

The Relationship between Social Support and Self-Esteem with Academic Resilience of Junior High School Students



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ABSTRACT: This study aims to examine the relationship between social support and self-esteem and academic resilience in junior high school (SMP) students. Academic resilience is a student's ability to endure and adapt to academic challenges and stress, which is important to their academic success. Social support and self-esteem are thought to play an important role in increasing students' academic resilience. This research uses quantitative methods with a correlational design. The research subjects were junior high school students at several schools in Krian, totaling 351 students. The research instrument is a questionnaire that measures students' levels of social support, self-esteem and academic resilience. The data analysis used was Kendalls Tau B. The results of the study showed that there was no significant positive relationship between social support and students' academic resilience. In addition, self-esteem was also found to have a significant positive relationship with academic resilience. Students who have strong social support from family, friends and the school environment and have high self-esteem tend to have better academic resilience. The conclusion of this research is that social support and self-esteem play an important role in increasing the academic resilience of junior high school students. Therefore, it is important for schools and families to provide adequate support and build students' self-esteem to help them overcome academic challenges and achieve academic success.

INTRODUCTION

Education is one of the key pillars in the development of a nation. Through education, individuals are not only equipped with intellectual abilities but also moral values and character necessary to face various life challenges. In the context of Indonesia, education is governed by Law No. 20 of 2003 on the National Education System (SISDIKNAS), which emphasizes that the goal of education is to develop the potential of students to become individuals who are faithful and devoted to God Almighty, as well as democratic and responsible citizens. Education also aims to create a generation with life skills that can adapt to various social and economic changes.

Schools, as one of the formal institutions, play a significant role in shaping the character and abilities of students. It is not only a place to acquire knowledge, but also a space where students face various academic challenges that can influence their personal development. These academic challenges can include increasingly complex learning demands, pressure to achieve high performance, and various competitive situations, especially during the transition from elementary to middle school, as experienced by junior high school (SMP) students.

During adolescence, junior high school students often face high academic pressure due to increasing academic demands and ongoing socio-emotional development. Hirsch and Rapkan (1987) state that academic pressure is often one of the main factors causing stress and declining student performance. Students who are unable to cope with this pressure tend to exhibit symptoms such as school absences, failure to complete assignments, or declining academic performance. In such situations, students' ability to endure and recover from the pressures they face, known as academic resilience, becomes a crucial factor in determining their academic success. Academic resilience is the ability of individuals to face, overcome, and even grow in situations filled with academic pressure and challenges (Martin & Marsh, 2003). According to Rouse (2001), academic resilience not only involves the ability to persist, but also the ability to employ adaptive coping strategies to enhance academic competence despite various obstacles. Students with high levels of academic resilience tend to better manage academic pressure and achieve superior outcomes compared to those with lower resilience levels.

Research indicates that several factors contribute to students' academic resilience levels. One of the primary factors is social support, which can come from various sources, including family, friends, and teachers. According to Azza (2021), social support plays a vital role in helping students cope with academic pressure by providing security, appreciation, and emotional encouragement, which can boost students' confidence and optimism. Rahmawati & Supraka (2021) also highlight that social support not only offers practical

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assistance but also provides psychological comfort crucial for students' well-being. With strong social support, students are more likely to stay motivated and believe they can overcome various academic challenges.

In addition to social support, self-esteem is another key factor that plays an important role in academic resilience. Rosenberg (1979) defines self-esteem as an individual's evaluation of themselves, encompassing how they value and respect themselves. Students with high self-esteem are generally more confident in facing academic challenges and more optimistic about completing tasks. Conversely, students with low self-esteem tend to give up easily when facing academic difficulties, which can ultimately reduce their resilience.

Social support and self-esteem are two critical components that can influence students' ability to cope with academic pressure and build academic resilience. However, there has been limited research exploring how these two factors interact and contribute to the academic resilience of junior high school students. Therefore, this study aims to examine the relationship between social support and self-esteem with academic resilience in junior high school students.

