject who has the social support is low as many as 5 people (9.3%).

Table.6 Categorization of Self- Efficacy

interval	Subject		Category
	Frequency	Percentage	
54,692 X	0	0%	High
45,268 X < 54,692	21	38.9%	Medium
X < 45,268	33	61.1%	Low
Total	54	100%	

Table 6. Categorization of Self- Efficacy, can be known that was not there (0%) subjects who had a level of self-efficacy are high, a subject that has a medium of self-efficacy that was as much as 21 people (38.9%), and subjects who have a low self-efficacy as 33 people (61.1%).

Table.7 Results of Analysis Regression Independent Variable With Variable Depends

Variable	Regression Coefficient (R)	Sig. (p)	Information
Social support and self-efficacy with academic resilience	0.695	0.000	Very significant

Based on Table 7 Results of Analysis Regression, can be known that the coefficient regression social support and self-efficacy with academic resilience obtain the value of $R = 0.695$ and $p = 0.000$ ($p < 0.01$). That is, there is a very significant relationship between social support and self-efficacy on the success of academic resilience of new students.

Table.8 Results of First Level Partial Correlation Analysis

<i>Variable</i>	<i>Beta</i>	<i>Zero-order</i>	<i>Partial</i>	<i>Sig. (p)</i>	<i>Information</i>
Social support with academic resilience	-0.096	0.153	-0.195	0.162	Hypothesis rejected
Self - efficacy with academic resilience	0.693	0.680	0.686	0.000	Hypothesis accepted

Discussion

This study aims to determine the relationship between depression and binge-watching factors in early adulthood. This study analyzes the relationship between depression and each binge-watching factor because binge-watching is a multidimensional variable. Based on the results of the correlation test between depression and the engagement factor, it was found that there was a relationship in a positive direction, meaning that the higher the depression score, the higher the engagement score, in other words, the higher the engagement with the spectacle. This is in accordance with the research conducted by Boursier, et al. (2021) who found that depression was positively related to engagement or engagement in viewing. Research conducted by Duraivel and Lavanya (2020) found that in general binge watching is an activity that requires involvement that acts as a buffer against feelings of loneliness, rejection, and depression.

Based on the data above, there is a very significant relationship between social support and self-efficacy on the success of academic resilience of new students. the coefficient regression social support and self-efficacy with academic resilience obtain the value of $R = 0.695$ and $p = 0.000$ ($p < 0.01$)

Resilience is a dynamic concept of an individual's adaptation as resulting from interactive processes between factors operating at the level of individuals, families, schools, and communities (Toland & Carrigan, 2011). Factors that promote the development of resiliency are the developmental-strength framework for extrinsic (e.g., family, peer, school, community) and intrinsic factors (e.g., self-concept, self-control, empowerment, cultural and social sensitivity) (Donnon, 2010).

Resilience is not just a person's toughness or resilience in the face of life's pressures or challenges, but the ability to cope, the ability to bounce back from adversity, can gain meaningful benefits from the experience so as to achieve better performance (Satiadarma, 2014). A student who has high academic resilience actually likes challenge after challenge, because it is the best opportunity to prove himself as an active learner in higher education (Lodewyk & Winne in Tumanggor, 2015). Resilience is one of the assets for individuals to be able to live life in a pandemic area well (Jiao et al., 2020)

Davis (1999) describes several factors that influence a person's Academic Resilience, namely: a) Individual factors include cognitive abilities, individual self-concept, self-esteem and social competence. b) The family factor which is the first environment of the individual who is very close to the formation of the individual's personality. c) Factors Community community as an environment that is close to the individual has a great influence on one's academic resilience. Academic resilience occurs when students use their internal and external strengths to overcome various negative, suppressing and inhibiting experiences during the learning process, so that they are able to adapt and carry out any academic demands well (Boatman in Hendriani, 2017). Khomsah, et al (2018) suggest that resilience can increase if it is influenced by environmental conditions and individual characteristics

Research conducted by Mufidah, (2017) stated that the resilience of students bidikmisi that is high can be generated through social support with mediation self-efficacy. The results of other studies also state that social support and self-efficacy have a positive relationship to the resilience of students

majoring in guidance and counseling who are preparing a thesis at the State University of Semarang (Ni'mah, Tadjri, & Kurniawan, 2014). Based on the results of the study, there are similarities with the research that the authors do, namely the relationship between social support and self-efficacy with the academic resilience students.

