SOCIAL SUPPORT AND ACADEMIC RESILIENCE IN ONLINE LEARNING DURING PANDEMIC

SRIWIYANTI, WAHYU SAEFUDIN & SITI HAJAR BINTI MOHAMAD YUSOFF

Sultan Zainal Abidin University-Malaysia

email: si3863@putra.unisza.edu.my

email:si3864@putra.unisza.edu.my

email: shajarmy@unisza.edu.my

Abstract: The pandemic has implications for policy changes in Indonesia, especially in the field of education. Face-to-face learning is then transformed into online learning through learning from home policies. Unfortunately, online learning carried out by students has various challenges, so academic resilience is needed. This study aims to analyze how students own academic resilience and how social support performs a role in online learning. This study utilizes a literature study approach by collecting data from various journals, government websites, books, and appropriate references. The analysis results explain that the academic resilience of students in online learning during the pandemic is at the lower middle level. This level means that students cannot maximize online learning during a pandemic. Furthermore, social support variables enhance students' academic resilience so that social support through various sources will affect students' academic success during online learning.

Keywords: Social Support, Academic Resilience, Online Learning

Abstrak: Pandemi berimplikasi pada perubahan kebijakan di Indonesia, khususnya dalam bidang pendidikan. Pembelajaran tatap muka kemudian bertransformasi menjadi online learning melalui kebijakan belajar dari rumah. Sayangnya, pembelajaran daring yang dilakukan oleh para siswa mempunyai berbagai tantangan yang dihadapi, sehingga dibutuhkan resiliensi akademik. Penelitian ini bertujuan untuk menganalisis bagaimana resiliensi akademik yang dimiliki oleh siswa dan bagaimana peran dukungan sosial pada resiliensi akademik selama pembelajaran daring. Penelitian ini menggunakan pendekatan study pustaka dengan mengumpulkan data dari berbagai jurnal, website pemerintah, buku-buku, dan referensi yang sesuai. Berdasarkan hasil analisis menunjukkan bahwa resiliensi akademik siswa dalam pembelajaran daring selama

pandemi berada pada level menengah ke bawah. Artinya, siswa tidak dapat maksimal dalam melakukan online learning selama pandemi. Selain itu, dukungan sosial berperan penting terhadap peningkatan resiliensi akademik siswa, sehingga dengan adanya dukungan sosial dari berbagai sumber juga turut mempengaruhi keberhasilan akademik siswa selama online learning.

Kata Kunci: Dukungan Sosial, Resiliensi Akademik, Belajar Daring.

A. Introduction

Since the spread of Coronavirus Disease in China at the end of 2019, the world has been shaken. On March 11, 2020, the World Health Organization (WHO) declared the virus a pandemic.[1] More than 118,000 cases were recorded from 114 countries, with a death report of more than 4000 cases. Therefore, various countries then implemented a strict lockdown policy.[2] In short, the pandemic situation has transformed multiple arrangements and regulations globally.

In the educational context, many countries decided to implement emergency online learning during Covid-19—however, various responses were raised from citizens in respective countries. For instance, United Emirates Arabs obtained negative responses from students and parents such as; cost and time effectiveness issues, safety, convenience, and decreased participation. In addition, there are many distractions in the household area that reduce focus, heavy workload, problems with technology usage, and insufficient support from teachers and colleagues.[3] Furthermore, in New Zealand, 39% of students reported it difficult to find intrinsic motivation while studying online. This problem is linked to contextual issues, such as household responsibilities, the distractions from social media, and the inaccessibility of teachers and peer help.[4] In addition, Indonesia also implemented online learning through the regulation of the Ministry of Education and Culture.

Unfortunately, online learning regulation obtained dualism between advantages and disadvantages. Even disadvantages are the most strength. Students underwent a problematic situation, especially parents' financial incapability to provide children with the technological device. Parents could not afford an appropriate salary due to the lockdown

---

[1] WHO, "WHO Director-General's Opening Remarks at the Media Briefing on COVID-19," *World Health Organization*, last modified 2020, accessed October 2, 2021, https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020.

[2] Nur Rohim Yunus and Annissa Rezki, "Kebijakan Pemberlakuan Lock Down Sebagai Antisipasi Penyebaran Corona Virus Covid-19," *SALAM: Jurnal Sosial dan Budaya Syar-i* 7, no. 3 (2020): 227–238.

[3] Elham Hussein et al., "Exploring Undergraduate Students' Attitudes towards Emergency Online Learning during COVID-19: A Case from the UAE," *Children and Youth Services Review* (2020): 105699.

[4] Anne Yates et al., "High School Students' Experience of Online Learning during Covid-19: The Influence of Technology and Pedagogy," *Technology, Pedagogy and Education* 30, no. 1 (2021): 59–73.

and work termination.[5]On the other hand, some studies also found that students suffered decrements in performance during online learning, including the gaps in some academic subject areas because there are different necessities and study methods between the subject.[6]

In addition, the level of study also displays a distinguishment during online learning. Undergraduate students perceive an online learning program as a more difficult experience than postgraduates' students. Because the postgraduates' students are more mature and have more robust self-regulation, that will lead to more immune self-control. Gender further tends to be distinguishment as well. Online female students show more perseverance than male students, which could keep their learning behaviors under control.[7] Moreover, procrastination also becomes a detrimental effect of online learning. Students are more likely to delay completing the assignments given; even if students feel pressed, they will perform plagiarism to accomplish the assignments given by the teacher.[8]

In addition, the barriers of online learning exist in academic resilience issues. Students' academic resilience in online learning is in the lower middle category. Research conducted by Hapsari (2021) with 61 students explained that the majority, or 60% of students, were at the lower middle level.[9] Another study conducted by Maryam and Fatmawati (2021) confirmed the same situation. A total of 112 respondents from 233 research subjects have academic resilience in the low category.[10]

In line with previous research, Triningtyas and Saputra (2021) researched 70 junior high school students also demonstrated that 61.85% were in the medium category. In contrast, Harahap's (2020) research to 202 students explained that 63.12% or 202 students were in the high category while 36.88% or the remaining 118 were in a low category.[11] However, previous studies explained that students' academic resilience during the pandemic was in the lower middle category.

In certainty, academic resilience is one of the most important aspects of online learning processes. Students with higher academic resilience will tend to achieve better performance during online learning. Academic resilience will help students deal with and through various problems such as high internet bills,[12] managing stress,[13] subject matter

---

[5] Heni Jusuf, Ahmad Sobari, and Mohamad Fathoni, "Pengaruh Pembelajaran Jarak Jauh Bagi Siswa SMA Di Era Covid-19," *Jurnal Kajian Ilmiah JKI* 1, no. 1 (2020): 15–24.

[6] Di Xu and Shanna S. Jaggars, "Performance Gaps between Online and Face-to-Face Courses: Differences Across Types of Students and Academic Subject Areas," *Journal of Higher Education* 85, no. 5 (2014): 633–659.

[7] Zhonggen Yu, "The Effects of Gender, Educational Level, and Personality on Online Learning Outcomes during the COVID-19 Pandemic," *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021).

[8] Imam Turmudi and Suryadi, "Manajemen Perilaku Prokrastinasi Akademik," *al-Tazkiah* 10, no. 1 (2021): 39–58, https://journal.uinmataram.ac.id/index.php/altazkiah/article/view/3423.