METHOD

This research is a quantitative study with a population of 3,252 junior high school students in Krian Subdistrict. The sampling technique used is Quota Sampling, and the sample size was determined using Krejcie's table with a 5% significance level, resulting in a sample size of 351 students. These 351 students were drawn from three schools, namely SMPN 1, SMPN 2, and SMPN 3 Krian. The research data was collected using scales for Academic Resilience, social support, and self-esteem, developed by the researcher using a Likert scale model. Data analysis was conducted using multiple linear regression with IBM SPSS version 22 for Windows. Before conducting data analysis, assumption tests were performed, including normality, linearity, multicollinearity, and heteroscedasticity tests. The results of the prerequisite tests indicated that the data were not normally distributed, the relationship between variables was linear, there was no multicollinearity, and there was no heteroscedasticity. Since the data did not meet the requirements for multiple linear regression analysis, data analysis was carried out using the Non-parametric Correlation method, specifically Kendall's Tau B.

RESULTS

In this study, assumption tests were conducted prior to multiple linear regression analysis, and the assumption test results are presented in the following tables:

Table 1. Normality Test Results for Academic Resilience

z	Description
0,73	Not Normally

Source: SPSS Version 22 Output

The normality test was conducted using the Kolmogorov-Smirnov non-parametric method due to the sample size being greater than 100. If the significance value (p-value) is less than the significance level ($p > 0.05$), the data are not normally distributed.

Table 2. Linearity Test Results

Variable	F Deviation from Linearity	p	Description
Social Support - Academic Resilience	1,150	0,219	Linier
Self-Esteem - Academic Resilience	0,904	0,679	Linier

Source: SPSS Version 22 Output

The linearity test results show that the F deviation from linearity for the relationship between social support (X1) and academic resilience (Y) is 1.150, with a significance of 0.219, indicating a linear relationship. The test between self-esteem (X2) and academic resilience (Y) shows an F deviation from linearity of 0.904 with a significance of 0.679, also indicating a linear relationship.

Table 3. Multicollinearity Test Results for Social Support and Self-Esteem

Tolerance	VIF	Description
0,993	1,007	No Multicollinearity

Source: SPSS Version 22 Output

The multicollinearity test results show a tolerance value of $0.993 > 0.10$ and a VIF of $1.007 < 10.00$. This indicates that there is no multicollinearity or intercorrelation between social support and self-esteem.

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Table 4. Heteroscedasticity Test Results

Variable	p	Description
Social Support r=-0,083 pd p =0,119	0,119	No Heteroscedasticity (p >0,05)
Self Esteem r = 0,113 pada p = 0,034	0,034	Heteroscedasticity Exists (p <0,05)

Source: SPSS Version 22 Output

The heteroscedasticity test for social support shows a significance of $0.119 > 0.05$, indicating no heteroscedasticity. The significance for self-esteem is $0.034 < 0.05$, indicating the presence of heteroscedasticity.

Table 5. Kendall's Tau Correlation Test Results for Hypothesis 1

Variable	Kendall Tau B (τ)	p	Description
Social Support – Academic Resilience	0,064	0,080 (p>0,05)	Not Significant

Source: SPSS Version 22 Output

The first hypothesis posits a positive correlation between social support and academic resilience among junior high school students. The test results show a significance of $0.080 > 0.05$ and a correlation coefficient of 0.064, indicating a very weak relationship. Thus, there is no significant correlation between social support and academic resilience, and the first hypothesis is rejected.

Table 6. Kendall's Tau Correlation Test Results for Hypothesis 2

Variable	Kendall Tau B (τ)	p	Description
Self Esteem – Academic Resilience	0,193	0,000 (p<0,01)	Highly Significant

Source: SPSS Version 22 Output

The second hypothesis posits a positive correlation between self-esteem and academic resilience among junior high school students. The test results show a significance of $0.000 < 0.05$ and a correlation coefficient of 0.193, indicating a moderate relationship. Thus, there is a significant correlation between self-esteem and academic resilience, and the second hypothesis is accepted.