The first minor hypothesis is rejected. Based on the results of the analysis of correlation partial to the hypothesis minor first is social support with academic resilience, showed the results of which are not significant to the value of the coefficient of correlation (r_{1y}) of -0.195 with a level of significance of 0.162 ($p > 0.05$). The results of the study are consistent with research that states that social support does not have the effect that is significant on the academic resilience of students of Education doctor at UIN Maulana Malik Ibrahim Malang (Haniam, 2017).

The results of this study are supported by Santrock's theory (Hendriani, 2018) which states that the ability of resilience is closely related to the development process of every human being. The development of man occurs throughout life, many changes that occur in themselves a person is the result of the collection process in a period time which is long. So the ability of resilience is formed through a process of lengthy involving many factors of risk and protection that can vary at the stage of development of each human being. In the perspective of development (life span) looked at people who have the ability resilience was able to face a variety of pressures and difficulties that cause stress to be able to achieve the standard of living that is desired, either against the barriers that specific are at the stage of development of the particular and the whole range of life (Hendriani, 2018).

Esteban and Marti (2014) prove that students with high levels of resilience and good academic abilities will be able to have a more positive life development despite being in a vulnerable environmental situation. Supported by Berg et al (2013) stated that the many changes that occur in the lives of adolescents greatly affect the adjustment process which has an impact on the subjective well-being of adolescents. Healthy emotional relationships make it easier for individuals to control emotions. This is influenced by interpersonal relationships with other individuals (Fong et al, 2017).

The second minor hypothesis is accepted. The value of the coefficient of correlation (r_{2y}) between self-efficacy with academic resilience amounted to 0.686 with $p = 0.000$ ($p < 0.01$). That is, there is a very significant positive relationship between self-efficacy and academic resilience. The more high- efficacy self, then the more increase also academic resilience. The results of the study authors by following to the results of earlier study that self-efficacy has the effect of very significant in predicting academic resilience students Stambuk 2019 department of education economics (Ritonga, 2020). The results of a similar study also say that self-efficacy has a role in increasing the level of resilience in students who are writing a thesis at Udayana University (Mahesti & Rustika, 2020).

Reivich. K and Shatte. A (2002) states that there are seven factors in resilience, namely emotion regulation, impulse control, optimism, problem analysis ability, empathy, self-efficacy, and achievement. Self-efficacy represents the individual's belief that the individual is able to overcome all problems accompanied by the belief in the strength possessed to overcome these problems. The results of Sari, et al (2020) research which states that the self-efficacy factor ranks first in the phase of building resilience to students in the face of the covid 19 pandemic. Resilience attitudes include the ability of adolescents to avoid stressful stress or depression they experience and remain productive. The results showed that there was resilience in Javanese adolescents which was influenced by the resilience of family, peers, and Javanese cultural values of rila, narima, and patience, religiosity and social environment (Ruswahyuningsi, 2015).

Self-efficacy is needed because with self-efficacy students are able to solve the problems they face related to lecture activities and academic performance. Resilience as the most effective predictor in problem solving in students. The role of self-efficacy in problem solving can be mediated by the resilience trait. This research has been carried out on samples from China and Taiwan (Li, Eschenauer, and Yang, 2013). Students need self-efficacy and resilience so that they can adjust the learning process in higher education, manage time between lecture activities and activities outside of lectures, have

confidence in their own abilities in completing lecture assignments properly so that they can achieve optimal performance and desired academic performance.

Theoretical suggestions related to future research are expected to pay attention to other factors that affect the academic resilience of new students. So that it can enrich the reader's knowledge about other factors that can affect academic resilience that are not revealed in this study. Practical suggestions for this research students are expected to be able to use this research as a consideration to improve academic resilience abilities.

Conclusion

Based on the data of research are obtained, then the results of the research are obtained conclusion as follows there is a very significant relationship between social support and self-efficacy on the academic resilience of new students during *the Covid-19 pandemic*. There is no positive relationship between social support and academic resilience of new students during *the Covid-19 pandemic*. There is a very significant positive relationship between self-efficacy and academic resilience. Increasingly high levels of self-efficacy, then the more increase also academic resilience. Conversely, the more low self-efficacy, then getting lower to academic resilience.

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