

## STUDENT RESILIENCE IN FACING COVID-19 PANDEMIC VIEWED FROM SOCIAL SUPPORT

Siti Nur Asiyah<sup>1\*</sup>, Mei Lina Fitri Kumalasari<sup>2</sup>, Estri Kusumawati<sup>3</sup>

<sup>1,2,3</sup>Psychology and Health Faculty, UIN Sunan Ampel Surabaya, Indonesia.

Email: <sup>1\*</sup>nurays72@yahoo.co.id, <sup>2</sup>meilina\_fitri@uinsby.ac.id, <sup>3</sup>estri.kusumawati@yahoo.com

Article History: Received on 25<sup>th</sup> July 2020, Revised on 8<sup>th</sup> September 2020, Published on 19<sup>th</sup> September 2020

### Abstract

**Purpose:** This study aims to determine the correlation between resilience and social support for students of the Faculty of Psychology and Health at the State Islamic University of Sunan Ampel in Surabaya in participating in academic activities during the COVID-19 pandemic.

**Methodology:** This research uses quantitative methods. The data collection has been done using a questionnaire.

**Main Finding:** The results show that social support can increase student resilience in the face of the COVID-19 pandemic.

**Applications of this study:** The participant of the research is a student of UIN Sunan Ampel Surabaya.

**Novelty/Originality of this study:** COVID-19 pandemic is a very new situation. As well as the government regulations in implementing. Learning causes many mental problems. The results of this study indicate that students need social support to survive through this pandemic.

**Keywords:** Social Support, Resilience, COVID-19, Indonesia, Student.

### INTRODUCTION

Students are a group of people who are vulnerable to stress. Several conditions can be stressors for students, for example, changes in residence, disruption of social interaction, many academic assignments, problems in friendships, and issues of living costs. A survey in 2015, among 298 students from regional universities in the Western United States looked at the psychosocial well-being of college students. The phenomenon resulting from this survey shows that students are prone to decreased feelings of belonging with others, as well as increased loneliness and social anxiety, during the transition period (Knifsend, 2018). Research conducted on students at universities in Northern England in 2016 also revealed that one of the main factors causing stress is loneliness (McIntyre et al., 2018).

The outbreak of Covid-19 in almost every corner of the world has troubled the entire world community, including Indonesia. Various steps have been taken by the government to address this situation, one of which is the limitation of social interaction (Social Distancing) (Galea et al., 2020). This policy requires people to limit their social interaction by working from home, learning from home, and worshipping from home. This step was taken by the government to limit the spread of COVID-19 transmission in Indonesia (Pradana et al., 2020). The public is asked to temporarily avoid the crowd, the government will even crackdown on those who commit violations.

This policy has an impact on education providers at every level, to transfer all types of services to the online system, including academic and non-academic services at higher education levels (Adawiyah & Solichati, 2020; Putrsih et al., 2020; Putri, 2020; Ristiyawati, 2020). This condition is, for most of the students, an unpleasant phenomenon. They must adapt quickly to this situation. On the one hand, they must follow the institution's policies to complete their academic assignments, on the other hand, they are burdened with problems of access and internet availability that are not all easily accessible when they have to undergo academic activities via online. Another problem is the increased cost of providing internet quota and saturation when they cannot communicate directly with their friends.

This is in line with the results of a survey conducted by Hariyanti in 2020 at the Islamic religious institution in Jember (Hariyanti et al., 2020). This condition is certainly a stressor for students who are forced to participate in academic activities during the COVID-19 pandemic. However, in general, students continue to take part in academic activities to achieve the desired performance, even though they face difficult situations. The ability to survive and rise in this difficult situation is called resilience.

