

Contribution of Self-esteem and Parents Social Support to Students Academic Resilience in Online Learning

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Abstract

This research aims to analyze the contribution of self-esteem and social support of parents together on the academic resilience of students in online learning. This research uses a descriptive correlational quantitative method. The research population was 304 students of SMA Negeri Agam Cendekia, with a sample of 173 students, who were selected using the proportional stratified random sampling technique. The instruments used were inventory self-esteem, parents social support scale, and academic resilience scale with a Likert model, that had met the validity and reliability requirements. The research data were analyzed using simple regression techniques and multiple regression. The results of this research indicate that: (1) on average self-esteem, parents social support and student academic resilience in online learning at SMA Negeri Agam Cendekia are in the medium category, (2) self-esteem contributes 43% to academic resilience in online learning. (3) parents social support contributed 56,8% to academic resilience in online learning. (4) self-esteem and parental social support together contribute 65% to academic resilience in online learning. The implications of the research results can be used as a basis in the preparation of guidance and counseling service programs at SMA Negeri Agam Cendekia.

Keywords: *Self-esteem*, Dukungan Sosial Orangtua, Resiliensi Akademik.

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Introduction

In the last year, there has been a very significant change in the education system in Indonesia and even the world. This condition is caused by the growing spread and transmission of the Corona virus (Covid-19). As an effort to prevent the increasingly widespread of Covid-19, WHO recommends temporarily stopping activities that could potentially cause crowds. Including the usual learning process in which students study face-to-face in one room needs to be reviewed. Physical contact between students and other students, teachers, and other school personnel must be minimized. Online learning systems using digital technology allow minimal physical contact to occur (Milman, 2015). Following recommendations from WHO, for education in Indonesia to continue, the Ministry of Education and Culture (Kemendikbud) then decided to switch to online learning through Circular Number 4 of 2020. The Ministry of Religion (Kemendikbud), which oversees Madrasas, followed the call by

issuing Circular Number B-686.1/DJ.II/PP.00/ 03/2020. The Ministry of Education and Culture provides freedom for each school to choose its online learning platform (Kemendikbud, 2020).

In practice, online learning requires the support of digital technology and mobile devices such as smartphones, tablets, and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013; Korucu & Alkan, 2011). Many media can be used to support the implementation of online learning, for example, virtual classes using Google Classroom, Edmodo, Zoom, and Schoology services. Instant messaging applications such as WhatsApp, and social media such as facebook and instagram (Enriquez, 2014; So, 2016; Kumar & Nanda, 2019).

The transition from face-to-face learning to online systems can be stressful for students. Anissa Lestari Kadiyono and friends, find 19.6% of students said they were anxious and worried, 12.5% felt bored, 9% felt they would lose their ability to master the material, and 8.3% felt they would need a vacation if the implementation of online learning was extended (Aida, 2020).

In line with the results of this research, the results of a survey conducted by the Indonesian Child Protection Commission (KPAI) show that the online learning system has caused the failure of the learning process. It is caused by the limitations of tools, internet networks, and learning applications/media, the readiness of teachers and students, inadequate interaction between teachers and students related to learning materials, as well as a variety of assignments that do not consider student conditions. Some of these problems raise many concerns related to the future of student learning success (Yasadhana, 2020).

Online learning increases anxiety related to student academic integrity, ranging from anxiety because they don't know what will be obtained from the learning to the fear of mistakes not being able to meet academic demands and worries about not achieving learning targets (April & Tamara, 2020; Adam, 2016; McCabe, 2016). This condition requires students to be able to adapt, both psychologically, psychosocial and academically. So that students have a higher level of stress due to differences in these systems. Situations like this require students to have academic resilience to survive and be able to adapt to this new system (Rossi et al., 2020; Selemeni, Chawinga, & Dube, 2018; Keye & Pidgeon, 2013).

Two main factors influence academic resilience, namely: external factors (risk factors and protective factors) and internal factors. Risk factors are related to poverty and low economic status, family dysfunction, family conflicts, lack of social support, level of discipline, and lack of parents skills in parenting. The protective factors are related to low family stress levels, individual attachments, high expectations, intelligence levels, a safe environment, and good communication. The extent to which a person feels supported by the people closest to him will relieve pressure during stressful situations (Lane, Joel A, 2020). While the internal factors that encourage individuals to have academic resilience are high optimism, empathy, self-esteem, self-control, having clear goals and missions in academic determination, motivation, and ability in good problem solving (Rojas, 2015).

This research will analyze the contribution of self-esteem and parents social support to students' academic resilience in online learning. The implication of this research is useful to provide input on improving student academic resilience through BK services in schools. The results of this research can be used as a reference for the preparation of BK service programs to increase self-esteem and parents social support and student academic resilience.

