THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND RESILIENCE IN FINAL SEMESTER STUDENT WITH SELF-EFFICACY MEDIATION

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Keywords	Abstrak
Social Support, Resilience, Self-Efficacy	*Final year students will work on their final assignment in the form of a scientific work, namely a thesis, so that final semester students are required to take the thesis course because it is used as a prerequisite for students to obtain a bachelor's degree. Generally, final year students are given time to work on their thesis within one semester or within six months. However, in reality, many students need more than six months to work on it . Based on the results of data collection that has been carried out, it shows that there is no happen connection direct between Social Support and Resilience will but through the mediation of Self-Efficacy. This shows that social support through the mediation of self-efficacy will produce higher resilience compared to the relationship between social support and resilience without the mediation of self-efficacy. This shows that the mediation variable plays a role in increasing resilience. This means that the higher the social support given and the high self-efficacy of the individual, the higher/stronger a person's resilience will be, the lower the social support and self-efficacy of the individual, the resilience will also decrease.*

1.   INTRODUCTION

Final year students are often faced with both academic and non-academic problems that can cause a lack of concentration on tasks that should be completed within a certain time, resulting in delays or delays in completing academic tasks. In terms of working on a thesis, final year students who procrastinate in working on this thesis have an impact on delaying graduation. According to Pikatan (1997) there are two important elements in the thesis (final assignment) activity, namely researching and writing. Knowledge of methodology and research substance is very much needed in writing a thesis. According to Slamet (2003) there is another problem, namely many students do not have the ability to express ideas in writing, inadequate academic achievement, and lack of student interest in research (in Gunawati, Hartati, & Listiara, 2006). Riewanto (2003) added that failure in compiling a thesis is also caused by

students' difficulty in finding a title, difficulty in finding literature and reading materials, limited funds and anxiety when facing supervisors (in Gunawati, Hartati, & Listiara, 2006). .

Final year students will work on their final assignment in the form of a scientific work, namely a thesis, so that final semester students are required to take the thesis course because it is used as a prerequisite for students to obtain a bachelor's degree. Generally, final year students are given time to work on their thesis within one semester or within six months. However, in reality, many students need more than six months to do it.

With good resilience, of course, a person's life will be more prosperous, someone who has good resilience can be influenced by strong beliefs to achieve it, if a person's beliefs are uncertain, it can make performance unstable, while to achieve good resilience, high beliefs are needed. If a person's beliefs are low, the chances of failure will be higher (in Yusuf & Nurihsan, 2007). The belief that a person has in their own ability to complete a task by Bandura (in Ghufron, 201 1) is called self-efficacy.
Individuals who have good self-efficacy can be a factor in generating motivation to act, are able to control stress and anxiety, conversely individuals who have low self-efficacy can be the main obstacle in achieving certain behavioral goals (Zarina, A et al., in Ridhoni 2013)

According to Bandura (in Alwisol, 2009) in increasing efficacy, several factors are needed that can influence a person's efficacy, including the experience of mastering something, vicarious experience, social persuasion, the emotional condition of the individual. And also how much confidence in the abilities that exist in a person will have an impact on four processes, namely cognitive processes, motivational processes, affective processes, selective processes (Bandura, 2008) .

Several studies have shown that social support has an influence on resilience. Among them, a study by Smetha (2015) showed that self-esteem and social support have a significant influence on resilience in former drug addicts. The influence of social support on resilience in former drug addicts is 6.3%. Another study conducted by Kusuma (2015) found a significant influence of social support on resilience in adult leprosy patients at RSK Dr. Sitanala of 31.3%. Both studies have the same construct, namely social support and resilience in different contexts, namely in former drug

addicts and adult leprosy patients. The results showed that the influence of social support on resilience in former drug addicts and adult leprosy patients was different. Risma Rosa Mindo's research (2008) stated that respondents' social support was considered to play an important role in fostering students' enthusiasm for achievement. According to Hafferon & Boniwell (2011) social support can also affect the stability of individual behavior. Likewise, increasing self-efficacy and individual resilience when individuals experience obstacles in their lives. And from one study it was explained that external factors that can create enthusiasm and confidence in being able to solve problems are when the individual feels that they always receive positive support from those closest to them. That way, if their enthusiasm slackens, there will be a positive support provider who will have a positive impact on achieving good resilience (Qosim, 2008).

Social support is very much needed by anyone in social life because humans are created as social beings. The meaning of social support here refers to the acceptance of a sense of security, care, appreciation or help received by someone from other people or groups, the quote is as follows: "social support is generally used to refer to the perceived comfort, caring, esteem or help a person receives from other people or groups" (Sarafino in purba et al., 2007).