Resilience is the potential possessed by one to rebuild one's spirit of life, from adversity, to strengthen their resources and increase their resilience in dealing with problems (Allen et al., 2016; Lestari et al., 2015). Siebert has asserted that resilience is the ability of individuals to be able to deal with all life changes quickly and wisely, able to maintain physical and mental health when in suffering, able to rise from adversity, be tough in facing failure, able to renew ways view when the old perception is considered no longer relevant to the situation, and able to solve various forms of problems without showing temperamental attitudes (Berna & Abdullah, 2017). With a good resilience, it is hoped that one will be able to maintain one's balance, improve the quality of life and alleviate one's position from the misery and suffering that has been experienced before (Calvete et al., 2018; Holaday & McPhearson, 1997; Rosenberg et al., 2020; Worley & Stonnington, 2017).

Assessment of resilience can be done through two points of view, namely looking at resilience from the results' side and resilience from the process' side. If resilience is understood as an outcome, then, of course, there will be two categories, namely resilience that produces bad behaviour and resilience that results in good behaviour. Poor results can be in the form of acts that violate the values and the norms of the society, for example, the emergence of crime, promiscuity, pregnancy out of wedlock, and the use of illegal drugs. The intended good outcome is an increase in self-quality, for example, work performance, academic performance, social relations, and good interpersonal communication. If resilience is examined as a process, then the stressing is on the efforts made to get good or bad results. This means that the process taken in resilience will affect the desired target ([Azzahra, 2017](#)).

One of the factors that contribute to the formation of resilience is social support both in the form of group support which is coloured by values and culture and individual support ([Triana et al., 2019](#)). Holaday suggests that the formation of resilience is influenced by two factors, namely internal factors and external factors ([Holaday & McPhearson, 1997](#)). Internal factors are one's competencies, in the form of cognitive capacity, personality, physical health ([Laird et al., 2019](#)), while the external factors refer to, can be in the form of social support ([Gooding et al., 2019](#)). Cobb state that people who get social support from their environment will be able to solve life's problems more easily, especially when facing stressful events. This means that social support is an important factor that needs attention from many parties to form and develop good resilience for individuals ([Jannah, 2018](#); [Southwick et al., 2016](#)).

Bai research states that social support is considered to play an important role in being able to foster student enthusiasm in achieving the desired performance ([Bai et al., 2019](#)). Social support can also have implications for the stability of one's behaviour ([Hafferon & Boniwell, 2011](#)). Besides, social support can also increase one's self-confidence and resilience when one is experiencing pressure and problems in his life ([Durbin et al., 2019](#)).

A study states that external factors can cause a person to become enthusiastic and make one believe that one can deal with one's problems well when there is a person who always has positive support for the people around one. When someone's enthusiasm becomes loose, and if there are people around who provide positive support, then that support will have positive implications for the development of good resilience for individuals ([Mufidah, 2017](#)).

The statement is supported by the research of Alaiya Choiril Mufidah who has investigated social support and self-efficacy in bidikmisi students with resilience. The results of the study state that social support and high self-efficacy in bidikmisi students has had a positive impact on good resilience for them. Conversely, social support, and low self-efficacy in bidikmisi students, have implications for resilience that is bad for them ([Mufidah, 2017](#)).

Social support is related to a person's mental well-being ([Watson et al., 2019](#)). This social support is a necessity for everyone in building relationships with others because humans are created as social creatures. The intended social support can be in the form of a sense of security, feeling cared for, feeling helped, and valued by others both individually and in groups. As stated by Sarafino: "social support is generally used to refer to the perceived comfort, caring, esteem or help a person receives from other people or groups" ([Mufidah, 2017](#)).

Spiegel explains that to always get social support when facing difficulties, a person must be able to establish good relationships with others, especially with those closest to them ([King & Humanika Lestari, 2010](#)). This good relationship can be done in a variety of ways, for example by telling the problem to people who are considered capable and willing to be a good heartfelt place and are believed to be able to provide direction and input and the right solution. Individuals in a group who get social support from their environment well, are expected to have more mental endurance in dealing with various life difficulties. Sarafino states that social support can be in the form of good treatment from those around him, a friendly attitude from his closest friends, as well as the attention and appreciation given by family members towards him ([Jannah, 2018](#)).