Method

This research uses a quantitative approach with a descriptive correlational type method to describe the contribution of self-esteem and parents social support to students' academic resilience in online learning at SMA Negeri Agam Cendekia, totaling 304 students, while the sample is 173 people, who are selected by proportional stratified random sampling technique. The instruments used were in the form of a self-esteem inventory consist of 40 item, parents social support questionnaire, and academic resilience which was arranged using a Likert scale model. The questionnaire were arranged based on the theoretical construct of the two research variables and had met the validity and reliability requirements The number of valid items was 62 out of 68 items that were tested. While, the average

reliability value of the three variables is 0.926. Data were analyzed using descriptive statistics, simple regression, and multiple regression.

Results and Discussion

The data in this research include self-esteem (X_1), parents social support (X_2), and academic resilience (Y). The following is a description of the research data.

1. Self-esteem Support (X_1)

Description of self-esteem data can be seen in Table 1.

Table 1. Description of Average (Mean) Self-esteem (X_1) Based on Indicators

Indicator	Score					Category
	Ideal	Max	Min	Σ	Mean	
General self-esteem (16)	16	16	5	1925	11,13	Medium
Social self-esteem (8)	8	8	3	1026	5,93	High
Personal self-esteem (8)	8	8	1	876	5,06	Medium
All (32)	32	30	14	3827	22,12	Medium

Table 1 above shows that overall student self-esteem is in the medium category. When viewed from the indicators of self-esteem, it is obtained that general self-esteem and personal self-esteem are in the medium category, and indicators of social self-esteem are in the high category. This data description illustrates that the self-esteem of students of SMA Negeri Agam Cendekia shows an indication that if they are allowed to stay, even decreases and can interfere with the effective daily life of students. Self-esteem is very important so that students have academic resilience in online learning. Self-esteem is a comprehensive way to assess yourself, so you have a feeling of worth and can accept your situation. Low achievement and motivation and the occurrence of deviations in student behavior are caused by negative perceptions and attitudes of students towards themselves. Likewise with students who experience learning difficulties, more due to the attitude that sees themselves unable to carry out tasks and learning difficulties faced. High self-esteem makes students have resilience/resilience to be able to carry out and complete academic demands optimally.

2. Parents Social Support (X_2)

Description of parents social support data can be seen in Table 2.

Table 2. Description of Average (Mean) and Percentage (%) of Parents Social Support (X_2) Based on Indicators

Indicator	Score						Category
	Ideal	Max	Min	Σ	Mean	%	
Attention	20	20	7	2358	13,63	68,15	High
Express empathy	15	15	6	1731	10,01	66,71	Medium
Trust from parents	20	19	8	2231	12,90	64,48	Medium
Praise from parents	20	20	6	2365	13,67	68,35	Medium
Strengthening from parents	20	20	6	2321	13,42	67,08	Medium
Infrastructure	15	14	5	1730	10,00	66,67	Medium
Cost	20	19	6	2032	11,75	58,73	Medium
Advice from parents	15	14	4	1512	8,74	58,27	Medium
Guidance from parents	15	15	5	1695	9,80	65,32	Medium
All (32)	160	143	65	17975	103,90	64,94	Medium

Table 2 above shows that on average the overall parents social support indicators are in the medium category with an achievement of 64.94% of the ideal score. When viewed from the indicators of parents social support, there are two indicators (support in the form of attention and praise from parents) which are in the high category with respective achievements of 68.15 % and 68.35 % of the ideal score. While the lowest achievement was in the indicator of the support from parents' suggestions of 58.27 % of the ideal score in the medium category. This data description illustrates that Agam Cendekia Senior High School students get middle category parents social support. Parents' social support plays an important role in efforts to increase student academic resilience, especially in online learning situations such as today. Whereas whole students spend their time studying at home.

3. Academic Resilience (Y)

The description of academic resilience data can be seen in Table 3.

Table 3. Description of Average (Mean) and Percentage (%) Academic Resilience (Y) Based on Indicators

Indicator	Score						Category
	Ideal	Max	Min	Σ	Mean	%	
Confidence to be able to meet academic demands well	20	20	5	2309	13,35	66,73	Medium
Ability to find solutions to academic problems	20	19	6	2072	11,98	59,88	Medium
Able to control oneself in unpleasant circumstances	20	20	5	2094	12,10	60,52	Medium
Confidence to be able to meet academic demands well	20	20	5	2309	13,35	66,73	Medium
Able to control negative feelings in meeting academic demands	15	14	3	1441	8,33	55,53	Medium
Focus on meeting academic demands	20	18	5	2118	12,24	61,21	Medium
Willing to face challenges	20	19	4	2107	12,18	60,90	Medium
Ability to complete academic demands	15	14	4	1500	8,67	57,80	Medium
All (30)	150	130	50	15788	91,26	60,84	Medium

Table 3 above shows that on average, all indicators of student academic resilience are in the medium category with achievement of 60.84 % of the ideal score. If it is seen from the indicator of academic resilience, the lowest achievement is in the indicator of being able to control negative feelings in meeting academic demands, which is 55.53 % of the ideal score and is in the medium category. Meanwhile, the highest achievement is in the indicator of confidence to be able to meet academic demands well, which is 66.73 % of the ideal score and is in the medium category.