The meaning of social support in this study is the feeling of an individual who feels comfortable, cared for, appreciated, respected and loved by people who are close to the individual, as explained by Cobb (Andarini & Fatma, 2013) social support is information obtained from other people that shows that a person is loved, appreciated, cared for, and seen as a relationship in communication and mutual responsibility.

From this it can be seen that social support is no less important in increasing resilience. Holaday and McPhearson (1997) revealed several effective ways to develop resilience, including social support which includes cultural influences, community support and personal support.

LITERATURE REVIEW

Resilience is the ability of individuals to overcome life's challenges and maintain good health and energy so that they can continue living healthily (Ana Setyowati, et al., 2010). Resilience is the ability of individuals to manage and cope with stress effectively and can improve the individual's ability to cope with stress in the future (Mangham, McGrath, Reid, SL Stewart 1995 in Wiela and Henny E. Wirawan, 2009). Grotberg

(Fonny, et al., 2006) stated that resilience is the ability of humans to face, overcome, and become strong from the difficulties they experience. Resilience is not a magical thing and is not only found in certain people and is not a gift from an unknown source. From the various definitions of resilience that have been explained, it can be concluded that resilience is a person's ability to survive and not give up on difficult situations in their life, and try to learn and adapt to these circumstances and then rise from these circumstances to become better.

Aspects of Resilience Jackson and Watkin (2004) describe seven abilities that form resilience, namely: 1) Emotional regulation, 2) Impulse control, 3) Optimism (realistic optimism), 4) Ability to analyze problems (Causal Analysis), 5) Empathy, 6) Self-efficacy, 7) Reaching out

Self-efficacy is a feeling of one's ability to do a task, while another opinion states that self-efficacy is believing in one's own competence and effectiveness as a result of being given gratification (Bandura et al., in Myers 2012), in other words, self-efficacy is a person's belief in their ability to do a task, where this ability is trained, driven by events that influence a person's life.

From several opinions obtained regarding self-efficacy above, it can be concluded that self-efficacy is a person's belief in their ability to overcome various situations and challenges that arise in an individual's life through serious effort. Self-efficacy is related to an individual's belief in what can be done with the abilities they have, no matter how great they are, and is one component that can motivate workers to complete challenging work in relation to achieving certain goals, which is used to conduct self-evaluation that is useful for understanding oneself.

Aspects of Self-Efficacy Bandura (in Ghufron, 2011) divides aspects of self-efficacy into three parts, the following are the three aspects: a. Level, b. Strength, c. Generalization.

Supporting previous research. Costa & McCrae (in Feist & Feist, 2009) in their research stated that people who have high scores on the neuroticism dimension tend to be easily temperamental, easily stressed and easily anxious when facing a problem.

The concept of self-efficacy specifically in academic situations is called academic self-efficacy. Academic self-efficacy is an individual's belief in their abilities and capabilities as students in completing tasks and achieving certain academic goals (Baron, 2004; Elias & MacDonald, 2007; Dwitantyanov, Hidayati & Sawitri, 2012; Riahi,

Mohammadi, Norozi, & Malekitabar, 2015). Academic self-efficacy is one of the most influential protective factors in the process of forming academic resilience. According to the definition mentioned, academic self-efficacy can increase students' confidence in achieving certain academic goals.

Other studies have also found that self-efficacy is a predictor of resilience that can have a significant effect (Yendork & Somhlaba, 2015). Further research conducted by Cassidy (2015) showed that academic self-efficacy correlates with academic resilience. The same thing was conveyed by Salim and Fakhrurrozi (2020) that academic self-efficacy has a significant role in predicting resilience in students.

The second factor that can shape academic resilience is external protective factors. External protective factors are support obtained from the social environment at home, school, community and groups (Cheng & Catling, 2015; Kutlu & Yavuz, 2016; Midouhas, Flouri, Papachristou, & Kokosi, 2018). External protective factors resilience that has a significant influence on academic resilience is social support. Hendrickson, Kim, Tol, Shrestha, Kafle, Luitel, Thapa, and Surkan (2018) explained that the form of social support carried out by engaging with the social environment and establishing relationships with others is one of the important factors related to a person's success in achieving resilience.