[9] Ayu Dyah Hapsari et al., "Academic Resilience of 'Bidik Misi' Grantee Students in Malang During Pandemic Covid-19," *KnE Social Sciences* 2020, no. 2 (2021): 393–398.

[10] Siti Maryam and Fatmawati, "Academic Resilience and Academic Well-Being among College Student During COVID-19 Pandemic," *Prosiding Seminar Nasional and Call For Paper* (2021): 190–195.

[11] Ade Chita Putri Harahap, Samsul Rivai Harahap, and Dinda Permatasari Harahap3, "Gambaran Resiliensi Akademik Mahasiswa Pada Masa Pandemi Covid-19," *Jurnal Pendidikan Dan Konseling* 10, no. 2 (2020): 240–246, http://jurnal.uinsu.ac.id/index.php/al-irsyad.

[12] Hapsari et al., "Academic Resilience of 'Bidik Misi' Grantee Students in Malang During Pandemic Covid-19."

that is not delivered properly, and monotonous learning.[14] In addition, students with high academic resilience are better able to control emotions to be easier to deal with difficult conditions.[15]

Furthermore, academic resilience is also related to online learning satisfaction. It means that academic resilience possessed by students will increase motivation and adjustment during online learning.[16] Kumalasari and Akmal (2020) reinforce previous research that good academic resilience will make individuals have better readiness to learn online to increase online learning satisfaction.[17]

One of the variables that affect academic resilience is social support. Permatasari's (2021) research on 291 students explained that social support contributed significantly to 71.8%. Additionally, every aspect of social support also contributes, such as family by 42.4%, teachers by 16.6%, and peer by 12.8%.[18] Research from Ang et al. (2021) strengthens previous research that friends, family, and teachers increase academic resilience.[19]

Based on the discussion above, it can be seen that academic resilience in the online learning process is very important in influencing academic success for students. Therefore, researchers aspire to study further, considering that various regions' online learning policies are still being implemented. In this study, the authors aim to explain the relationship between social support and student academic resilience during online learning during a pandemic. Thus, the results of this study are expected to contribute to the government, schools, and parents to improve students' academic resilience through social support.

B. Literature Review

1. Online Learning During Pandemic

Online learning defines as a broad concept. However, this study focused on four primary distinguishments described in a systematic literature review. First, utilizing technology to deliver teaching materials enhances the existing learning environment and increases positive interactions between students and teachers. Second, organizing an asynchronous education through the discussion board with online systems. Third, arrange

---

[13] Wei How Darryl Ang et al., "Generation Z Undergraduate Students' Resilience during the COVID-19 Pandemic: A Qualitative Study," *Current Psychology*, no. 08 July 2021 (2021): 1–15.

[14] Nirwana Permatasari, Farhana Rahmatillah Ashari, and Nursyamsu Ismail, "Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19," *Golden Ratio of Social Science and Education* 1, no. 1 (2021): 01–12.

[15] Nur Eva et al., "Academic Resilience and Subjective Well-Being amongst College Students Using Online Learning during the COVID-19 Pandemic," *KnE Social Sciences* 2020 (2021): 202–214.

[16] Nelia Afriyeni, Tri Rahayuningsih, and Erwin Erwin, "Resiliensi Akademik Dengan Kepuasan Belajar Online Pada Mahasiswa," *Psychopolytan : Jurnal Psikologi* 5, no. 1 (2021): 74–82.

[17] Dewi Kumalasari and Sari Zakiah Akmal, "Resiliensi Akademik Dan Kepuasan Belajar Daring Di Masa Pandemi COVID-19: Peran Mediasi Kesiapan Belajar Daring," *Persona:Jurnal Psikologi Indonesia* 9, no. 2 (2020): 353–368.

[18] Permatasari, Rahmatillah Ashari, and Ismail, "Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19."

[19] Ang et al., "Generation Z Undergraduate Students' Resilience during the COVID-19 Pandemic: A Qualitative Study."

interactive activities, where every member has the same opportunity to participate during the processes. Finally, there are physical distancing rules between each element involved.[20] These four characteristics appear in online learning during pandemics with several conditions, especially because of the lack of preparation and socialization.

Indonesia has applied emergency online learning since March 2020. This regulation began through a Circular Letter-Number 3 of 2020 as a strategy to deal with Coronavirus Disease (Covid-19) that started to scatter all over the country.[21] Moreover, this regulation has been substituted due to the students' physical and mental health considerations. In a Circular Letter-Number 4 2020, the Ministry of Education announced the learning from home program (Belajar dari Rumah/BDR).[22] However, the current implemented regulation in education refers to a Joint Decree by the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs, that stated that the local government (province, district, and city) could consider beginning learning face to face according to the map risk of spreading COVID-19 as noted by each task force for handling the Covid-19 area. Therefore, Indonesia is running a combination of limitations on offline learning and online learning.[23]

Online learning in a pandemic situation will encounter a different experience from a normal condition because this program becomes unexpected migration from traditional learning scaffolding to emergency online learning. Besides, it will also suffer a problematic effect due to the unprecise planning, inadequate facilities, and inappropriate socialization for every element in education, such as schools, teachers, students, and parents. Still, online learning is the most appropriate choice in a pandemic situation, while physical distancing is an obligation.

Therefore, students need motivation, commitment, and discipline traits as internal factors to perform better in online learning. Because students' readiness will also impact learning outcomes[24]. In addition, external factors also play a role, such as teaching methods in providing constructive learning and a competitive environment while studying. It also involves how teachers use digital media to increase students' attention both in visual and auditory aspects.[25] In conclusion, online learning requires multiple internal and external

---

[20] Vandana Singh and Alexander Thurman, "How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018) How Many Ways Can We De Fi Ne Online Learning? A Systematic," *The American Journal of Distance Education* 33, no. 4 (2019): 289–306.

[21] (Ministry of Education and Culture Republic of Indonesia, 2020a)

[22] (Ministry of Education and Culture Republic of Indonesia, 2020a, 2020b)

[23] dan Menteri dalam Negeri Republik Indonesia Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, *Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan, Dan Menteri Dalam Negeri Republik Indonesia*, 2020.

[24] Siti Nurrahmawati and Riza Yonisa Kurniawan, "Pengaruh Kesiapan Pembelajaran Jarak Jauh Terhadap Hasil Belajar Peserta Didik Selama Pandemi Covid-19 Pada Mata Pelajaran Ekonomi Di SMA," *Edukatif Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1559–1567.

[25] Nur Latifah and Asep Supena, "Analisis Attention Siswa Sekolah Dasar Dalam Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19 _ Latifah _ Jurnal Basicedu.Pdf," *Jurnal Basicedu* 5, no. 3 (2021): 1175–1182.

factors, convenience environment, service quality, and sufficient facility to enjoy the online learning processes during the pandemic.[26]

2. Social Support

Social support has a broad definition. One of the first appeared to define social support as the extent to which individuals assume that they served and loved, appreciated, and became part of a mutual system. The supportive interactions among people result in psychological aspects. Social support probably protects oneself in chaos from pathological cases.[27] When an individual perceived that they were receiving an adequate level of support, the adverse outcomes of stress were decreased. Therefore, support satisfaction levels displayed a direct correlation with any symptomatology.[28]

In the educational context, social support theory focused on discussing the beneficial effect of support for children and adolescents in schools or study processes from various sources. For example, social support is providing help to the students in dealing with problematic issues and difficulties. Moreover, it could also involve interventions designed to enhance the functioning of children and adults in education.[29] In addition, social support plays a role in decreased school maladjustment indicators, especially social support arising from parents and classmates that become the most significant in interpersonal indicators. In contrast, parent, teacher, and school support were linked to school-related indicators.[30]

In conclusion, social support definitions include three primary explanations. First, the extent of perceived social support. Second, the source of support that comes up from multiple networks. Finally, the benefits of social support profoundly affect individuals' lives, such as increasing positive aspects, decreasing negative aspects, and enhancing individuals' functioning. Therefore, the level of social support received by people, as well as students, remains essentials.