Table 7. Comparison of Empirical Mean (ME) and Theoretical Mean (MT)

Variable	ME	MT	Description
Academic Resilience	117	99	117 > 99
Social Support	159	129	159 > 129
Self Esteem	104	84	104 > 84

Source: SPSS Version 22 Output

Based on the table, the theoretical mean (MT) for academic resilience is 99, and the empirical mean (ME) is 117. Since $ME > MT$, it can be concluded that junior high school students have a high level of academic resilience. The MT for social support is 129, and the ME is 159, indicating a high level of social support. Finally, the MT for self-esteem is 84, and the ME is 104, indicating a high level of self-esteem.

DISCUSSION

The analysis of the first hypothesis showed that there is no significant and positive relationship between social support and academic resilience, meaning that the first hypothesis proposed in this study was rejected. This indicates that the social support variable does not have a meaningful relationship with students' academic resilience and that social support does not contribute to the level of students' academic resilience.

Based on the research findings, there is no significant relationship between social support and academic resilience. Middle school students (SMP) with high levels of social support do not necessarily have high academic resilience. Conversely, students with low levels of social support do not necessarily have low academic resilience. This is due to the fact that the research subjects are middle school students aged 13-15. Students at this age are still categorized as adolescents. Adolescence is a crucial stage in an individual's

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life, where students undergo transformations that include physical, psychological, social, and emotional changes. During this period, adolescents are not only seeking a deeper understanding of their identity but are also preparing for the next level of education, including increasing their academic resilience to be better prepared for the challenges of higher education.

There are several factors why social support may not significantly affect students' academic resilience. First, the quality of social support: not all social support is of high quality or relevant to the academic needs of students. If the support provided is inappropriate or inadequate, its influence on academic resilience may be minimal. Another factor is the students' previous experiences: students with negative past experiences may develop defense mechanisms that make them less open to social support, thus reducing its effect on resilience. Additionally, individual factors such as personal characteristics, including confidence, intrinsic motivation, and the ability to cope with stress, can be more dominant in determining academic resilience than external social support.

Students aged 13-15 tend to have a preference for solitude and being closed off. This depends on several factors, including individual personality, social environment, and personal experiences. However, there are several reasons why middle school students might exhibit such behavior. First, developmental changes: middle school is a transitional period from childhood to adolescence, during which many physical, emotional, and psychological changes occur. Adolescents often feel awkward or uncomfortable with these changes, which can make them more withdrawn. Second, identity exploration: middle school students often begin to seek their own identity and try to understand who they are. This process can involve much internal reflection, sometimes leading them to prefer solitude. Third, social pressure: peer pressure and social expectations can be very strong at this age. Some students may find it easier to withdraw than to face such pressures. Fourth, social anxiety: some students may experience social anxiety, which makes social interactions scary or uncomfortable, causing them to avoid social situations and prefer to be alone. Fifth, personal preference: some students may naturally be introverted and enjoy time alone, engaging in activities like reading, gaming, or other tasks that do not require intense social interaction.

Thus, aspects of social support, such as persistence, reflection, and adaptive help-seeking, as well as negative influences and emotional responses, do not always significantly relate to academic resilience in middle school students aged 13-15. Social support for students will be strong when they receive positive support from their surrounding environment, whether from peers, teachers, parents, or other close individuals. This makes the findings of this study different from those of Said, Rahmawati, and Supraba (2021), who stated that there is a significant and positive relationship between social support and academic resilience, where individuals with high levels of social support have a strong sense of being loved and valued, and those with high social support feel that others care about them.

