



The Social Support To Increase Student Resilience During Distance Learning During Pandemic

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ABSTRACT

Distance learning (online) has become a policy implemented by the government during the COVID-19 pandemic. The online learning system requires students to be able to adapt to a learning process that is completely different from what has been done so far. The inability to adapt to new learning methods causes various psychological problems. Therefore, it is important for students to have resilience skills in order to overcome any adjustment problems in distance learning. Resilience ability depends on the psychological support provided by parents, family and friends. The purpose of this study is to examine the relationship between social support and resilience during distance learning during this pandemic. The instruments used are social support scale and resilience scale. The subjects of this study are 100 high school students from grade X to XII. The result of the correlation analysis of social support and student resilience during distance the pandemic obtained $r_{xy} = 0.614$ with $p = 0.000$ ($p < 0.01$). This data shows a positive correlation between social support and student resilience during distance learning during the pandemic. The research results are expected to be an important input, especially strategies of providing social support in improving student resilience in distance learning.

Keywords: Resilience, distance learning, social support

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INTRODUCTION

The spread of the Covid-19 virus has been declared a pandemic because it is not just one region but this virus has spread widely in the world including in Indonesia, a major impact appears in all aspects of life without exception in the aspect of education. During this pandemic, teachers, children, and parents are inevitably required to change according to the existing situation.

In order to break the chain of spreading Covid-19, the Minister of Education promulgated a regulation in the Minister of Education and Culture Circular Number 4 of 2020 which explains the provisions of the learning process from home, namely by means of distance or online learning which is implemented to provide meaningful learning experiences for students, without being overwhelmed. demands to complete all curriculum achievements for class promotion and graduation. But in practice this is not the case. There are still teachers or schools that are still pursuing the completeness of the national curriculum, so that online distance learning puts a burden on students by providing continuous assignments.

Various reactions have emerged since this policy was rolled out and implemented either from students, parents or teachers, but all parties must still face it. Psychologist Alzena Masykouri on an

online news site said that so far the student problems that have emerged are a more intense form of the problems that have existed before. So, a pandemic does not create new problems, but rather exacerbates existing problems. Various problems arise from both the teachers and students. The idealism of teachers who want everything to work as well as possible to achieve the intended results as well as possible, so that all efforts are made even unconsciously have become pressure on students. This is a frightening specter for students and becomes a new causal phenomenon that causes various psychological problems.

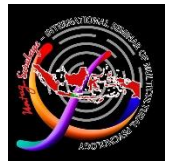
A survey by Anisa Lestari Kadiyono, a lecturer at the Faculty of Psychology Unpad, on 867 parents, students and teachers in Bandung on June 8 - 14 2020 stated that 19.6% of the total respondents admitted to being anxious and worried, 12.5% feeling bored, 9% felt that they would lose their ability to master the material and 8.3% felt they would need a vacation if distance learning was extended. Various negative things were felt by the students during PJJ.

Psychologist Deswarita said that everyone has a different mechanism for dealing with problems. PEKA 2 U-report opinion poll on 28 August-4 September involving 535 respondents in 30 provinces, there are 38% of students afraid of being left behind in understanding the lesson, 36% fear the uncertainty of future study results and 10% have difficulty managing study schedules. The results of the U-report PEKA 1 (Peduli Mental Health) opinion poll between UNICEF Indonesia and CIMSA Indonesia on 13-16 August 2020 on 638 respondents in 32 provinces said 38% of 15-19 year olds were depressed by their parents, 14% were depressed by teachers, 13% stressed by friends and 5% stressed by relatives. WHO determined that the age of 12 years to 24 years there in adolescence. Director General of Youth and Reproductive Rights Protection of BKKBN, the age limit for adolescents is 10 to 21 years (Zaini, 2018).

Adolescence is a phase of life filled with dynamics. This period is an important period in the human life span, a period of transition or transition from childhood to adulthood. Santrock (Maesaroh et al., 2019) said that adolescence is a transitional period from childhood to adulthood which includes biological, cognitive, and social emotional changes. This adolescence is a time of change, a time where change occurs very rapidly, both physically and psychologically. Djuwita, 2008 (Irmansyah, Deri, Apriliawati, 2016) said that adolescence is a very important and crisis period. At this time, a person tries to leave all childish attitudes and behaviors to achieve the ability to behave and behave in an adult manner. But this is not easy, especially during the current pandemic. This is where the role of the environment is needed. By looking at the results of the opinion poll which states that children aged 15-19 get a lot of pressure, this further strengthens that a teenage student experiences many psychological problems.