There are multiple sources of support according to the individual situation. For instance, the marriage environment will provide and receive support from the partner or family member. In comparison, work relationships will obtain support from a co-worker or even the manager.[31] However, the source of social support in general conditions and majority circumstances arose from friends and family.[32] Moreover, social support for students is divided into four sources: parents, teachers, classmates, and close friends. It is

[26] Yuan Qing Jin et al., "A Study on Traditional Teaching Method Transferring to E-Learning Under the Covid-19 Pandemic: From Chinese Students' Perspectives," *Frontiers in Psychology* 12, no. March (2021): 1–14.

[27] Sidney Cobb, "Social Support as a Moderator of Life Stress," *Psychosomatic Medicine* 38, no. 5 (1976): 300–313.

[28] David R. Winemiller et al., "Measurement Strategies in Social Support: A Descriptive Review of the Literature" (1987): 638–648.

[29] Christine Kerres Malecki and Stephen N. Elliot, "Adolescents Rating of Perceived Social Support and Its Importance: Validation of The Students Social Support Scale," *Psychology in the Schools* 36, no. 6 (1999): 475–483.

[30] Michelle Kilpatrick Demaray and Christine Kerres Malecki, "The Relationship between Perceived Social Support and Maladjustment for Students at Risk," *Psychology in the Schools* 39, no. 3 (2002): 305–316.

[31] Micahel Argyle, "Benefit Produce by Supportive Social Relationship," in *The Meaning and Measurement of Social Support* (New York: Hemisphere Publisihing Corporation, 1992), 13–31.

[32] Mary E. Procidano and Kenneth Heller, "Measures of Perceived Social Support from Friends and From Family: Three Validation Studies," *American Journal of Community Psychology* 11, no. 1 (1983): 1–24.

also possible to measure through the Child and Adolescents Social Support Scale (CASSS).[33]

Furthermore, the CASSS also contain different aspect of social support. Therefore, to immerse in a depth description of social support, four primary aspects could present a comprehensive description: emotional, instrumental, informational, and appraisal support. The following are detailed:

1. Emotional Support

    Emotional support consists of various emotional types such as trust, caring, empathy, love, acceptance, and intimate interaction.[34] It may also define as being emotionally present when a person needs a friend.

2. Instrumental Support

    Instrumental support consists of helping behaviors in various forms, such as loaning money, helping in a difficult situation, spending time together, and providing materials needed. When necessary, it is also involved practical help and providing tangible assistance such as bringing tools.[35]

3. Informational Support

    Informational supports contain providing knowledge or advice to someone.[36] For example, giving valuable insight as a problem solving, providing information, providing guidance in many alternatives, and advises effectiveness to more appropriate circumstances.

4. Appraisal Support

    Appraisal support defines as providing evaluative feedback and rewards in many ways, for instance, giving verbal affirmation, stating praise, and delivering feedback regarding the progress.[37] It also provides constructive critique or evaluative for maintaining self-evaluation. In short, it is giving a score as an evaluation of a task that has been completed.

3. Academic Resilience

Academic resilience is introduced from the early literature on resilience theory. Resilience known as the ability to setback in challenging situations.[38] This theory presented

---

[33] Christine Kerres Malecki and Michelle Kilpatrick Demaray, "Measuring Perceived Social Support: Development of the Child and Adolescent Social Support Scale (CASSS)," *Psychology in the Schools* 39, no. 1 (2002): 1–18.

[34] Charles H. Tardy, "Social Support Measurement," *American Journal of Community Psychology* 13, no. 2 (1985): 187–202.

[35] Thomas A Wills and Ori Shinar, "Measuring Perceived and Recieved Social Support," in *Social Support Measurement and Intervention* (New York: Oxford University Press, 2000), 86–90.

[36] Christine Kerres Malecki and Michelle Kilpatrick Demaray, "What Type of Support Do They Need? Investigating Student Adjustment as Related to Emotional, Informational, Appraisal, and Instrumental Support" 18, no. 3 (2003): 231–252.

[37] David Birch, "Identifying Source of Social Support," *The Journal of School Health* 68, no. 4 (1998).

[38] Wahyu Saefudin, *Psikologi Pemasyarakatan* (Jakarta: Prenada Media, 2020).
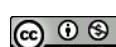
a framework to analyze risk and protective factors that encourage the ability of a person to succeed in difficulty.[39] As a result, educational researchers became engaged in studying how students likewise became academically prosperous despite exposure to risk factors such as poverty, community violence, or inadequate access to scholarly sources. Cassidy (2016) demonstrated that academic resilience contextualizes the resilience assemble and reflects an improved likelihood of educational achievement despite the challenge.[40] Similarly, Brown (2020) defined *academic resilience* as the research of high educational achievement, notwithstanding uncertainty factors that might typically produce lower academic outcomes.[41] Several studies that deal with academic resilience are concentrated on ethnic-minority societies and extreme underachievers.[42] Nevertheless, academic resilience applies to all students because, at some point, all students may experience some level of inadequate performance, difficulty, adversity, or pressure.[43]

Commonly, the resilience concept contains many positive consequences across developmental responsibilities with the following typical measures; marriage or career, normative mental health, behavioral development, social skills, and academic achievement. In addition, in a particular period of life, there are significant developmental responsibilities that individuals should perform to transition to the next step: for example, adapting well in online learning during the pandemic, from learning basic behavioral and social skills in early childhood by fulfilling social roles and relationships in adulthood. These are several proper milestones related to a particular life period within and throughout an individual's life. Among these common developmental competencies during the life span, academic resilience explicitly serves the educational outcomes for school-age children.

Kumpfer (1999) affirmed six resilience predictors. Four are areas of influence and two are transactional points between two domains. The four influence domains are the individual characteristics, the acute stressor or difficulty, the environmental context, and the outcome. Points for transactional processes are the confluence between the environment and the individual choice of outcomes. Therefore, resilience research on predictors explained these six significant resilience predictors, namely:[44]

a. *Stressors or Challenges*

These incoming stimuli initiate the resilience process and formulate a disequilibrium or disruption in homeostasis in the person or organizational unit (e.g., family, community, group) being studied. The degree of stress the self perceives depends on cognitive assessment, opinion, and understanding of the stressor as threatening or aversive.

---

[39] Selena Christina Barajas-Ledesma, "Altering Trajectories: Fostering Academic Resilience of Repeating Ninth Grade Students at High Risk of Dropout" (California State University , Los Angeles, 2017).

[40] Simon Cassidy, "The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure," *Frontiers in Psychology* 7, no. NOV (2016): 1–11.

[41] Andrea Denise Brown, "Academic Resilience of Students in a Virginia Residental Treatment Facility" (Northcentra University, 2020).