The results of a survey of several students of the Faculty of Psychology and Health (FPK) Sunan Ampel State Islamic University (UINSA) Surabaya, state that they feel uncomfortable with academic activities conducted online during the COVID-19 pandemic. In addition to feeling bored at home, unable to meet their friends and lecturers directly, they also feel burdened with the additional costs of accessing the internet. Some find difficulty when they are at home to be able to access the internet because the position of their homes is in remote villages. It is not uncommon among those who have to travel a few kilometers from their homes to get internet access so that they can participate in academic activities organized by Campus. But most of them feel that the burden is slightly reduced when the family provides support in dealing with this difficult problem. They also feel that the togetherness of their classmates online could be a remedy for the difficulties they face.

Based on these reasons, this study aims to determine the correlation between resilience and social support for students of the Faculty of Psychology and Health at the State Islamic University of Sunan Ampel in Surabaya in participating in academic activities during the COVID-19 pandemic.

## METHODS

This study uses a quantitative approach to the type of correlational research. The subjects of this study are 549 active students at the Faculty of Psychology and Health of UINSA Surabaya. The sampling technique used in this study is simple random sampling by taking 100 students at all levels.

The resilience scale used by researchers is based on aspects according to Connor and Davidson which have been adapted from previous researchers (Connor & Davidson, 2003). The results of the validity testing of 25 items show that it contains 21 valid items, and 4 items have failed. The reliability test results using Chronbach's alpha has obtained 0.894 results, which means reliable. To measure the social support variable, the researcher has arranged the instrument lines developed by the previous researchers (Wicaksono, 2016). The results of the validity test of 35 items have 32 valid items and 3 items have failed. While the reliability test results using Chronbach's alpha obtained 0.941 results, which means reliable.

The scale in this study uses a Likert scale which has two statements namely, a favourable statement (supporting variables) and an unfavourable (not supporting variables) statement. The Likert scale in this study has 4 variant choices for answers: Strongly agree, Agree, Disagree, Strongly disagree. Data are analyzed using statistical analysis in the form of a correlation test of Product Moment Pearson. This test is used to determine the correlation between social support and resilience, by conducting a prerequisite test first, namely the normality test and the linearity test.

## RESULTS

Before testing the hypothesis, the prerequisite tests are normality and linearity tests. After the normality test, the following results are obtained:

**Table 1:** Normality Test Results

		Unstandardized Residual
N		100
Normal Parameters	Mean	.0000000
	Std. Deviation	5.74154194
Most Extreme Differences	Absolute	.090
	Positive	.074
	Negative	-.090
Kolmogorov-Smirnov Z		.895
Asymp. Sig. (2-tailed)		.400

a. Test distribution is Normal.

From the table above, it is known that the normality test using Kolmogorov-Smirnov has obtained significant figures  $p=0.400 > 0.05$  which means the data from both variables are normally distributed.

Then, a linearity test is performed on both variables using ANOVA, and the results are as follows:

**Table 2:** Linearity test results

### Anova

		Sum of Squares	df	Mean Square	F	Sig.
Resilience* Social Support	Between Group (Combined)	3980.902	42	94.783	4.074	.000
	Linearity	2043.435	1	2043.435	87.833	.000
	Deviation from linearity	1937.467	41	47.255	2.031	.007
Within Group		1326.098	57	23.265		
Total		5307.000	99			

From the table above, it is known that the significance of the *linearity*  $F = 87.833; sig = 0.000 < 0.05$  and *deviation from linearity*  $F = 2.031; sig = 0.07 > 0.05$  which means that the two variables have a linear relationship.