To be able to face and pass through all the challenges and difficulties in learning this distance, the students in the age of adolescence must have the ability to learn, organize and able to adapt well. The belief to be able to withstand pressure and to be able to adapt to difficult situations, especially at this time and to be able to rise up when they are down is really needed by students. To deal with these unpleasant conditions, a number of scientists, researchers, and practitioners in the social and behavioral fields consider it necessary to build resilience (Desmita, 2009). Desmita, 2012 (Oktaviani.J, 2018) also said that individuals who have the ability to resilience have a stronger life by being able to adapt to self and social changes and other pressures in life. This is also supported by the statement of Connor and Davidson, 2003 (Putri & Rusli, 2020) in their research which states that resilience is a person's ability to create personal qualities as an effort to develop abilities in facing difficulties in life.

It is very important for adolescents because the social, biological, and psychological changes experienced by adolescents require them to be adaptive in dealing with problems (Kawitri et al., 2019). Resilience in adolescents is important in their development, adolescents who have good resilience abilities will be better able to pass through difficult life situations or challenges of life during development. This is supported by the statement of Clauss-Ehlers, 2008 (Oktaviani, 2012) that individuals who have a better ability to adjust to difficult situations tend to avoid troublesome problems



in the future. Hauser (Rachmawati et al., 2019) in her research also stated that resilient individuals will be more resistant to stress so they experience less emotional and behavioral disorders. Linqanti (HADIANTI et al., 2017) explained that with resilience, even though a child or adolescent is faced with unpleasant events, he does not experience failure academically.

Reivich and Shatte, 2002 (Counseling et al., Nd) state that there are seven main aspects of resilience, namely emotional regulation, namely the ability to control emotions, focus attention and behavior and remain calm and focused under pressure; impulse control is the ability to control your desires, urges, likes or other emotions, thoughts and behavior; optimistic, namely someone's hope in the future and their belief that they can control the direction of their life and believe in a change for the better accompanied by effort; analysis of the causes of problems is a person's ability to analyze the causes of problems, not easy to blame others for the mistakes made; empathy is the ability to read other people's emotional and psychological conditions, be sensitive to non-verbal cues, and be able to put oneself in another person's shoes; self-efficacy is the belief that he is able to organize and carry out actions to achieve the desired results, and being able to solve problems and achievement is the ability to increase positive aspects and see opportunities in life.

Students with high resilience can see the negative effects of distance learning through a more positive lens. Students can adjust to changes in the learning system, think of alternatives and ways out of the discomfort they are currently facing, can focus more on positive activities and can also increase their learning productivity. Students who can overcome, go through, and return to their original condition after facing problems are students who have good resilience.

Efforts to overcome students' psychological problems require the support of families, parents, teachers and fellow friends so that students can still adapt well to the distance learning system. Social support is a form of attention, concern, appreciation, comfort, calm or assistance given to others, both as a group and individually (Suganda et al., 2013). According to Hafferon & Boniwell, 2011 (Mufidah, 2017) social support can affect the stability of individual behavior. Social support according to Sarason and Sarason (Rismandanni & Sugiasih, 2019) is support obtained from friends, family. Sarafino, 1990 (Di et al., 2016), social support refers to perceived comfort, care, self-worth, or helping someone receive from other people or groups. Sarafino (Scroll et al., 2016) stated that there are several aspects that must be fulfilled in order to create good social support.

Johnson & Johnson, 1991 (Aziz, 2016) social support comes from important people who are close to individuals. This is in line with the statement by Sarafino, 1994 (Sepfitri, 2011) which explains that social support can come from people around individuals such as: family, close friends, or colleagues. In this study, researchers wanted to examine how much social support comes from parents, teachers, and peers so that it can affect students' resilience in distance learning during a pandemic. Sarafino, 1994 argued that aspects of social support consist of emotional support, esteem support, instrumental support, information support and network support.

Social support referred to in this study is social support that leads to their resilience, which includes the components of social support itself, such as: emotional support, reward support, instrumental support, information support and social network support. Based on this phenomenon, it can be concluded that social support is very important for a teenager in order to become a resilient individual. Therefore, researchers are interested in examining whether there is an effect of social support on student resilience during distance learning during this pandemic.

