

Parental Social Support and Academic Resilience in Final Year Students Who are Compiling Their Final Assignments

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ABSTRAK

Saat menyelesaikan tugas akhir, mahasiswa tingkat akhir dihadapkan dengan berbagai macam hambatan. Hambatan-hambatan yang ditemui dapat berdampak tidak hanya pada kelulusan melainkan juga permasalahan secara psikologis. Untuk menghadapi hambatan yang ada, mahasiswa tingkat akhir harus memiliki ketahanan akademik yang baik. Salah satu faktor yang dapat membentuk ketahanan akademik adalah dukungan sosial orang tua. Oleh karena itu, penelitian ini bertujuan untuk melihat hubungan antara dukungan sosial orang tua dengan resiliensi akademik pada mahasiswa tingkat akhir yang sedang mengerjakan tugas akhir. Metode penelitian yang digunakan pada penelitian ini adalah kuantitatif korelasional dengan desain korelasional Spearman's Rho. Sebanyak 201 mahasiswa S1 tingkat akhir dari angkatan 2016-2020 yang sedang mengerjakan tugas akhir menjadi partisipan pada penelitian ini dengan teknik purposive sampling. Pengukuran penelitian menggunakan Skala Dukungan Sosial Orang Tua ($\alpha = 0,923$) dan Resiliensi Akademik ($\alpha = 0,891$). Hasil penelitian membuktikan bahwa hipotesis diterima, yaitu dukungan sosial orang tua berhubungan positif signifikan dengan resiliensi akademik ($r = 0,326$ dan $\text{sig.} = 0,000$). Hasil ini mengindikasikan bahwa dukungan sosial orang tua menjadi salah satu faktor yang berhubungan dengan resiliensi akademik mahasiswa tingkat akhir yang sedang mengerjakan tugas akhir. Artinya, ketika terjadi peningkatan atau penurunan dukungan sosial orang tua, maka ada kaitannya dengan peningkatan atau penurunan resiliensi akademik.

ABSTRACT

When completing their final assignments, final-year students face various obstacles. The obstacles encountered can impact not only graduation but also psychological problems. To face existing obstacles, final-year students must have good academic resilience. One factor that can shape academic resilience is parental social support. Therefore, this study examines the relationship between parental social support and academic resilience in final-year students working on their final assignments. The research method used is quantitative correlational with Spearman's Rho correlational design. Two hundred-one final-year undergraduate students from the 2016-2020 class working on their final assignments participated in this research using a purposive sampling technique. The research measurements used the Parental Social Support Scale ($\alpha = 0.923$) and Academic Resilience ($\alpha = 0.891$). The research results prove that the hypothesis that parental social support is positively related to academic resilience ($r = 0.326$ and $\text{sig.} = 0.000$) is accepted. These results indicate that parental social support is one of the factors related to the academic resilience of final-year students working on their final assignments. This means that an increase or decrease in parental social support is related to an increase or decrease in academic resilience.

1. INTRODUCTION

College education is the highest level of education that an individual can take (Husna et al., 2022; Salim & Fakhurrozi, 2020). At this level of education, individuals can choose which fields of science to study in depth according to their interests and potential (Perdana & Wijaya, 2021; Puteri, 2022). The level of higher education that a person takes will be able to open up wider job opportunities, because individuals who have taken this level are considered capable of solving various problems that occur in a

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field of science (Astuti et al., 2022; Kirana et al., 2022). Apart from that, education at higher education can also provide in-depth knowledge for the younger generation regarding a field of study. In the world of higher education, students are required to complete every assignment given, including when working on their final assignment (Yulianti et al., 2021; Yusuf, 2020). The final assignment is basically a form of scientific work prepared by students in each field of study, which is based on a problem that has been observed and a solution is sought to solve the problem through the guidance of the lecturer (Erwanto et al., 2022; Gayatri & Isrofin, 2021). The final assignment is one of the graduation requirements that students must complete when they reach their final year of study.