[42] Jeremy D. Finn and Donald A. Rock, "Academic Success among Students at Risk for School Failure," *Journal of Applied Psychology* 82, no. 2 (1997): 221–234.

[43] Andrew J. Martin and Herbert W. Marsh, "Academic Resilience and Its Psychological and Educational Correlates: A Construct Validity Approach," *Psychology in the Schools* 43, no. 3 (2006): 267–281.

[44] Karol L Kumpfer, "Factors and Processes Contributing to Resilience," in *Resilience and Development: Positive Life Adaptations*, ed. Glantz and Johnson (New York: Kluwer Academic/Plenum Publishers, 1999).

b. *The External Environmental Context*

The external environmental context includes the equilibrium and interaction of salient risk and protecting factors and processes in the individual child's external environment in important domains of influence (i.e., school, family, community, peer group, culture). These grow with age and are particular to culture, geographic location, and historical period.

c. *Person-Environmental Interaction Process*

Person-environment interactional methods include transactional processes between the child and his or her environment as the child or caring others either passively or actively endeavor to perceive, explain, and surmount threats or challenging environments to construct more protective environments.

d. *Internal Self Characteristics*

Internal self-characteristics incorporate spiritual, cognitive, social/behavioral, physical, and emotional/affective competencies or strengths needed to succeed in different developmental duties, cultures, and unique environments.

e. *Resilience Processes*

Resilience processes involve uncommon short-term or long-term resilience or stress/coping processes discovered through gradual exposure to developing difficulties and stressors that help the individual bounce back with resilient reintegration.

f. *Positive Outcomes*

Positive outcomes or successful life adaptation in special develop-mental duties supportive of later positive adaptation in specific new developmental responsibilities culminating in a higher likelihood of attaining a global designation in adulthood as a "resilient child or adult." While this is a result, in a dynamic design, a favorable outcome recommending resilience is also predictive of later resilient reintegration after pressure.

Six significant constructs above are required to establish predictors of resilient outcomes in high-risk youth, such as students in online learning during Pandemic. Research investigations have measured these different constructs as predictive of individual resilience. Organizing research issues by these six areas would help interpret the differences between environmental stimuli, transactional environment buffering processes, internal mediating self-factors, resilience processes used to bounce back after difficulty, and the last developmental outcomes of resilient children.

C. Methodology

The research method used in this study is *a literature review* by collecting various research journals, official government websites, and published manuscript reports, which are referred to as secondary data.[45] According to some experts, a literature study can be carried out when the research objectives have been determined and supporting secondary

---

[45] Mahmud, *Metode Penelitian Pendidikan* (Bandung: Pustaka Setia, 2011).

data sources are available.[46] This study has good data sources related to social support and academic resilience during the pandemic. Thus, the literature study method is suitable to be used to make an analysis related to the topic of the article.

The procedures carried out in this library research are determining the research topic, collecting credible data sources, such as searching on several pages of a collection of scientific papers, namely; *Google Scholar, Elsevier, e-resources* national library, *ScienceDirect, Frontiers, KnE Publishing, Springer, Taylor and Francis Online*, and *ProQuest*. In addition, they used search keywords such as social support, academic resilience, online learning, and academic resilience during online learning.

Besides, the researchers conduct a filter to determine data sources related to quality and suitability with the research, to be interpreted using descriptive analysis techniques. Finally, by building a narrative analysis to answer pre-determined research questions, namely what is the description of academic resilience in online learning during a pandemic, what is the form of social support in online learning during a pandemic, and how is the relationship between social support and academic resilience in online learning during a Pandemics.

D. Result and Discussion

1. The Description of Academic Resilience in Online Learning During Pandemic

Studies on academic resilience in online learning during the pandemic are quite a lot done by researchers. The first research was conducted by Hapsari (2020) with research subjects totaling 61 students who took part in online learning.[47] This study explained that the description of the academic resilience of students who were at the lower middle level was 39 subjects or about 60% of the total sample. Similarly, research conducted by Sari et al. (2020) strengthens the results of previous research, that the condition of students' academic resilience is at the lower middle level. The study was conducted on 260 students in Palembang; 77% of respondents were in the lower middle category. While the remaining 23% are in the high category.[48]

Furthermore, a study from Adhawiyah (2021) was conducted on 1437 students. The study also confirms that 87% of students have academic resilience categories at the lower middle level, while only 13% are at high levels.[49] Research conducted by Khadijah (2021) extends the previous findings; the results explain that 82% of respondents are at the lower-

---

[46] James Danandjaja, "Metode Penelitian Kepustakaan," *Jurnal Antropologi Indonesia* (1997): 82–93.

[47] Hapsari et al., "Academic Resilience of 'Bidik Misi' Grantee Students in Malang During Pandemic Covid-19."

[48] Syska Purnama Sari, Januar Eko Aryansah, and Kurnia Sari, "Resiliensi Mahasiswa Dalam Menghadapi Pandemi Covid 19 Dan Implikasinya Terhadap Proses Pembelajaran," *Indonesian Journal of Guidance and Counseling : Theory and Application* 9, no. 1 (2020): 6, journal.unnes.ac.id/sju/index.php/jbk.

[49] Rabiatul Adhawiyah, Diah Rahayu, and Aulia Suhesty, "The Effect of Academic Resilience and Social Support towards Student Involvement in Online Lecture," *Gadjah Mada Journal of Psychology (GamaJoP)* 7, no. 2 (2021): 212.

middle level, and only 18% of research respondents have academic resilience at a high level.[50]

In contrast, Harahap et al. (2020) researched 320 students, 63.12% or as many as 202 subjects, who have academic resilience in the high category. While the rest, as many as 118 respondents, have academic resilience in the middle category.[51] Research by Maryam and Fatmawati (2021) on 233 students also showed that 51.9% of respondents or 121 students were in the high category, and 112 students or 48.1% were in a low category.[52]

However, many studies determine that the level of academic resilience is in the lower middle category. Although academic resilience is in the high category in two other studies, it is only slightly different. This condition is quite worrying, considering that there is a significant influence between academic resilience and readiness to learn so that individuals feel satisfaction in online learning.[53] In addition, high academic resilience also affects student involvement in online learning.[54]

Then, academic resilience possessed by students is also related to subjective well-being. The higher the academic resilience it has, the better the student's ability to regulate emotions in controlling various internal pressures that are felt during online learning.[55] In addition, high academic resilience also affects students' academic abilities and academic well-being.[56] If students have high resilience, they will have high motivation to perform academic achievement even in difficult conditions.

Therefore, academic resilience in students must be improved in online learning during the pandemic. Then, based on previous studies, it proves the level of academic resilience of students in the medium category. The existence of a level of academic resilience in the medium category impacts students' not optimally doing online learning during the pandemic.

2. The Role of Social Support in Online Learning During Pandemic

Analyzing the role of social support during online learning is important to describe three different purposes. First, determining category and classification between each source of support: teachers, parents, classmates, and close friends. Second, through the

---

[50] Khairiyah Khadijah, Maharani, and Masro Fatil Khasanah, "Resiliensi Akademik Mahasiswa Terhadap Pembelajaran Daring," *Educational Guidance and Counseling Development Journal* 4, no. 2 (2021): 66–72.

[51] Harahap, Harahap, and Harahap3, "Gambaran Resiliensi Akademik Mahasiswa Pada Masa Pandemi Covid-19."