METHOD

Research Design

The research method in this study uses non-experimental quantitative methods with the case being studied is that social support can increase student resilience during distance learning during a pandemic.

Participants

The sampling technique was simple random sampling, namely the sample selection was carried out randomly without considering the levels in the population. The subjects in this study were 100 high school students from class X to XII in Kediri, consisting of 53 female students and 47 male students.

Instrument

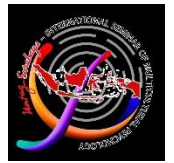
The measuring instrument in this study uses a Likert scale with five answer choices, namely Strongly Agree (SS), Agree (S), Doubt (R), Disagree (TS) and Strongly Disagree (STS). In this study using a social support scale consisting of 39 favorable and unfavorable items using aspects of Sarafino (1994) consisting of emotional support, reward support, instrumental support, information support and social network support with a reliability value of 0.929. While resilience scale in this study uses aspects from Reivich and Shatte (2002) which include emotional regulation, impulse control, optimism, the ability to analyze problems, empathy, self-efficacy, and achievement and are developed into 42 favorable and unfavorable items with a reliability value of 0.940.

Research procedure

Collecting research data using a scale of social support and resilience. Before collecting the research data, the social support scale and the resilience scale were tested first for validity and reliability of the 30 research samples. The social support scale and resilience scale item validity test was conducted by using the item discrimination test using the IBM SPSS version 23 for Windows program. The limitation used to determine the validity of valid items is to use the index corrected item-total correlation > 0.300 . In addition to the validity test, the reliability test was also conducted. The reliability test in this study used the Cronbach Alpha reliability based on the internal consistency technique formulated by Cronbach with the help of the IBM Statistical Product for Social Science (SPSS) computer program version 23 for Windows.

Data Analysis Techniques

The data analysis technique in this research is the product moment correlation analysis technique. The first stage carried out an assumption test, namely the normality test and linearity test and the homogeneity test. To determine the normality of the distribution, the analysis used is the Kolmogorov-Smirnov method. The results of the analysis of the normality test showed normal. The second stage is a product moment correlation analysis test conducted to determine the relationship between social support and student resilience during distance learning during the pandemic. Analysis use IBM Statistical Product for Social Science (SPSS) version 23 for Windows.



RESULT

The subjects in this study were high school students from class X to class XII, totaling 100 students. These students are students who have experienced a distance learning process during the current pandemic. Capturing the subject is done by way of simple random sampling. Statistical data analysis techniques using product moment correlation technique.

Table 1. Data Description (N = 100)

Gender	Frequency	Percentage
Male	47	47%
Women	53	53%

Item reliability test uses Cronbach Alpha reliability to obtain valid items. The results of the item test / try out resulted in 39 social support items from 48 initial items and 42 resilience items from 62 initial items.

Table 2. Number of Items and Reliability of Measuring Instruments

Measuring instrument	Number of items	Reliability
Social Support Scale	39	0.929
Resilience Scale	42	0.940

Assumption Test

After obtaining an item that is declared valid, the process of spreading and collecting data begins. In order to carry out the product moment correlation analysis, the assumption test, namely the normality test and the linearity test, is performed as a prerequisite test.

a. Normality test

The results of the normality test state that the distribution is normal because the significance of $p > 0.05$ means that the data distribution is normally distributed. The distribution normality test used the Kolmogoro-Smirnov Test of Normality. The rule used is if $p > 0.05$ then the distribution is declared normal and if $p < 0.05$ the distribution is declared abnormal (Hadi, 2004). Distribution test calculations use IBM Statistical Product for Social Science (SPSS) version 23 for Windows.

Table 3. Normality Test

Variable	Kolmogorov – Smirnov			
	Statistics	D f	Sig.	Information
Resilience	0.058	100	0.200	Normal

b. Linearity Test

Linearity test was conducted to determine the linearity of the relationship between the social support variable and the resilience variable. If the deviation from linearity has a significant level of $p > 0.05$, the correlation of the independent variable (X) and the dependent variable (Y) is declared linear. The results of the linearity test in this study were stated to be linear because the deviation from linearity obtained a result of 0.984 ($p > 0.05$)

Table 4. Linearity Test

Variable	F	Sig	Information
Social Support - Resilience	0.539	0.984	Linear

c. Homogeneity Test

The results of the homogeneity test using Anova obtained a significance of 0.350 ($p > 0,05$). This means that the distribution of group data to be compared is homogeneous.