However, the reality on the ground shows that, in the process of completing final assignments, students often experience quite a lot of difficulties. The difficulties referred to are difficulties when asked to choose a title, difficulty managing time, lack of references, difficulty meeting lecturers, tiredness from doing other work, difficulty concentrating, lack of funds, as well as feeling lazy and lack of motivation (Harahap et al., 2020; Malfasari et al., 2019). Difficulties experienced by students during the final assignment completion process will certainly have the potential to hinder students' graduation, where students who should be able to study for 4 years will end up completing a study period that exceeds the specified target time (Akbar & Putri, 2022; Rahmat & Amal, 2020). The results of observations and interviews carried out with final year undergraduate students from the 2016-2020 class who were working on their final assignments showed that students experienced the same obstacles, namely difficulty managing their time, excessive laziness, difficulty in finding references, and low motivation. 9 out of 10 students interviewed said the same thing, namely that they only had the intention of doing their final assignments a maximum of three times a week, even if there was encouragement from themselves or those around them. The biggest reason that respondents felt lazy was because they had difficulty finding references and also felt that there was no support from friends, parents or people around them, so this made the informant lose motivation in working on the final assignment that had already been started. As a result, many of them procrastinate when carrying out these tasks. This shows that final year students do not have the resilience to face the difficulties they experience and find it difficult to adapt to them.

When students find it difficult to adapt to this, symptoms of stress, frustration and even loss of motivation will arise. Therefore, great resilience from students when working on their final assignments is really needed, so that students are able to face the difficult conditions they experience and are able to try to achieve success. This resilience is known as academic resilience, where academic resilience is an individual's ability to face difficult situations in their academic field, and can increase this ability to achieve success (Tarigan et al., 2021; Wijianti & Purwaningtyas, 2021). Academic resilience is also interpreted as the ability to handle difficulties and stress experienced when doing assignments or exams (Nabila & Ashshiddiqi, 2023; Oktaviani & Cahyawulan, 2022). The formation of academic resilience can be seen through individual perseverance, the ability to reflect and adapt in seeking help, and the ability to avoid things that trigger negative responses (Pratiwi & Kumalasari, 2021; Retno, 2021). When students are able to adapt to difficulties, are willing to try to get up, and can increase their ability to achieve success, it means they are able to apply academic resilience (Dwiastuti et al., 2021; Septiana, 2021). Low academic resilience can be seen through students' inability to face the difficulties they experience, always being pessimistic and tending to think negatively (Aza et al., 2019; Ramadanti & Herdi, 2022). Low academic resilience can have an impact on students' academic achievement or stress management (Adhiman & Mugiarto, 2021; Salim & Fakhurrozi, 2020). However, on the other hand, if academic resilience is high, students will be able to adapt to the difficulties they experience so that they become individuals who do not easily give up and successfully complete their education. Therefore, academic resilience is very important in helping final year students to survive and be ready to face every academic demand and challenge.

Apart from academic resilience, students' success in completing their final assignments can also be influenced by external factors such as parental support. Parental social support is a form of social support itself. Social support itself is conceptualized as a form of support received by someone from other people so that the person feels loved, cared for, helped and cared for (Budiyati, 2022; Pratiwi & Kumalasari, 2021). Social support is formed through emotional, instrumental, appreciation and information support. Based on this, it can be said that parental social support can be understood as support received by individuals from the closest environment, namely parents, so that individuals feel loved, cherished, helped and cared for (Agustianisa, 2022; Satwika et al., 2021). Several previous studies have revealed that there is a significant negative relationship between parental social support and anxiety about facing the world of work, where the higher the social support of parents, the lower the anxiety about facing the world of work, and vice versa (Putri & Febriyanti, 2020). The results of other research also reveal that students who receive support from their parents have high resilience, whereas if support from parents is low then academic resilience will also be low (Permatasari et al., 2021). The results of

further research revealed that the higher the parental support, the higher the student's academic resilience (Pratiwi & Kumalasari, 2021). Based on several research results, it can be said that parental support can increase the academic resilience of pupils and students, so that it can directly improve their learning outcomes. It's just that in previous research there have been no studies that specifically discussed parental social support and academic resilience in final year students who were writing their final assignments. So this research focuses on this study with the aim of finding out the relationship between parental social support and academic resilience, especially in final year students who are working on their final assignments.

2. METHOD

The type of research used is quantitative with a correlational design, which aims to determine the relationship between parental social support (X) and academic resilience (Y), especially in final year students who are writing their final assignments. The participants involved in this research were 201 final year students who were preparing their final assignments, using a purposive sampling technique, namely a data collection technique by considering certain criteria. The criteria for participants in this research are final year students who are undergraduate students from various universities and are working on their final assignment with the highest class limit, namely 2016. Demographic data for all participants is presented in Table 1.