Therefore the two prerequisites for testing a hypothesis are using the correlation test of *product-moment* and then proceed with the hypothesis test. The results are presented in the following table:

**Table 3:** Hypothesis Test Results

Social Support	Resilience
----------------	------------

Social support	Pearson Correlation	1	.628**
	Sig. (2-tailed)		.000
	N	100	100
Resilience	Pearson Correlation	.628**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the significant number of the results of the hypothesis test is  $0,000 < 0,05$  which means that there is a relationship between social support and resilience of the students of the Faculty of Psychology and Health at the State Islamic University of Sunan Ampel in Surabaya when facing the pandemic COVID-19. From the results of the person correlation, the number 0.628 is positive, meaning that the higher the social support the higher the resilience Faculty of Psychology and Health students at Sunan Ampel State Islamic University in Surabaya, and the conversely.

Furthermore, to find out the effective contribution of social support variables to resilience, it can be seen in the following table:

**Table 4:** Effective contributions of social support to resilience

	R	R Squared	Eta	Eta Squared
Resilience * Social Support	.621	.385	.866	.750

From the table above, it can be seen that the value of R squared is 0.385 or 39% which means that the effective contribution of social support variables to resilience is 39%.

## DISCUSSIONS

Hypothesis test results with  $p = 0.000 < 0.05$ , it means that the research hypothesis which states that there is a relationship between social support and resilience in students when facing a COVID-19 pandemic can be declared acceptable. Furthermore, the correlation coefficient obtained from the product-moment correlation test has obtained a positive value, which is 0.628 which means that the relationship between the two variables is positive. That is, good social support for students of the Faculty of Psychology and Health of UINSA Surabaya is directly proportional to their good resilience when facing the COVID-19 pandemic.

The results of this study are in line with research conducted by Guo, who has studied social support and resilience at 843 college students at Guangdong University of Foreign Studies. The results of this study state that social support correlates with the level of resilience (Guo, 2018). The results of this study are in line with research conducted by Alaiya Choiril Mufidah who has studied social support and self-efficacy of resilience in bidikmisi students. The results of this study state that the high social support and self-efficacy of bidikmisi students have correlated with a high level of resilience in them. Conversely, low social support, and self-efficacy in Bidik Misi students have an impact on the low level of resilience held by them (Mufidah, 2017). This research also strengthens a previous study conducted by Chang & Taormina in 2011 on the topic "Reducing Secondary Trauma among Earthquake Rescuers in China: A Correlation Test and Life Indicator". The finding of this study is that social support is a major supporter of the formation of resilience, especially support from the people closest to those around them (Sambu, 2015). One of the effective ways that can be taken to form and develop resilience is social support, both obtained from the community and personally obtained (Gradishar et al., 2018; Holaday & McPhearson, 1997; Martínez-Martí & Ruch, 2017).

The results of a study conducted by Alipio on 12,452 freshmen colleges from 70 higher education institutions (HEIs) in the Philippines stated that social support from parents, instructors, close friends, and other adults can improve learning achievement (Alipio, 2020). Another study has been conducted by Risma Rosa Mindo who has examined the learning achievements of primary-school-age children in terms of social support (Mindó, 2008). From the results of the study, one can note that the correlation coefficient obtained  $r = 0.188$  with a significant value of 0.044 ( $p < 0.05$ ) which means that there is a significant positive relationship between the social support of parents and learning achievement in primary school-age children.

This means that good social support from parents is correlated with high student learning achievement. Conversely, low social support of parents has an impact on low learning achievement (Mufidah, 2017). The results of this study are strengthened by other researchers who state that when an individual is in a state of distress, then that individual would prefer to return to their closest people, relatives, or friends rather than consult with experts or professionals but do not have social closeness or emotional bonding with themselves (Fawzy & Hamed, 2017; Smolkowski et al., 2017).

The traumatic experience causes a person to develop his resilience to be able to adapt to his problems and be able to live life as before. This is the following research from Yuan which involved 443 Chinese adolescents (Yuan et al., 2018).

According to Kumalasari & Ahyani, resilience can be self-protection for someone from the negative impacts arising from negative events that they have experienced ([Kumalasari & Ahyani, 2012](#)).