[52] Maryam and Fatmawati, "Academic Resilience and Academic Well-Being among College Student During COVID-19 Pandemic."

[53] Kumalasari and Akmal, "Resiliensi Akademik Dan Kepuasan Belajar Daring Di Masa Pandemi COVID-19: Peran Mediasi Kesiapan Belajar Daring."

[54] Adhawiyah, Rahayu, and Suhesty, "The Effect of Academic Resilience and Social Support towards Student Involvement in Online Lecture."

[55] Eva et al., "Academic Resilience and Subjective Well-Being amongst College Students Using Online Learning during the COVID-19 Pandemic."

[56] Muhamad Sukri Situmeang, "Pengaruh Sikap Resiliensi Pada Masa Pandemi Covid-19 Terhadap Kemampuan Akademik Mahasiswa Pada Mata Kuliah Evaluasi Pendidikan," *Thawalib: Jurnal Kependidikan Islam* 1, no. 1 (2020): 1–12; Maryam and Fatmawati, "Academic Resilience and Academic Well-Being among College Student During COVID-19 Pandemic."

https://doi.org/10.20414/altazkiah.v10i2.4175 ‖ 105

categorization, it can be displayed in multiple levels perceived social support by students. Third, deciding which source of social support has a more prominent role in online learning during the pandemic. Therefore, the explanation below is described in respective sources of support.

First, parents are struggling to involve in children's educational programs, especially online learning. However, family support is the most influencing factor in students' learning progress.[57] The presence of parents in students' learning processes will direct the students to an adequate performance during a hard time of pandemic adjustment.[58] It is further described that parental involvement in learning participation has a positive role in the commitment of adolescent students to online learning during the lockdown regulation. Therefore, parents should synergize with the digital revolution and give direct and indirect guidance to children.[59]

Second, close friends' and classmates' support remains essential. According to a study related to this topic, the obstacle of online learning programs were technological issues and instructional problems, as well as social and challenges of isolation or social distancing.[60] Besides, students need direct interaction with friends and classmates. Another study also stated that students were more engaged during the Question and Answer session in online learning. It was assumed to relate with synchronous communication activity, where the students seemed to be active when they identified that other friends were online. [61] Therefore, friends' support is predicted to contribute to the students to keep participating in a class.

Finally, teachers' support plays a significant role as a source of support in online learning. Some studies stated that students perceived online coursework as an overwhelming activity and traumatic event of the pandemic. However, students believe that teachers' support through empathy, authenticity, and providing emotional and educational support on the platform will help them in thriving their education.[62] Moreover, teachers' ability in social media usage could be fundamental support during emergencies online

---

[57] Permatasari, Rahmatillah Ashari, and Ismail, "Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19."

[58] Jhoselle Tus, "Amidst the Online Learning in the Philippines: The Parental Involvement and Its Relationship to the Student ' s Academic Performance x Issue 3 AMIDST THE ONLINE LEARNING IN THE PHILIPPINES : THE," *International Engineering Journal for Research & Development* 6, no. 3 (2021): 1–15.

[59] Kehinder Clement Lawrence and Olubusayo Victor Fakuade, "Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners during the COVID-19 Lockdown," *Research in Learning Technology* 29 (2021): 1–16.

[60] David John Lemay, Paul Bazelais, and Tenzin Doleck, "Computers in Human Behavior Reports Transition to Online Learning during the COVID-19 Pandemic," *Computers in Human Behavior Reports* 4 (2021).

[61] Malin Jansson et al., "Online Question and Answer Sessions: How Students Support Their Own and Other Students' Processes of Inquiry in a Text-Based Learning Environment," *Internet and Higher Education* 51, no. December 2020 (2021): 1–10.

[62] Ioana Literat, "'Teachers Act Like We're Robots': TikTok as a Window Into Youth Experiences of Online Learning During COVID-19," *AERA Open* 7, no. 1 (2021): 233285842199553.

learning, where face-to-face opportunities are decreased. Therefore, the students need to have in-depth communication with teachers to obtain various types of support.[63]

In conclusion, every source of support has a different approach towards online learning programs. It is further related to the different aspects provided. For example, parents are intended to provide emotional and instrumental support through facilitating the learning equipment and being involved in the children's learning processes. As for friends, students intend to receive emotional support that fulfills the need to interact with others. While teachers support the majority comes up with informational and appraisal support that provides the knowledge and evaluative feedback

3. The Role of Social Support toward Academic Resilience in Online Learning During Pandemic

Academic resilience in emergency online learning faces a different description compared to the learning environment before the pandemic. Academic resilience refers to the capacity to overcome chronic and overwhelming online learning adversities and maladjustment. Moreover, academically resilient students are more motivated and passionate about their studies than their lower resilient peers. Therefore, it is essentials to discover the factors that influence academic resilience to advance in education.

The fulfillment of social support will become an impactful event in individuals' lives and influence students' ability to thrive on the academic burden. Social support shows a positive and significant relationship with academic resilience. The higher level of perceived social support will help students achieve greater higher satisfaction with education than those with lower perceived social support. It is further essential in order to make students adjust and become more successful in life.[64] In addition, students who perceived a lack of social support were more likely to be moderately severely depressed, associated with aspects of burnout, including an increased risk of experiencing emotional exhaustion or having a sense of low personal accomplishment.[65] Therefore, social support plays a significant role in academic resilience, while resilience characteristics effectively predict adjustment to university life. [66] It significantly affects the relationship between distal factors (social support, academic stress) and psychological adjustment.[67]

The respective source of support might have a different role in students' academic resilience. However, these sources are also possible to work as teamwork. For instance, the

---

[63] Nazir Ahmed Jogezai et al., "Teachers' Attitudes towards Social Media (SM) Use in Online Learning amid the COVID-19 Pandemic: The Effects of SM Use by Teachers and Religious Scholars during Physical Distancing," *Heliyon* 7, no. 4 (2021): 1–9.

[64] Meguellati Achour and Mohd Roslan Mohd Nor, "The Effects of Social Support and Resilience on Life Satisfaction of Secondary School Students," *Journal of Academic and Applied Studies* 4, no. January (2014): 12–20.

[65] Gwen Thompson et al., "Resilience Among Medical Students: The Role of Coping Style and Social Support," *Teaching and Learning in Medicine* 28, no. 2 (2016): 174–182.

[66] Enes Rahat and Tahsin İlhan, "Coping Styles, Social Support, Relational Self- Construal, and Resilience in Predicting Students' Adjustment to University Life," *Kuram ve Uygulamada Egitim Bilimleri* 16, no. 1 (2016): 187–208.