Table 5. Homogeneity Test

Levene Statistics	Df	Sig	Information
,884	98	0.350	Homogeneous

Hypothesis test

The product moment correlation technique is a statistical test tool that can be used if the data for the two variables are interval and based on a normally distributed population.

Table 6. Pearson Product Moment Correlation

Variable		Social Support	Resilience
Social Support	Pearson Correlation	1	.614 **
	Sig. (2-tailed)		.000
	N	100	100
Resilience	Pearson Correlation	.614 **	1
	Sig. (2-tailed)	.000	
	N	100	100

The results of data analysis showed coefficients product moment correlation (r_{xy}) of = 0.614 at the significance level ($p < 0.01$). It is understood that social support between independent variables with the dependent variable of resilience has a positive and significant relationship. Based on these results, it shows that social support can increase student resilience during distance learning during a pandemic.

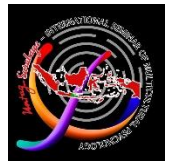
Data Score Categorization

Table 7 . Social Support Categorization (N = 100)

Category	Frequency	Percentage
High	63	63%
Moderate	37	37%
Low	0	0%

Table 8 . Resilience Categorization (N = 100)

Category	Frequency	Percentage
High	27	27%
Moderate	72	72%
Low	1	1%



DISCUSSION

The Covid-19 pandemic has a major impact on the learning process. Distance learning is a solution that was launched by the government to break the chain of spreading covid-19. Various problems emerged on all parties. For students themselves, big changes in the learning process have a tremendous impact. In order for students to adapt to the new learning process, they must get social support from their closest parties. In addition, students must have high resilience in order to be able to overcome all existing problems.

Based on the results of the Pearson product moment correlation test which states that there is a significant positive correlation between social support and resilience, it shows that social support can increase student resilience during distance learning during a pandemic. The social support variable has a value of $p = 0.614$ for resilience, so it can be said that social support is important to increase student resilience during distance learning during a pandemic. Social support with resilience has a significant relationship, the higher the level of social support an individual has, the higher the level of individual resilience. This statement is supported by the results of research by Reisa & Ediaty (Empati & Ediaty, 2016) which states that the higher the level of social support an individual receives, the higher the level of individual resilience.

The results of descriptive data analysis show that social support for high school students can be categorized into the high category 63%, 37% medium and 0% low. And for resilience, the results show that in the high category 27%, moderate 72% and low 1%. This shows that high school students who carry out distance learning get high social support so that the level of resilience of the majority of students has medium and high resilience. The results of this study obtained the correlation coefficient R Square (R^2) of 0.377. This shows that social support in this study has an effect of 37.7 % on student resilience during distance learning during the pandemic and 62.3% is influenced by other factors besides social support. The social support variable has a value of $p = 0.614$ for resilience, so social support is important to increase student resilience during distance learning during a pandemic. Students with a high level of resilience will be able to overcome all difficulties and problems experienced by students in all conditions, especially during distance learning during a pandemic. This is also in line with Werner's statement (Setiawan & Pratitis, 2016) who in his research found that individuals who can successfully adapt as adults in a context of pressure (resilience) rely on their family and community. Individuals with high social support from family, parents, teachers and friends will be able to increase their resilience, this statement is supported by the results of research from Akbar & Tahoma (Akbar & Tahoma, 2018) that the higher the level of social support a person receives, the higher the level of social support. resilience.

According to Sarason (1983), there are three protective factors that can increase individual resilience, namely family factors, individual factors and surrounding community factors. Social support is one of the supporting factors when individuals are experiencing problems, thus it is hoped that individuals can solve problems well if they receive good social support.

Sarafino, 2002 (., 2015) defines social support as the comfort, attention, appreciation or assistance that individuals receive from others. The purpose of providing social support is to help ease the burden on individuals facing problems. Social support from family, parents, teachers, friends and close people has enormous benefits for individuals to be able to overcome all existing problems. Individuals become increasingly motivated to solve all problems because of the view that many other people care.

The results of this study confirm that social support can increase resilience so that this research is expected to provide information to the entire community, especially families, parents, teachers and

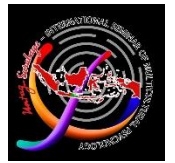
friends who are closely related to students about the importance of social support provided to students in order to increase their resilience during distance learning deep in the time of the pandemic.

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