Self-defense against circumstances that are at risk of causing harm to individuals ([Hsieh & Feng, 2020](#); [Vella & Pai, 2019](#); [Westcott et al., 2017](#)). Reivich & Shatte states that resilient people who show their resilience when facing difficult situations can solve various problems of life, in the right ways they choose ([Reivich & Shatte, 2002](#)).

Holaday asserts that individuals are considered to have good resilience when the individual can return themselves responsively and readily from difficult situations that are traumatic to normal conditions ([Holaday & McPhearson, 1997](#)). Jaffee explains resilience with a transactional approach, where good resilience can be achieved when continuity occurs among personality, life experience, and social aspects, namely family and society ([Sippel et al., 2015](#)). In other words, it can be explained that the ability of individuals to conduct social interactions well, can have implications for the development of individual resilience.

People who can build and develop social relationships in a healthy manner will be able to elaborate on their character with others. Thus the individual can choose the right strategy to build interactions with others and plan good management to solve various kinds of difficulties encountered. Resilient individuals can adjust to various life changes that occur suddenly ([Aprilia, 2013](#)). Individuals who are successful in adapting well when faced with pressure and difficulties will have the capital of strength to protect themselves, which is called the protective factor ([Ellis et al., 2017](#)).

Cobb argues that individuals with good social support from the surrounding environment will make it easier for individuals to solve problems, especially when dealing with various pressing situations ([Jannah, 2018](#)). That is, social support from family members and other close people, is one of the factors that influence a person to be able to adapt to difficult situations. This statement is relevant to the conditions experienced by the students of the Faculty of Psychology and Health at the State Islamic University (UINSA) of Sunan Ampel Surabaya that when suddenly confronted with reality, they must participate in academic activities online during the COVID-19 pandemic.

This interprets social support as a positive action that can be done by family, friends, colleagues, and other close people to others when facing difficulties ([Achour & Mohd Nor, 2014](#)). This social support plays an important role to help individuals become strong individuals in overcoming every problem in their lives. Good social support enables individuals to reduce negative impacts that can adversely affect their life activities. Good social support makes individuals more resilient than individuals who lack social support. Social support is an important factor in shaping the resilience of adolescents. The same thing has been expressed from a study conducted by Camara on adolescents in the Basque Country, Spain ([Camara et al., 2017](#)).

Social support can be provided in the form of emotional support, in the form of empathy, attention, and enthusiasm, appreciative support in the form of positive expressions of encouragement to move forward, instrumental support in the form of providing needed facilities, and informative support such as providing advice, and instructions for solving problems. These various forms of support have implications for the formation and development of one's resilience. Social support makes individuals feel comfortable, feel that they get attention and appreciation from others, both personally and in groups. Individuals who get social support from others will be more resilient in the face of difficulties in life they experience. This support will be able to support one's strength to become more resilient ([Mendoza et al., 2020](#)).

Herrman, Stewart, Diaz-Granados, Berger, Jackson, and Yuen explain that resilience can be sourced from three factors, namely: 1) Personality factors, namely factors related to a person's personality characteristics ([Herrman et al., 2011](#)). For example, self-efficacy, self-esteem, self-confidence, optimism, self-concept, self-regulation, hardiness, optimism, and so on. Besides, demographic factors include age, gender, and ethnicity or race. 2) Biological factors, including the development of anatomical structures and brain functions and neurobiological systems at the beginning of the development period. A study of children aged 6-12 years who have done an EEG examination has found that there is a correlation between EEG results and their resilience level. 3) Environmental factors, including the surrounding environment and wider environment. The surrounding environment can be in the form of social interactions with family, domestic harmony, comfortable communication between children and parents, and support from peers. Furthermore, a broader environment such as an educational environment, and a comfortable work environment, satisfying health services, the creation of a sense of security, the opportunity to demonstrate self-existence in sports and arts, the opportunity to preserve culture, the opportunity to develop spirituality and religion will be crucial for one's level of resilience.