[67] Chao Song, Zhongfang Fu, and Jianping Wang, "Social Support and Academic Stress in the Development of Psychological Adjustment in Chinese Migrant Children: Examination of Compensatory Model of Psychological Resilience," *Child Indicators Research* 12, no. 4 (2019): 1275–1286.

positive cooperation among parents, teachers, and school psychologists seemed beneficial to children. Schools that have been developed successful programs of the partnership between parents and teachers significantly improved students' academic performances and social, emotional, and behavioral skills.[68] The level of social support students perceived from family, friends, and someone special was moderate and close to each other and determined their role.[69]

First, family support. The family context also seems to be linked with the likelihood of being academically resilient, and parents' academic expectations are a key predictor of educational results.[70] Family support showed through love, attention, appreciation, or assistance to children to increase well-being and increase resilience to academic problems.[71] Especially related to the obstacles in internet and access information in secondary children that need direct guidance from parents.[72] A study further revealed that family support is the most influential factor in enhancing academic resilience during online learning. Moreover, instrumental family supports impacts learning processes because the family provides the necessary equipment during online learning.[73]

Second, friends' support. A study showed that perceived social support from friends was a stronger predictor of resilience than from the family. In addition, it appears that young adults tend to talk about their problems to friends rather than family members.[74] Another study also revealed that the most beneficial nature of social support in stress-related is friend support among social work students. It plays a protective role with resilience amid an environment of academic stress. Friend support is the most appropriate to moderate academic stress on the student's perceived ability to overcome stress during real-life settings.[75] It is caused by students having a regular schedule to discuss their academic burden, e.g., workload, upcoming deadlines, and overall stress levels, among their classmates.

In addition, a study examined a classroom role (instructor and peer relationships) in academic resilience. The finding showed that only peers directly impact academic resilience. Because, unlike the teachers, peers are not constrained by some of the same relational boundaries and power structures, which may allow students to provide one-on-one, private,

---

[68] Elias Kourkoutas et al., "Family-School-Professionals Partnerships: An Action Research Program to Enhance the Social, Emotional, and Academic Resilience of Children at Risk," *Journal of Education and Learning* 4, no. 3 (2015): 112–122.

[69] Aysel Ozsaban, Nuray Turan, and Hatice Kaya, "Resilience in Nursing Students: The Effect of Academic Stress and Social Support," *Clinical and Experimental Health Sciences* 9, no. 1 (2019): 71–78.

[70] Francisco J. García-Crespo, Rubén Fernández-Alonso, and José Muñiz, "Academic Resilience in European Countries: The Role of Teachers, Families, and Student Profiles," *PLoS ONE* 16, no. 7 July (2021): 1–21.

[71] Ika Rahayu Satyaninrum, "Pengaruh School Engagement, Locus of Control, Dan Social Support Terhadap Resiliensi Akademik Remaja," *TAZKIYA: Journal of Psychology* 2, no. 1 (2019): 1–20.

[72] Fajar Farham Hikam, "Peran Keluarga Dalam Pembelajaran Berbasis E-Learning Pada Masa Wabah Covid-19," *Jurnal Pendidikan dan Dakwah* 2, no. 2 (2020): 194–203.

[73] Permatasari, Rahmatillah Ashari, and Ismail, "Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19."

[74] Shreas Suresh Narayanan and Alexius Weng Onn, "The Influence of Perceived Social Support and Self-Efficacy on Resilience among First Year Malaysian Students," *Kajian Malaysia* 34, no. 2 (2016): 1–23.

[75] Scott E. Wilks, "Resilience amid Academic Stress: The Moderating Impact of Social Support among Social Work Students," *Advances in Social Work* 9, no. 2 (2008): 106–125.

or consistent social and emotional support. This sense of physical and psychological intimacy or closeness with their classmates may have overshadowed the quality of association students built with their instructor via rapport.[76] The various source of supports conditions academically resilient students. However, the most protective role of academic resilience toward burnout is more robust at higher grades of perceived support from classmates.[77]

Third, teachers' support. A study reported that the moderation of teachers' support has a relationship with academic efficacy and academic resilience, finally impacting student engagement. Thus, educational institutions need to focus on students showcasing positive efficacious, and resilient behaviors in academics.[78] Another study found that students' academic resilience is significantly influenced by peer, family, and teacher support. However, academic resilience will become a full mediation effect between teacher support and academic achievement. Therefore, teacher support is the most prominent in determining the achievement of students.[79] It also remains important in online learning because the facilitators are necessary to strive for student activeness by attractive methods during online learning.

E. Conclusion

The discussion results above confirm that students' academic resilience in online learning is at the lower middle level. A level of academic resilience in the medium category impacts students' not optimally doing online learning during the pandemic. Meanwhile, the higher the academic resilience it has, the better the student's ability to regulate emotions in controlling various internal pressures that are felt during online learning. High academic resilience also affects students' academic abilities and academic well-being. If students have high resilience, they will have high motivation to perform academic achievement even in stressful situations. Besides, social support has a role in influencing students' academic resilience during online learning. Four sources of social support, namely parental support, teacher support, classmates support, and close friend support, influence students' academic resilience. Therefore, great support from the four sources of social support is necessitated for students' academic resilience to be high.

---

[76] Brandi N. Frisby, Angela M. Hosek, and Anna Carrie Beck, "The Role of Classroom Relationships as Sources of Academic Resilience and Hope," *Communication Quarterly* 68, no. 3 (2020): 289–305.

[77] Luciano Romano et al., "Between Academic Resilience and Burnout: The Moderating Role of Satisfaction on School Context Relationships," *European Journal of Investigation in Health, Psychology, and Education* 11 (2021): 770–780.

[78] Umair Ahmed et al., "Examining the Links between Teachers Support, Academic Efficacy, Academic Resilience, and Student Engagement in Bahrain," *International Journal of Advanced and Applied Sciences* 5, no. 9 (2018): 39–46.

[79] Guangbao Fang, Philip Wing, and Keung Chan, "Social Support and Academic Achievement of Chinese Low- Income Children : A Mediation Effect of Academic Resilience," *International Journal of Psychological Research* 13, no. 1 (2019): 19–28.

References

Achour, Meguellati, and Mohd Roslan Mohd Nor. "The Effects of Social Support and Resilience on Life Satisfaction of Secondary School Students." *Journal of Academic and Applied Studies* 4, no. January (2014): 12–20.

Adhawiyah, Rabiatul, Diah Rahayu, and Aulia Suhesty. "The Effect of Academic Resilience and Social Support towards Student Involvement in Online Lecture." *Gadjah Mada Journal of Psychology (GamaJoP)* 7, no. 2 (2021): 212.

Afriyeni, Nelia, Tri Rahayuningsih, and Erwin Erwin. "Resiliensi Akademik Dengan Kepuasan Belajar Online Pada Mahasiswa." *Psychopolytan : Jurnal Psikologi* 5, no. 1 (2021): 74–82.

Ahmed, Umair, Waheed Ali Umrani, Muhammad Asif Qureshi, and Abdul Samad. "Examining the Links between Teachers Support, Academic Efficacy, Academic Resilience, and Student Engagement in Bahrain." *International Journal of Advanced and Applied Sciences* 5, no. 9 (2018): 39–46.

Ang, Wei How Darryl, Shefaly Shorey, Violeta Lopez, Han Shi Jocelyn Chew, and Ying Lau. "Generation Z Undergraduate Students' Resilience during the COVID-19 Pandemic: A Qualitative Study." *Current Psychology*, no. 08 July 2021 (2021): 1–15.

Argyle, Micahel. "Benefit Produce by Supportive Social Relationship." In *The Meaning and Measurement of Social Support*, 13–31. New York: Hemisphere Publisihing Corporation, 1992.

Barajas-Ledesma, Selena Christina. "Altering Trajectories: Fostering Academic Resilience of Repeating Ninth Grade Students at High Risk of Dropout." California State University, Los Angeles, 2017.

Birch, David. "Identifying Source of Social Support." *The Journal of School Health* 68, no. 4 (1998).