A person's resilience is influenced by many factors, including factors that come from within and outside the individual. There are many factors from outside the individual himself, and one of them is social support (Sun & Stewart, 2007). Social support is a relationship in which assistance will be given to an individual by involving interaction with his environment, where this social support can be in the form of many things such as providing information, giving awards, giving emotional attention, and providing instrumental assistance (Kumalasari & Ahyani, 2012). If the surrounding environment can provide and spread a lot of positive social support to an individual, then it is very likely that an individual can rise from adversity and difficulties and be able to survive all the obstacles that occur in his life (Syifa et al., 2021). Social support for adolescents in orphanages is not only obtained through their caregivers, but can also be obtained from other residents of orphanages (Tricahyani & Widiasavitri, 2016). Based on the above points, this research needs to be conducted to provide knowledge regarding the role of social support in increasing the resilience of adolescents in orphanages.

support as a factor influencing resilience in this study for three reasons. First, social support is one of the protective factors related to the risk of depression in individuals (Southwick, Vythilingam, & Charney, 2005 in Craig, Blumgart, & Tran, 2011). Second, based on the results of research conducted by Craig et al. (2011) showed that social support is a protective factor that can protect individuals from difficulties due to chronic diseases suffered, as well as being a protective factor for the emergence of resilience. Third, as social beings, the environment has an influence on the lives of individuals, the environment has a role in shaping individuals so that the influence of the environment in the form of social support can encourage individuals to rise in the midst of difficult conditions and become resilient individuals (Smetha, 2015). Social support plays a role in helping individuals cope with stress (Sarafino & Smith, 2011). For people with epilepsy, social support from family and society can help cope with stress effectively and eliminate the negative consequences of stress. In addition, social support influences people with epilepsy to adjust and live with their illness (Prakesh, Kumar, & Shinha, 2014). The same thing was also expressed by Wilks and Spivey (2010 in Jang, 2012) that social support as a protective factor plays an important role in helping individuals when facing stressful situations. The availability of support in the form of love, trust and encouragement from others can help individuals build and develop resilience skills in difficult conditions (Newman, 2003 in Jang, 2012).

Hypothesis
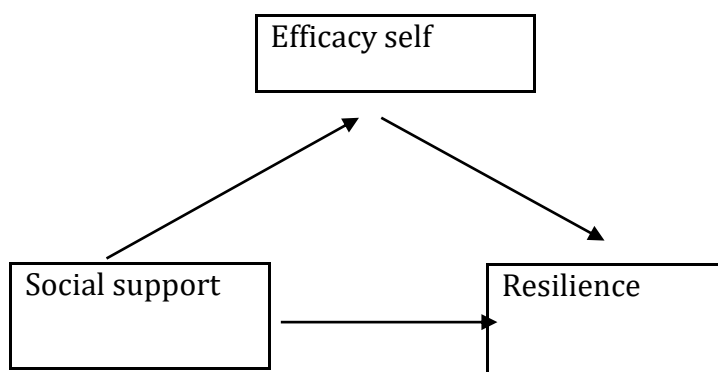
H1 : There is connection between social support for resilience

H2 : There is connection between social support for efficacy self

H3 : There are connection between efficacy self to resilience

H4 : There is connection between between social support for mediated resilience by efficacy self

2. **METHOD**

In this study using a quantitative approach. And the type of approach used in this study is correlation research.

The subjects of this study were final semester students from all majors, the number of final semester students was 50 consisting of men and women. Study this is done on student end from various major campus Good private and country . For data collection in study This use online questionnaire link using googleform is distributed through online social media groups

To determine the level of resilience of final semester students, researchers used Connor & Davidson's scale. To determine the level of social support of final semester students, researchers compiled a scale based on aspects of Sarafino's theory. To determine the level of social support for final semester students, researchers compiled a scale based on aspects of Bandura's theory.

Of the three overall variables using a Likert scale model with 4 answer choices in the form of agree (S), strongly agree (SS), disagree (TS), and strongly disagree (STS). The data in this study uses statistical analysis techniques . regression . This technique is used to determine whether or not there is a relationship between support social with resilience with self-efficacy mediation.

Data analysis in this study uses test analysis techniques. regression . This technique is used to determine whether there is a relationship between social support and resilience with self-efficacy mediation. The calculation process uses the SPSS For Windows program

3. **RESULTS AND DISCUSSION**

This research was conducted on student level end , by taking the subject of students from all majors starting from class of 2016 until 2020. This data collection uses the cluster random sampling technique, by taking random samples from semester students. end Starting from the 2016 – 2020 batch, there are 43 subjects. 20 different subjects used for try out while the other 43 subjects are for research.

Normality test using the Smirnov columographic test to test the distribution of scores

One-Sample Kolmogorov-Smirnov Test

		social support	efficacy self	resilience
N		43	43	43
Normal Parameters [a,b]	Mean	35.07	22.84	25.86
	Std. Deviation	5.409	4.169	2.253
Most Extreme Differences	Absolute	.105	.135	.120
	Positive	.105	.135	.120
	Negative	-.073	-.078	-.112
Test Statistics		.105	.135	.120
Asymp . Sig. (2-tailed)		.200 [c,d]	.046 [c]	.125 [c]

a. Test distribution is Normal.

b. Calculated from data.

c . Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Test normality use test colomorph smirnov For test distribution score . Based on testing normality on the Support variable social obtained mark significance by 0.200 because probability 0.200 > 0.05 with thus can it is said that distribution score support social on samples that have been taken is normal.

