

## The Relationship Between Peer Social Support and Academic Resilience in Final Year Students

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KEYWORDS	ABSTRACT
Social Support; Peers; Academic Resilience	Social support between students in completing the final project makes students' academic resilience increase. This study aims to determine the relationship between peer social support and academic resilience in final year students of the Faculty of Health Sciences, University of 'Aisyiyah Yogyakarta. This research method uses a quantitative approach. The research population is all final semester students of the Faculty of Health Sciences, University of 'Aisyiyah Yogyakarta who are in the age range of 20-24. The sampling technique uses <i>the convenience sampling technique</i> . The results showed that there was a relationship between peer social support and academic resilience in final year students of the Faculty of Health Sciences, University of 'Aisyiyah Yogyakarta, which was shown with a significance value of $0.000 < 0.05$ . Furthermore, the value of peer social support contribution to effective academic resilience was 60.2%, while the remaining 39.8% was influenced by other factors that could affect academic resilience variables.

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### Introduction

A final year student is someone who is studying at the university level which is in semester 7 and a maximum of 14 semesters (Khan et al., 2022; Setiabudi & Santoso, 2023). Students can do the final project when they have reached the number of credits which is used as a prerequisite for the next stage, namely the work on the final project or thesis. Thesis is a mandatory requirement for students to achieve a bachelor's degree according to Raharjo, Febrianchi, (2018). Final year students are faced with various problems in the process of working on the final project ranging from finding titles, difficulties in finding references, busy supervisors who are difficult to meet, inappropriate guidance time, repeated revision processes, difficulties in finding literature and many more, so that it can cause students to become stressed, frustrated, depressed, and even many even commit suicide.

In students, they must have the concept of never giving up and know their potential while working on their thesis so that they form resilience in themselves. Self-resilience in students is also usually expressed as a form of resilience possessed by each individual when facing a problem, Self-

resilience or resilience itself is the general ability that exists in each individual to survive very difficult conditions, and be able to overcome existing difficulties and try to adapt positively and survive demands and pressure.

Peer social support is help from peers, both instrumentally, informationally, and emotionally from peers that make students feel valued and cared for (Khoirudin et al., 2023; Martinot et al., 2022), according to Taylor (2021), in Sari and Indrawati, (2016). Therefore, the researcher is interested in conducting a study entitled "The Relationship Between Peer Social Support and Academic Resilience in Final Year Students of Aisyiyah University Yogyakarta.

## Research Methods

This research method uses a quantitative approach. The research population is all final semester students of the Faculty of Health Sciences, University of 'Aisyiyah Yogyakarta who are in the age range of 20-24. The sampling technique uses *the convenience sampling technique*. The sample used was 106 students in the final semester of the Faculty of Health Sciences, University of 'Aisyiyah Yogyakarta who were in the age range of 20-24. The data collection instrument used a questionnaire. Data analysis using simple regression analysis.

## Results and Discussion

### Result

The results of this study provide an overview of the relationship between peer social support and academic resilience in final year students. To analyze the data obtained, researchers used an instrument in the form of a questionnaire designed to measure two main variables, namely peer social support and academic resilience. The data collected was then analyzed using simple regression analysis to see the contribution of the independent variable to the dependent variable. Before going into further discussion, the following is a presentation of the results of data analysis in the form of a table that presents empirical and hypothetical scores for both research variables.

**Table 1. Empirical and Mortgage Score**

Variable	Total Item	Empirical Score				Mortgage Score			
		Min	Max	Mean	SD	Min	Max	Mean	SD
Peer Social Support	33	75	132	103,6	15	33	132	82,5	16,5
Academic Resilience	27	64	104	86,5	9,5	27	108	22,5	13,5

It shows that the empirical score on the peer social support variable with a total of 33 statement items obtained a minimum value of 75, a maximum value of 132, an average value of 103.8, and a standard deviation value of 15. Meanwhile, in the academic resilience variable with a total of 27 statement items, the minimum score was 64, the maximum score was 104, the average score was 86.5, and the standard deviation value was 9.5. The hypothetical score on the peer social

support variable with a total of 33 statement items obtained a minimum value of 33, a maximum value of 132, an average value of 82.5, and a standard deviation value of 16.5. Meanwhile, in the academic resilience variable with a total of 27 statement items, the minimum score was 27, the maximum score was 108, the average score was 22.5, and the standard deviation value was 13.5.

## Discussion

The results of the study showed that there was a relationship between peer social support and academic resilience in final year students at the Faculty of Health Sciences, University of 'Aisyiyah Yogyakarta. This is indicated by a significance value smaller than 0.05 ( $0.000 < 0.05$ ). The results of the study are in accordance with Prihatin and Suhesty (2023), Wulandari and Kumalasari (2022), Almun and Ash- Shiddiqy (2022), Putri & Nursanti (2020), Ramadhana & Indrawati (2019), Sari and Indrawati (2016), dan Sabouripour and Roslan (2015) that there is a relationship between peer social support and academic resilience in final year students. Sari & Indrawati (2016) said that peer social support felt by final year students affects their academic resilience so that they can overcome academic challenges. This is because, final students are faced with various problems in the process of completing the final project starting from the preparation of the thesis title which is due to the low ability to reason and pour ideas into written form, difficulties in compiling the background, difficulties in finding literature, the process of collecting and processing data due to difficulties in describing the results of research and discussion as well as difficulties in interpreting data, and the appearance of fear when facing exams due to ignorance of how to carry out exams, Prihatin and Suhesty (2023). Thus, it can cause final students to get pressure, causing stress and depression. Therefore, final students have high expectations in the surrounding environment such as peers to provide support and assistance during difficult times. This is in accordance with the statement, Hartuti & Mangunsong, (2009) in (Yulianti et al., 2021), that high expectations from a peer-like environment include an external factor of student resilience.

However, if students do not get good social support, they will tend to be affected by physical and psychological disorders. Therefore, social support related to peers minimizes negative associations with academic stress. Thus, it is necessary for students to have resilience in order to be able to overcome the various challenges they are facing and avoid psychological *distress* that has a hasty impact on students' academic performance (Candrakanti & Chusairi, 2023).

## Conclusion

Based on the results of the research and discussion that has been described, the conclusions in this study are as follows: 1) There is a relationship between peer social support and academic resilience in final year students which is shown with a significance value of less than 0.05 ( $0.000 < 0.05$ ). 2) The contribution of the variable of peer social support to academic resilience was 60.2%. Meanwhile, the remaining 39.8% is influenced by other factors that can affect academic resilience variables.

Based on the conclusions that have been described, several suggestions are presented, namely as follows: It is expected to provide facilities in the form of group learning activities to help meet the social needs of students so that they can strengthen academic resilience. It is hoped that final students will always think positively regarding the completion of the final project so that they can

maintain perseverance by continuing to try and not give up easily even though they face difficulties in completing the final project. For the next researcher, it is hoped that research can be conducted by examining other variables that have an influence on academic resilience. In addition, researchers can then consider the semester level in students so that a comparison of the state of academic resilience at each semester level can be carried out.

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