Brown, Andrea Denise. "Academic Resilience of Students in a Virginia Residental Treatment Facility." Northcentra University, 2020.

Cassidy, Simon. "The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure." *Frontiers in Psychology* 7, no. NOV (2016): 1–11.

Cobb, Sidney. "Social Support as a Moderator of Life Stress." *Psychosomatic Medicine* 38, no. 5 (1976): 300–313.

Danandjaja, James. "Metode Penelitian Kepustakaan." *Jurnal Antropologi Indonesia* (1997): 82–93.

Demaray, Michelle Kilpatrick, and Christine Kerres Malecki. "The Relationship between Perceived Social Support and Maladjustment for Students at Risk." *Psychology in the Schools* 39, no. 3 (2002): 305–316.

Eva, Nur, Dinda Dwi Parameitha, Fada Ayu Mei Farah, and Fia Nurfitriana. "Academic Resilience and Subjective Well-Being amongst College Students Using Online Learning during the COVID-19 Pandemic." *KnE Social Sciences* 2020 (2021): 202–214.

Fang, Guangbao, Philip Wing, and Keung Chan. "Social Support and Academic Achievement of Chinese Low- Income Children: A Mediation Effect of Academic

Resilience." *International Journal of Psychological Research* 13, no. 1 (2019): 19–28.

Finn, Jeremy D., and Donald A. Rock. "Academic Success among Students at Risk for School Failure." *Journal of Applied Psychology* 82, no. 2 (1997): 221–234.

Frisby, Brandi N., Angela M. Hosek, and Anna Carrie Beck. "The Role of Classroom Relationships as Sources of Academic Resilience and Hope." *Communication Quarterly* 68, no. 3 (2020): 289–305.

García-Crespo, Francisco J., Rubén Fernández-Alonso, and José Muñiz. "Academic Resilience in European Countries: The Role of Teachers, Families, and Student Profiles." *PLoS ONE* 16, no. 7 July (2021): 1–21.

Hapsari, Ayu Dyah, Hetti Rahmawati, Dwi Nikmah Puspitasari, and Indah Yasminum Suhanti. "Academic Resilience of 'Bidik Misi' Grantee Students in Malang During Pandemic Covid-19." *KnE Social Sciences* 2020, no. 2 (2021): 393–398.

Harahap, Ade Chita Putri, Samsul Rivai Harahap, and Dinda Permatasari Harahap3. "Gambaran Resiliensi Akademik Mahasiswa Pada Masa Pandemi Covid-19." *Jurnal Pendidikan Dan Konseling* 10, no. 2 (2020): 240–246. http://jurnal.uinsu.ac.id/index.php/al-irsyad.

Hikam, Fajar Farham. "Peran Keluarga Dalam Pembelajaran Berbasis E-Learning Pada Masa Wabah Covid-19." *Jurnal Pendidikan dan Dakwah* 2, no. 2 (2020): 194–203.

Hussein, Elham, Sumaya Daoud, Hussam Alrabaiah, and Rawand Badawi. "Exploring Undergraduate Students' Attitudes towards Emergency Online Learning during COVID-19 : A Case from the UAE." *Children and Youth Services Review* (2020): 105699.

Jansson, Malin, Stefan Hrastinski, Stefan Stenbom, and Fredrik Enoksson. "Online Question and Answer Sessions: How Students Support Their Own and Other Students' Processes of Inquiry in a Text-Based Learning Environment." *Internet and Higher Education* 51, no. December 2020 (2021): 1–10.

Jin, Yuan Qing, Chien Liang Lin, Qun Zhao, Sung Wen Yu, and Yu Sheng Su. "A Study on Traditional Teaching Method Transferring to E-Learning Under the Covid-19 Pandemic: From Chinese Students' Perspectives." *Frontiers in Psychology* 12, no. March (2021): 1–14.

Jogezai, Nazir Ahmed, Fozia Ahmed Baloch, Muhammad Jaffar, Tariq Shah, Gulab Khan Khilji, and Siraj Bashir. "Teachers' Attitudes towards Social Media (SM) Use in Online Learning amid the COVID-19 Pandemic: The Effects of SM Use by Teachers and Religious Scholars during Physical Distancing." *Heliyon* 7, no. 4 (2021): 1–9.

Jusuf, Heni, Ahmad Sobari, and Mohamad Fathoni. "Pengaruh Pembelajaran Jarak Jauh Bagi Siswa SMA Di Era Covid-19." *Jurnal Kajian Ilmiah JKI* 1, no. 1 (2020): 15–24.

Khadijah, Khairiyah, Maharani, and Masro Fatil Khasanah. "Resiliensi Akademik Mahasiswa Terhadap Pembelajaran Daring." *Educational Guidance and Counseling Development Journal* 4, no. 2 (2021): 66–72.

Kourkoutas, Elias, Theodoros G. Eleftherakis, Elena Vitalaki, and Angie Hart. "Family-School-Professionals Partnerships: An Action Research Program to Enhance the Social, Emotional, and Academic Resilience of Children at Risk." *Journal of Education and Learning* 4, no. 3 (2015): 112–122.

Kumalasari, Dewi, and Sari Zakiah Akmal. "Resiliensi Akademik Dan Kepuasan Belajar Daring Di Masa Pandemi COVID-19: Peran Mediasi Kesiapan Belajar Daring." *Persona:Jurnal Psikologi Indonesia* 9, no. 2 (2020): 353–368.

Kumpfer, Karol L. "Factors and Processes Contributing to Resilience." In *Resilience and Development: Positive Life Adaptations*, edited by Glantz and Johnson. New York: Kluwer Academic/Plenum Publishers, 1999.

Latifah, Nur, and Asep Supena. "Analisis Attention Siswa Sekolah Dasar Dalam Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19 _ Latifah _ Jurnal Basicedu.Pdf." *Jurnal Basicedu* 5, no. 3 (2021): 1175–1182.

Lawrence, Kehinder Clement, and Olubusayo Victor Fakuade. "Parental Involvement, Learning Participation and Online Learning Commitment of Adolescent Learners during the COVID-19 Lockdown." *Research in Learning Technology* 29 (2021): 1–16.

Lemay, David John, Paul Bazelais, and Tenzin Doleck. "Computers in Human Behavior Reports Transition to Online Learning during the COVID-19 Pandemic." *Computers in Human Behavior Reports* 4 (2021).

Literat, Ioana. "'Teachers Act Like We're Robots': TikTok as a Window Into Youth Experiences of Online Learning During COVID-19." *AERA Open* 7, no. 1 (2021): 233285842199553.

Mahmud. *Metode Penelitian Pendidikan*. Bandung: Pustaka Setia, 2011.

Malecki, Christine Kerres, and Michelle Kilpatrick Demaray. "Measuring Perceived Social Support: Development of the Child and Adolescent Social Support Scale (CASSS)." *Psychology in the Schools* 39, no. 1 (2002): 1–18.

———. "What Type of Support Do They Need ? Investigating Student Adjustment as Related to Emotional, Informational, Appraisal, and Instrumental Support" 18, no. 3 (2003): 231–252.

Malecki, Christine Kerres, and Stephen N. Elliot. "Adolescents Rating of Perceived Social Support and Its Importance: Validation of The Students Social Support Scale." *Psychology in the Schools* 36, no. 6 (1999): 475–483.