## CONCLUSIONS

Based on the results of hypothesis testing that has been done, using the correlation test of Pearson product-moment can be concluded that there is a significant positive relationship between social support and resilience of the students of the Faculty of Psychology and Health, the State Islamic University of Sunan Ampel in Surabaya when facing the COVID-19 pandemic. Great social support is followed by good resilience to students in the face of the COVID-19 pandemic, and conversely.

Based on the conclusions, it is suggested that the students should always have a good interaction with their social environment, so that when faced with difficulties, always they can get social support from those closest to them. For further researchers, it is expected to further examine the resilience variable with other variables that are theoretically correlated and examine more deeply about the factors that influence resilience.

### LIMITATION AND STUDY FORWARD

The research limit surveyed only 549 active students at the Faculty of Psychology and Health Sunan Ampel State Islamic University. Therefore, for further research, it is necessary to increase the number of samples from other universities in order to better describe student resilience in facing COVID-19 Pandemic. In addition, it is necessary to add variables of other factors that can affect resilience other than social support.

### CONTRIBUTION OF THE AUTHOR

The first author contributed to the process of conceptualization, methodology, resources, project administration, and writing the manuscript. The second author contributed to resources, data curation, writing the manuscript, and finalisation of the manuscript. The third author contributed to formal analysis, data curation, writing the manuscript, and finalisation manuscript.

### CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

### REFERENCES

1. Achour, M., & Mohd Nor, M. R. (2014). The Effects of Social Support and Resilience on Life Satisfaction of Secondary School Students. *Journal of Academic and Applied Studies*, 4(1), 12–20.
2. Adawiyah, D. P. R., & Solichati, I. (2020). Kebijakan PSBB Pemerintah Kota Surabaya dalam Mencegah Penyebaran Virus Covid-19. *Sahafa Journal of Islamic Communication*, 3(1), 61–72.
3. Alipio, M. (2020). *Predicting Academic Performance of College Freshmen in the Philippines using Psychological Variables and Expectancy-Value Beliefs to Outcomes-Based Education: A Path Analysis* [Preprint]. EdArXiv. <https://doi.org/10.35542/osf.io/pr6z>
4. Allen, C. R., Angeler, D. G., Cumming, G. S., Folke, C., Twidwell, D., & Uden, D. R. (2016). Quantifying spatial resilience. *Journal of Applied Ecology*, 53(3), 625–635. <https://doi.org/10.1111/1365-2664.12634>
5. Aprilia, W. (2013). Resilience and Social Support for Single Parents (Case Study of Single Mothers In Samarinda). *Ejournal Psikologi*, 1(3), 268–279.
6. Azzahra, F. (2017). Effects of Resilience on Psychological Distress in Students. *Jurnal Ilmiah Psikologi Terapan*, 05, 80–96.
7. Bai, B., Chao, G. C. N., & Wang, C. (2019). The Relationship between Social Support, Self-Efficacy, and English Language Learning Achievement in Hong Kong. *TESOL Quarterly*, 53(1), 208–221. <https://doi.org/10.1002/tesq.439>
8. Berna, & Abdullah, M. S. (2017). The Dynamics of Adolescent Resilience with Broken Home Families. *InSight*, 19(2), 71–86. <https://doi.org/10.26486/psikologi.v19i2.600>
9. Calvete, E., las Hayas, C., & Gómez del Barrio, A. (2018). Longitudinal Associations Between Resilience and Quality of Life In Eating Disorders. *Psychiatry Research*, 259, 470–475. <https://doi.org/10.1016/j.psychres.2017.11.031>
10. Camara, M., Bacigalupe, G., & Padilla, P. (2017). The Role of Social Support In Adolescents: Are You Helping Me Or Stressing Me Out? *International Journal of Adolescence and Youth*, 22(2), 123–136. <https://doi.org/10.1080/02673843.2013.875480>
11. Caplan, G., & Killilea, M. (1983). *Social Support and Mutual Help: Multidisciplinary Explorations*. New York: Grune & Stratton.
12. Connor, K. M., & Davidson, M. D. (2003). Development of A New Resilience Scale: The Connor Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18, 76–82. <https://doi.org/10.1002/da.10113>
13. Durbin, A., Nisenbaum, R., Kopp, B., O'Campo, P., Hwang, S. W., & Stergiopoulos, V. (2019). Are Resilience and Perceived Stress Related To Social Support And Housing Stability Among Homeless Adults With Mental Illness? *Health & Social Care in the Community*, 27(4), 1053–1062. <https://doi.org/10.1111/hsc.12722>
14. Ellis, B. J., Bianchi, J., Griskevicius, V., & Frankenhuis, W. E. (2017). Beyond Risk and Protective Factors: An Adaptation-Based Approach to Resilience. *Perspectives on Psychological Science*, 12(4), 561–587. <https://doi.org/10.1177/1745691617693054>
15. Fawzy, M., & Hamed, S. A. (2017). Prevalence of Psychological Stress, Depression and Anxiety Among Medical Students In Egypt. *Psychiatry Research*, 255, 186–194. <https://doi.org/10.1016/j.psychres.2017.05.027>
16. Galea, S., Merchant, R. M., & Lurie, N. (2020). The Mental Health Consequences of COVID-19 and Physical Distancing: The Need for Prevention and Early Intervention. *JAMA Internal Medicine*, 180(6), 817–818. <https://doi.org/10.1001/jamainternmed.2020.1562>