So overall the students' academic resilience in online learning is in the medium category. This data description illustrates that the academic resilience of Agam Cendekia Senior High School students still needs to be improved. Resilience is beneficial for students to be able to face difficulties and transitions in their learning process.

Table 4. Analysis of Contribution of Self-esteem (X₁), Parents Social Support (X₂), and Academic Resilience (Y)

No	Model	R	R Square	Sign
1	X ₁ -Y	0,656	0,430	0.000
2	X ₂ -Y	0,754	0,568	0.000
3	X _{1,2} -Y	0,806	0,650	0.000

Table 4 above shows that the correlation value (R) of self-esteem (X₁) on the academic resilience of students at SMA Negeri Agam Cendekia is 0.656, the R Square value is 0.430, and the Sign value. As much as 0.000 shows that self-esteem contributes significantly to academic resilience by 43 %, the rest is influenced by other variables. Referring to the data of this research, it can be understood that the higher the self-esteem, the higher the student's academic resilience.

Self-esteem is a comprehensive condition for assessing yourself so that individuals have feelings of worth and accept their circumstances. High self-esteem is based on the individual's ability to assess himself accurately, can accept who he is and acknowledge his strengths and weaknesses and at the same time recognize that he is worthy and valuable. Self-esteem develops throughout life through experiences with other people and different activities (Siyad & Muneer, 2016).

Furthermore, in Table 4, it can be seen that the correlation value (R) between parents' social support on the academic resilience of students at SMA Negeri Agam Cendekia is 0.754, the R Square value is 0.568, and the Sign value. A total of 0,000 indicates that parents social support contribute significantly to academic resilience by 56.8 %, the rest is influenced by other variables.

Mulia, Elita & Woferst (2014) reveal the tendency of adolescents who have positive social support to have a higher resilience than adolescents who have negative social support. Besides, creating a comfortable and supportive learning environment, a comfortable relationship between teachers and fellow students, creating comfortable learning environment is one approach to increasing student resilience (Jacobs, 2012).

Social support obtained from people around is a relevant potential for developing potential resilience in every student (Aza, Atmoko & Hitipeuw, 2019). Social support can bring warmth and calm emotionally so that students have more power to develop into students who have resilience (Fabio & Kenny, 2015). The use of social support as a means of increasing resilience is very realistic considering social support is an external factor that can be conditioned.

Finally, in Table 4, it can be seen that the correlation value (R) between self-esteem and parents social support on the academic resilience of students at SMA Negeri Agam Cendekia is 0.806, the R Square value is 0.650, and the Sign value. A total of 0,000 indicates that the self-esteem and social support of parents contribute significantly to the academic resilience of students with an effective contribution of 65 %, the rest is influenced by other variables that are not spoken of in this research.

Based on the findings above, it can be concluded that self-esteem and parents social support are factors that affect students' academic resilience. The students' ability to control themselves, think positively, see themselves as valuable, able to feel the feelings of others, and other aspects of self-esteem will create a sense of self-worth being able to be resilient (Utami, 2017; Desmita, 2014).

Social support is obtained from close relationships so that individuals feel cared for, valued to be loved and can prevent the formation of stress and change the way individuals perceive an event or situation. Individual social support systems include parents, friends in the neighborhood and school, and family members, but the most important sources of social support are parents, peers, and teachers (Karaman & Efilti, 2019; Arslan, 2019). A similar opinion was also expressed by Sarafino & Smith (2011) where social support refers to the comfort, attention, appreciation, or assistance that other people or groups provide to individuals. This support will increase individual resilience when faced with existing situations.

Self-esteem and parents social support together contribute to students' academic resilience. That is, self-esteem and parents social support have a meaning in increasing student academic resilience. The level of student academic resilience is not only influenced by one variable (self-esteem or parents social

support) but is influenced jointly by both. In other words, that with the existence of self-esteem and social support from parents, the student's academic resilience in online learning will be even higher. This means that the variables of self-esteem and parents social support will be more effective if combined as predictors to increase student academic resilience than just one variable.

Conclusion

Based on the findings and discussion of the research results, it can be concluded that on average self-esteem, social support of parents and academic resilience of students in online learning at SMA Negeri Agam Cendekia are in the medium category. Self-esteem contributes 43 % to academic resilience in online learning. This means that academic resilience can be explained by self-esteem. The higher self-esteem, the higher academic resilience. Parents social support contributed 56.8 % to academic resilience in online learning. This means that academic resilience can be explained by parents' social support. The higher parents' social support, the higher academic resilience. Together, self-esteem and parents' social support contributed 65% to academic resilience in online learning.

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