Table 1. Participant Demographic Data

	Information	Frequency	Percentage
Gender	Man	71	35.3%
	Woman	130	64.7%
	Total	201	100%
Age	20 years	22	10%
	21 years	91	45%
	22 years	45	22%
	23 years	24	12%
	24 years old	10	5%
	25 years	6	3%
	26 years	3	1%
	Total	201	100%
Force	2020	23	11%
	2019	116	58%
	2018	25	17%
	2017	17	8%
	2016	10	5%
		Total	201

In this research, the data collection procedure was carried out by distributing questionnaires via Google Form. Questionnaires were administered and filled out online by research participants. The measurements in this study used two psychological scales, namely the parental social support scale and the academic resilience scale. The measuring tool used to measure parental social support in this research is the Parental Social Support Scale based on forms of parental social support in the form of emotional support, appreciation support, instrumental support and informative support. The parental social support scale was then readjusted by the researchers based on the context of the research participants and validated by expert judgment. The parental social support scale has 47 items consisting of favorable and unfavorable statements using answer choices based on a Likert scale with four response categories, namely Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS). An example of an item on the parental social support scale is "my parents always take the time to listen to my complaints." From the results of the item discrimination power test, it was obtained that 42 items passed the selection with a total item correlation value ranging from 0.318-0.715 and a Cronbach's Alpha value of 0.948.

The measuring tool used to measure academic resilience in this research is The Academic Resilience Scale (ARS-30) based on three dimensions, namely persistence, reflection and seeking adaptive help, and negative affect and emotional responses. The academic resilience scale is based on the context of research participants and validated by expert judgment. The academic resilience scale has 24 items consisting of favorable and unfavorable statements using answer choices based on a Likert scale with six

response categories, namely Strongly Disagree (STS), Disagree (TS), Somewhat Disagree (ATS), Somewhat Agree (AS), Agree (S), and Strongly Agree (SS). An example of an item on the academic resilience scale is "I will see difficulties in completing my final assignment as a temporary condition." From the results of the item discrimination power test, it was obtained that 19 items passed the selection with a total item correlation value ranging from 0.349-0.742 and a Cronbach's Alpha value of 0.909. Next, the results of the research hypothesis were tested using Karl Pearson's product moment correlation to determine the relationship between parental social support and academic resilience. However, if the research finds abnormal data, then the hypothesis test calculation uses Spearman Rho. Data calculations were carried out using IBM SPSS Statistics 25 for Windows.

3. RESULTS AND DISCUSSION

Result

The first analysis in this research is the analysis of students' social support scores and academic resilience scores, where the results of the categorization test based on hypothetical data show that the parental social support scores obtained by the majority of final year students who are working on their final assignments are in the high category with a percentage of 67.2% (mean 133.03 and standard deviation 19.726). Meanwhile, the academic resilience scores obtained by the majority of final year students who were working on their final assignments were in the high category with a percentage of 92% (average 96.94 and standard deviation 11.589). In more detail, the results of the categorization analysis of research variables can be seen in [Table 2](#).

Table 2. Categorization of Research Variables

Variable	Average	Elementary School	Percentage	Information
Parental Social Support	133.03	19.726	67.2%	Tall
Academic Resilience	96.94	11.589	92%	Tall

The second analysis is normality testing which is carried out by looking at the results of the Kolmogorov-Smirnov test. The results of the normality test show that the KSZ value for the parental social support variable is 0.086 with a probability (p) or significance of 0.001 ($p < 0.05$). Because the significance value is $p < 0.05$, the parental social support variable is not normally distributed. This also occurs in the academic resilience variable which has a KSZ value of 0.115 with a significance of 0.000 ($p < 0.05$). Thus, the academic resilience variable is also not normally distributed. The two research variables are not normally distributed, so hypothesis testing is carried out using a non-parametric method, namely Spearman's Rho. Spearman's Rho is a hypothesis test for the associative hypothesis or symmetric correlation between two variables with interval or ratio data that is not normally distributed. In more detail the results of the Kolmogorov Smirnov-test normality test can be seen in [Table 3](#).

Table 3. Kolmogorov Smirnov-Test Normality Test

	Parental Social Support	Academic Resilience
N	201	201
Kolmogorov-Smirnov Z	0.086	0.115
Asymp. Sig. (2-tailed)	0.001	0.000

After obtaining the normality test results, the research then continued with the linearity test analysis, where the linearity test results showed that The Flinearity value is 24.457 with sig = 0.000 ($p < 0.05$) which shows that the relationship between parental social support and academic resilience in final year students who are working on their final assignments is linear. In more detail the results of the linearity test can be seen in [Table 4](#).