Testing normality on the resilience variable obtained mark significance of 0.046 because probability 0.046 > 0.05 with thus can it is said that distribution score resilience on samples that have been taken is normal.

Whereas testing normality on the efficacy variable self obtained mark significance by 0.125 because probability 0.125 > 0.05 with thus can it is said that distribution score resilience on samples that have been taken is normal.

Test linearity

Linearity Test, from the results of testing the resilience variable with efficacy obtained F value count of 0.94 and F table 2.40 And mark the significance is 0.533>0.05 then there is linear relationship .

Linearity Test, from the results of testing the resilience variable with support social obtained F value count of 2.35 and F table 2.45 and mark the significance is 0.365>0.05 then there is linear relationship

Test regression
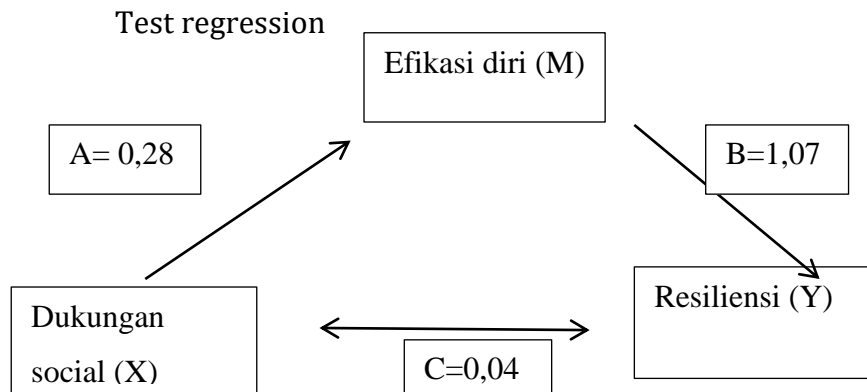
- Path a is the influence of X on M. From the output above, the coefficient of path a is 0.28 and is significant at the p<0.05 level.

- Path c' is the influence of X to Y or the direct effect from X to Y. The path coefficient c is 0.04 and is not significant at the p<0.05 level.

- Path b is the effect of M to Y. The coefficient of path b is 1.07 and is significant at the p<0.05 level.

- The path a*b is the indirect effect of X on Y. From the output above, we can calculate that the indirect effect is 0.30 .

- Path c is the total effect of X to Y. The total effect can also be calculated by adding the direct effect plus the indirect effect, or the sum of path a + path (a*b). The magnitude of the total effect coefficient is 0.35 and is significant at the p<0.05 level.

Because path a and path b is significant , then If referring to on guide Baron and Kenny (1986), can withdrawn conclusion There is role mediation

For see whether There is effect mediation or no , on the output in the indirect effect of X on Y section . The value coefficient No direct of 0.303 (the same) like multiply path a*b). Confidence interval (CI) of written bootstrap results BootLLCI (lower level for CI) = 0.044 and BootULCI (upper level for CI) = 0 .57 . If range BootLLCI And BootULCI

That No covers mark zero (0), then can concluded estimate significant And happen effect mediation . Effect size can seen from coefficient standardized effect No directly X to Y namely of 1,299.

From the results analysis above , value effect No direct No bootstrap standardized value of 0.30, and the 95% confidence interval (CI) ranges from between 0.044 to 0.57. Because zero No including in 95% confidence interval range , then can withdrawn conclusion that there is effect No significant direct knowledge to behavior through attitude .

Social support provides benefits for adolescents including improving psychological well-being and adjustment by providing a sense of belonging, clarifying self-identity, increasing self-esteem and reducing stress. Improving and maintaining physical health. The higher the social support an individual receives, the greater the individual's resilience (Johnson & Johnson, 1991) .

By being resilient, people will be able to survive under pressure or sadness and not show a negative mood continuously. If resilience in a person increases, then they will be able to overcome any problems, be able to increase their potential, become optimistic, have courage and emotional maturity. From the calculation of the correlation coefficient (r) of 0.626, it shows that social support through self-efficacy mediation will produce higher resilience compared to the relationship between social support and resilience without self-efficacy mediation. This shows that the mediation variable plays a high role in increasing resilience. This means that the higher the social support given and the high individual self-efficacy, the higher/stronger a person's resilience will be, the lower the social support and self-efficacy of the individual, the resilience will also decrease.

4. CONCLUSION

Based on the results of the data collection that has been carried out, it shows that there is no happen connection direct between Social Support and Resilience will but through the mediation of Self-Efficacy. This shows that social support through the mediation of self-efficacy will produce higher resilience compared to the relationship between social support and resilience without the mediation of self-efficacy. This shows that the mediation variable plays a role in increasing resilience. This means that the higher the social support given and the high self-efficacy of the individual, the

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