The analysis of the second hypothesis revealed a significant and positive relationship between self-esteem and academic resilience in middle school students. This means the second hypothesis of this study was accepted. The higher the level of self-esteem that students have, the higher their academic resilience. Academic resilience is more influenced by self-esteem, which has a positive impact. Middle school students with high self-esteem show high levels of academic resilience, while those with low self-esteem show a lack of academic resilience.

Self-esteem is an intrapersonal characteristic that plays a significant role in the development of resilience in individuals. Individuals with high levels of self-esteem view themselves positively and have a positive outlook on their environment and their ability to face and overcome life's challenges. Coopersmith (1981) states that self-esteem refers to self-evaluations developed and carried out by individuals, partly derived from their interactions with their environment, acceptance, and how they are treated by others. This means that every interaction an individual has with their environment will influence the quality of their self-esteem.

Students with high self-esteem tend to be more resilient, meaning they are better able to bounce back from academic difficulties and challenges. This aligns with Iqbal's (2011) research on the relationship between self-esteem and resilience in adolescents at the Himmata Foundation, which states that there is a positive and significant relationship between self-esteem and resilience in adolescents. Adolescents with high levels of self-esteem also have high levels of resilience, while those with low self-esteem have low levels of resilience. High self-esteem in students can help them cope with setbacks (Resnick, Lisa & Karen, 2011) because they have a more positive assessment of themselves, making them more academically resilient. They see failure as an opportunity to learn and grow.

Coopersmith (1967) explained that individuals with good self-esteem tend to have a positive view of themselves, which helps them face challenges and fulfill responsibilities well. This also applies in the academic context, where academic resilience plays an important role in students' academic development. Thus, self-esteem can be positively developed when individuals can carry out their responsibilities well, such as completing tasks on time without complaint, which can influence students' academic resilience.

The third hypothesis of this study, which stated that there is a relationship between social support and self-esteem with academic resilience in middle school students, could not be proven by the researcher due to the non-parametric analysis used. Therefore, the third hypothesis of this study was not supported. The failure to prove this hypothesis suggests that students with high academic resilience do not necessarily receive strong social support. This can be indicated by a lack of support from their immediate environment, leading students to withdraw and focus more on self-awareness. Students with high academic resilience are also likely to have high self-esteem. This is indicated by internal factors that influence academic resilience, such as self-esteem.

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Overall, this study emphasizes the importance of self-esteem as the main factor in increasing students' academic resilience. While social support does not have a significant impact on academic resilience, students may not yet find the positive social support that aligns with their needs.

CONCLUSION

Based on the research findings, several important conclusions can be drawn. First, the results of this study indicate that there is no significant and positive relationship between social support and academic resilience. In other words, the higher the level of social support students receive, the lower their academic resilience, and conversely, the lower the social support received, the higher the academic resilience demonstrated. This finding contradicts much of the literature, which generally suggests that social support is an important factor in enhancing resilience against academic pressures. This suggests that other factors may play a more dominant role in influencing students' academic resilience.

Second, this study found a positive relationship between self-esteem and academic resilience. In other words, the higher the students' self-esteem, the higher their academic resilience. Conversely, low self-esteem is associated with lower academic resilience in students. This is consistent with the theory that self-esteem plays an important role in building students' confidence and ability to face various academic challenges.

Third, data analysis showed differences between the empirical mean and theoretical mean across the three variables studied. The empirical average for students' academic resilience (117) was higher than the theoretical mean (99), indicating that, in general, students' academic resilience is at a high level. Additionally, social support also showed a higher empirical mean (159) compared to the theoretical mean (129), indicating that students' overall social support is also at a high level. Likewise, self-esteem had a higher empirical mean (104) than the theoretical mean (84), showing that students' self-esteem is also considered high.

In conclusion, although social support does not have a positive relationship with academic resilience, self-esteem has been proven to be an important factor in shaping students' ability to withstand and thrive in facing academic challenges. These findings have important implications for the development of intervention strategies that are more focused on increasing students' self-esteem to support their academic success.

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