Table 4. ANOVA Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Academic Resilience	Between	(Combined)	12670.042	70	181.001	1.658	0.007
* Parental Social Support	Groups	Linearity	2669.936	1	2669.935	24.457	0.000

	Sum of Squares	df	Mean Square	F	Sig.
Deviation from Linearity	10000.106	69	144.929	1.328	0.084
Within Groups	14192.117	130	109.170		
Total	26862.159	200			

Furthermore, the results of the correlation test calculations obtained a correlation coefficient between parental social support and academic resilience of 0.326 with sig = 0.000 ($p < 0.01$) which means there is a significant positive relationship between parental social support and academic resilience in final year students who are preparing thesis. This shows that the hypothesis in this study is accepted. The higher the social support from parents, the higher the academic resilience of final year students who are working on their final assignments. Parental social support contributed to increasing the academic resilience of final year students who were writing their final assignments by 10.63%. The results of the correlation test can be seen at [Table 5](#).

Table 5. Spearman Rho Correlation Test

		Parental Social Support	Academic Resilience
Spearman's rho Parental Social Support	Correlation Coefficient	1.000	0.326**
	Sig. (1-tailed)	.	0.000
	N	201	201
Academic Resilience	Correlation Coefficient	0.326**	1.000
	Sig. (1-tailed)	0.000	.
	N	201	201

** . Correlation is significant at the 0.01 level (1-tailed).

The results of the analysis regarding parental social support for 201 final year students were in the high, medium and low categories. Parental social support in the form of emotional support is in the high category with a frequency of 110 and a percentage of 54.7%. Rewards and instrumental support are also in the high category with the same frequency of 123 and both have a percentage of 62.2%. Then, informative support is in the medium category, with a percentage of 100% and a frequency of 201. Based on this data it can be concluded that the majority of final year students who took part in this research received more support in the form of awards and instrumental support with a percentage of 62.2 % and the number of participants was 123 students. The results of the analysis regarding parental support can be seen in [Table 6](#).

Table 6. Parental Social Support

No	Forms of Support	N	Tall	N	Currently	N	Low
1.	Emotional Support	110	54.7%	87	43.3%	4	2%
2.	Award Support	123	61.2%	73	36.3%	5	2.5%
3.	Instrumental Support	123	62.2%	76	37.8%	2	1%
4.	Informative Support	0	0%	201	100%	0	0%

The results of additional analysis show that the level of academic resilience of 201 final year students is in the high, medium and low categories. The preserverance dimension is in the high category with a frequency of 173 and a total percentage of 86.1%. The reflecting and adaptive help-seeking dimensions are also in the high category with a frequency of 185 and a percentage of 92%. Then, the negative affect and emotional response dimensions are in the high category, with a percentage of 66.2% and a frequency of 133. Based on these data it can be concluded that the majority of final year students who took part in this research were more prominent in the reflecting and adaptive help-seeking dimensions. with a percentage of 92% and the number of participants was 185 students. In more detail the results of the academic resilience analysis can be seen in [Table 7](#).

Table 7. Academic Resilience

No	Dimensions	N	Tall	N	Currently	N	Low
1.	Preservation	173	86.1%	27	13.4%	1	0.5%
2.	Reflecting and adaptive help-seeking	185	92%	12	6%	4	2%
3.	Negative affect and emotional response	133	66.2%	63	31.3%	5	2.5%

Based on the results of correlation test calculations of aspects of parental social support with academic resilience, it shows that the correlation coefficient between forms of emotional support and academic resilience is 0.219 with sig. = 0.001 ($p < 0.01$) which means there is a significant positive relationship. Reward support also has a significant positive correlation coefficient with academic resilience of 0.312 with sig. = 0.000. Then, instrumental support and academic resilience obtained a correlation coefficient of 0.349 with sig. = 0.000 which means there is a significant positive relationship. Informative support obtained a significant positive correlation with academic resilience of 0.302 with sig. = 0.000. This shows that forms of parental social support for final year students who are working on their final assignments are significantly positively related to the academic resilience variable. Further, the results of the correlation test of forms of parental social support with academic resilience can be seen in Table 8.

Table 8. Correlation Test Results of Forms of Parental Social Support with Academic Resilience

		Parental Social Support			
		Emotional Support	Award Support	Instrumental Support	Informative Support
Academic Resilience	Spearman's Rho	0.219	0.312	0.349	0.302
	Sig (1-Tailed)	0.001	0.000	0.000	0.000
	N	201	201	201	201

The results of the research conducted show that the hypothesis is accepted, which means that parental social support has a significant positive relationship with academic resilience. This is proven by the results of the correlation test which obtained a correlation coefficient of 0.326 with a significance level of 0.000 ($p < 0.01$). This means that the higher the social support from parents, the higher the academic resilience of final year students who are working on their final assignments. This also proves that increasing academic resilience is influenced by parental social support.