Martin, Andrew J., and Herbert W. Marsh. "Academic Resilience and Its Psychological and Educational Correlates: A Construct Validity Approach." *Psychology in the Schools* 43, no. 3 (2006): 267–281.

Maryam, Siti, and Fatmawati. "Academic Resilience and Academic Well-Being among College Student During COVID-19 Pandemic." *Prosiding Seminar Nasional and Call For Paper* (2021): 190–195.

Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri dalam Negeri Republik Indonesia. *Keputusan Bersama Menteri Pendidikan Dan Kebudayaan, Menteri Agama, Menteri Kesehatan, Dan Menteri Dalam Negeri Republik Indonesia*, 2020.

Ministry of Education and Culture Republic of Indonesia. *Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19). Surat Edaran Nomor 15 Tahun 2O2O*, 2020.

———. *Surat Edaran Menteri Pendidikan Dan Kebudayaan Nomor 4 Tahun 2020*. Vol. 3. Jakarta, 2020.

———. *Surat Edaran Nomor 3 Tahun 2020 Tentang Pencegahan Corona Virus Disease (Covid-19) Pada Satuan Pendidikan*. *Surat Edaran Nomor 3 Tahun 2020 Tentang Pencegahan Corona Virus Disease (Covid-19) Pada Satuan Pendidikan*. Vol. 33, 2020.

Narayanan, Shreas Suresh, and Alexius Weng Onn. "The Influence of Perceived Social Support and Self-Efficacy on Resilience among First Year Malaysian Students." *Kajian Malaysia* 34, no. 2 (2016): 1–23.

Nurrahmawati, Siti, and Riza Yonisa Kurniawan. "Pengaruh Kesiapan Pembelajaran Jarak Jauh Terhadap Hasil Belajar Peserta Didik Selama Pandemi Covid-19 Pada Mata Pelajaran Ekonomi Di SMA." *Edukatif Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1559–1567.

Ozsaban, Aysel, Nuray Turan, and Hatice Kaya. "Resilience in Nursing Students: The Effect of Academic Stress and Social Support." *Clinical and Experimental Health Sciences* 9, no. 1 (2019): 71–78.

Permatasari, Nirwana, Farhana Rahmatillah Ashari, and Nursyamsu Ismail. "Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19." *Golden Ratio of Social Science and Education* 1, no. 1 (2021): 01–12.

Procidano, Mary E., and Kenneth Heller. "Measures of Perceived Social Support from Friends and From Family: Three Validation Studies." *American Journal of Community Psychology* 11, no. 1 (1983): 1–24.

Rahat, Enes, and Tahsin İlhan. "Coping Styles, Social Support, Relational Self- Construal, and Resilience in Predicting Students' Adjustment to University Life." *Kuram ve Uygulamada Egitim Bilimleri* 16, no. 1 (2016): 187–208.

Romano, Luciano, Piermarco Consiglio, Giacomo Angelini, and Caterina Fiorilli. "Between Academic Resilience and Burnout: The Moderating Role of Satisfaction on School Context Relationships." *Erupean Journal of Investigation in Health, Psychology, and Education* 11 (2021): 770–780.

Saefudin, Wahyu. *Psikologi Pemasyarakatan*. Jakarta: Prenada Media, 2020.

Sari, Syska Purnama, Januar Eko Aryansah, and Kurnia Sari. "Resiliensi Mahasiswa Dalam Menghadapi Pandemi Covid 19 Dan Implikasinya Terhadap Proses Pembelajaran." *Indonesian Journal of Guidance and Counseling : Theory and Application* 9, no. 1 (2020): 6. journal.unnes.ac.id/sju/index.php/jbk.

Satyaninrum, Ika Rahayu. "Pengaruh School Engagement, Locus of Control, Dan Social Support Terhadap Resiliensi Akademik Remaja." *TAZKIYA: Journal of Psychology* 2, no. 1 (2019): 1–20.

Singh, Vandana, and Alexander Thurman. "How Many Ways Can We Define Online Learning ? A Systematic Literature Review of Definitions of Online Learning (1988-2018) How Many Ways Can We De Fi Ne Online Learning ? A Systematic." *The American Journal of Distance Education* 33, no. 4 (2019): 289–306.

Situmeang, Muhamad Sukri. "Pengaruh Sikap Resiliensi Pada Masa Pandemi Covid-19 Terhadap Kemampuan Akademik Mahasiswa Pada Mata Kuliah Evaluasi Pendidikan." *Thawalib: Jurnal Kependidikan Islam* 1, no. 1 (2020): 1–12.

Song, Chao, Zhongfang Fu, and Jianping Wang. "Social Support and Academic Stress in the Development of Psychological Adjustment in Chinese Migrant Children: Examination

of Compensatory Model of Psychological Resilience." *Child Indicators Research* 12, no. 4 (2019): 1275–1286.

Tardy, Charles H. "Social Support Measurement." *American Journal of Community Psychology* 13, no. 2 (1985): 187–202.

Thompson, Gwen, Rosanne B. McBride, Charles C. Hosford, and Gwen Halaas. "Resilience Among Medical Students: The Role of Coping Style and Social Support." *Teaching and Learning in Medicine* 28, no. 2 (2016): 174–182.

Turmudi, Imam, and Suryadi. "Manajemen Perilaku Prokrastinasi Akademik." *al-Tazkiah* 10, no. 1 (2021): 39–58. https://journal.uinmataram.ac.id/index.php/altazkiah/article/view/3423.

Tus, Jhoselle. "Amidst the Online Learning in the Philippines: The Parental Involvement and Its Relationship to the Student ' s Academic Performance x Issue 3 AMIDST THE ONLINE LEARNING IN THE PHILIPPINES : THE." *International Engineering Journal for Research & Development* 6, no. 3 (2021): 1–15.

WHO. "WHO Director-General's Opening Remarks at the Media Briefing on COVID-19." *World Health Organization.* Last modified 2020. Accessed October 2, 2021. https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020.

Wilks, Scott E. "Resilience amid Academic Stress: The Moderating Impact of Social Support among Social Work Students." *Advances in Social Work* 9, no. 2 (2008): 106–125.

Wills, Thomas A, and Ori Shinar. "Measuring Perceived and Recieved Social Support." In *Social Support Measurement and Intervention*, 86–90. New York: Oxford University Press, 2000.

Winemiller, David R., Ellen Mitchell, Jane Sutliff, and Daniel J. Cline. "Measurement Strategies in Social Support: A Descriptive Review of the Literature" (1987): 638–648.

Xu, Di, and Shanna S. Jaggars. "Performance Gaps between Online and Face-to-Face Courses: Differences Across Types of Students and Academic Subject Areas." *Journal of Higher Education* 85, no. 5 (2014): 633–659.

Yates, Anne, Louise Starkey, Ben Egerton, and Florian Flueggen. "High School Students' Experience of Online Learning during Covid-19: The Influence of Technology and Pedagogy." *Technology, Pedagogy and Education* 30, no. 1 (2021): 59–73.

Yu, Zhonggen. "The Effects of Gender, Educational Level, and Personality on Online Learning Outcomes during the COVID-19 Pandemic." *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021).

Yunus, Nur Rohim, and Annissa Rezki. "Kebijakan Pemberlakuan Lock Down Sebagai Antisipasi Penyebaran Corona Virus Covid-19." *SALAM: Jurnal Sosial dan Budaya Syar-i* 7, no. 3 (2020): 227–238.