Discussion

The results obtained in this study indicate that academic resilience and parental social support have a positive influence on students' resilience in completing their final assignments. Parental social support is the treatment of parents in providing assistance, attention, and providing for children's needs as a form of love and comfort (Asna et al., 2021; Daawi & Nisa, 2021). Parental social support plays an important role in increasing individual resilience abilities in facing difficult situations. In this study, the parental social support received by final year students who were working on their final assignments was in the high category with a percentage of 67.2%, which means that most students received social support from their parents, especially when they were facing academic opposition. Parental social support in the form of emotional support will really help a final year student who is working on their final assignment to achieve their academic resilience skills (Alawiyah et al., 2022; Amseke et al., 2021). It is further explained that emotional support is related to how the individual feels cared for and cared for, thereby making the individual more aware of the difficult situation they are experiencing (Modouw & Nugroho, 2021; Sugiharno et al., 2022). The emotional support felt by students who are working on their final assignments in this research is predominantly in the high category, which means that the emotional support provided by parents enables students to understand themselves better and makes individuals feel comfortable when they are in a family environment (Lestari & Wulandari, 2021). This is what makes final year students better prepared when facing difficult situations.

The formation of social support from parents is also indicated by the support of awards for final year students, which will increase individual enthusiasm in working on the final assignment that is being completed. In this study, the majority of final year students who were working on their final assignments had received support in the form of appreciation from their parents, which indicated that they were always supported and appreciated when carrying out their duties and responsibilities as final year

students, so that they received attention and knowledge (Agustianisa, 2022; Iin et al., 2021; Satwika et al., 2021). Family support in the form of appreciation in this research has a positive relationship with academic resilience. Most of the final year students in this study have received respectful support from their parents, which can encourage them to progress because they receive positive expressions of respect, so that this makes them better prepared to face academic demands in their respective academic fields. Furthermore, the instrumental support given by parents to final year students can also increase student enthusiasm because they feel cared for and facilitated with all the needs they have when working on their final assignments (Budiyati, 2022; Pratiwi & Kumalasari, 2021). Final year students who are working on their final assignments in this research have received support in the form of attention and facilities from their parents, so that the enthusiasm and resilience of final year students has been formed when faced with the difficult things they face (Mufidah, 2017).

Students who have received informative support will be better able to overcome the difficult situations they experience in working on their final assignment. Information support that has been obtained through parental advice is able to strengthen and provide positive insight into the academic problems experienced (Ainnayyah & Nursalim, 2022). The same thing was experienced by the students in this research, with advice and information from parents regarding the problems they experienced, especially when facing difficult situations when working on their final assignments, this has formed good academic resilience in these students. Apart from being influenced by parental support, students' resilience in completing their final assignments is also influenced by students' academic resilience. Academic resilience can be understood as a student's ability to adapt in their academic field and be able to overcome academic demands positively (Satyaninrum, 2019; Tarigan et al., 2021). Students with good academic resilience are more successful in their academic fields (Dwiastuti et al., 2021; Wijianti & Purwaningtyas, 2021). Based on the results of the descriptive analysis test in this research, it shows that the academic resilience of final year students who are working on their final assignments is in the high category with a percentage of 92%, which means that almost all final year students who are working on their final assignments are able to reflect on themselves to be able to review one's weaknesses and strengths so that one can adapt to difficult situations and demands in one's academic field and has perseverance and is able to control emotions (Marchetih et al., 2022; Nabila & Ashshiddiqi, 2023).

Academic resilience can be formed due to persistence. The perseverance possessed by final year students in this study was in the high category with a percentage of 86.1%, which shows that almost all final year students who are working on their final assignments have the ability to accommodate their behavior so that they can survive when facing academic demands. The results obtained in this study are in line with the results of previous research, which also revealed that there is a significant negative relationship between parental social support and anxiety about facing the world of work, where the higher the social support of parents, the lower the anxiety about facing the world of work, and vice versa (Putri & Febriyanti, 2020). The results of other research also reveal that students who receive support from their parents have high resilience, whereas if support from parents is low then academic resilience will also be low (Permatasari et al., 2021). The results of further research revealed that the higher the parental support, the higher the student's academic resilience (Pratiwi & Kumalasari, 2021). So based on several research results, it can be said that parental support is able to increase the academic resilience of pupils and students, so that it can directly improve their learning outcomes.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is a significant positive relationship between parental social support and academic resilience in final year students who are working on their final assignments. Parental social support scores are in the high category and academic resilience scores are in the high category. The higher the social support from parents, the higher the academic resilience of final year students who are working on their final assignments.

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