17. Gooding, P. A., Littlewood, D., Owen, R., Johnson, J., & Tarrier, N. (2019). Psychological resilience in People Experiencing Schizophrenia and Suicidal Thoughts and Behaviours. *Journal of Mental Health*, 28(6), 597–603. <https://doi.org/10.1080/09638237.2017.1294742>
18. Gradishar, W., B.O, A., R, B., S.L, B., H.J, B., & A, C. (2018). Breast Cancer, Version 4.2017, NCCN Clinical Practice Guidelines in Oncology. *J Natl Compr Canc Netw*, 16(3).
19. Guo, Y. (2018). Relationship between Social Support and Life Satisfaction of College Students: Resilience As a Mediator and Moderator. *Ethics In Progress*, 8(2), 28–43. <https://doi.org/10.14746/eip.2017.2.3>
20. Hafferon, & Boniwell. (2011). *Positive psychology: Theory, research and applications*. London: McGraw-Hill.
21. Hariyanti, D., Mun'im, A. H., & Hidayat, N. (2020). Identifikasi Hambatan Mahasiswa dalam Pelaksanaan Pembelajaran Biologi Secara Daring Selama Pandemi Covid-19 di Kabupaten Jember. *ALVEOLI: Jurnal Pendidikan Biologi*, 1(1), 11–21. <https://alveoli.iain-jember.ac.id/index.php/alv/article/view/4>
22. Herrman, H., Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., & Yuen, T. (2011). What is resilience? *Can J Psychiatry*, 56(5), 258–265. <https://doi.org/10.1177/070674371105600504>
23. Holaday, & McPhearson. (1997). Resilience and Severe Burns. *Journal of Counseling and Development*, 75, 5. <https://doi.org/10.1002/j.1556-6676.1997.tb02350.x>
24. Hsieh, C.-H., & Feng, C.-M. (2020). The Highway Resilience And Vulnerability In Taiwan. *Transport Policy*, 87, 1–9. <https://doi.org/10.1016/j.tranpol.2018.08.010>
25. Jannah, S. N. dan R. (2018). Relationship between Social Support and Resilience in Flood survivors Rob Tambak Lorok. *Jurnal Proyeksi*, 13(1), 1–12.
26. Juaningsih, I. N., Consuello, Y., Tarmidzi, A., & NurIrfan, D. (2020). Optimalisasi Kebijakan Pemerintah dalam penanganan Covid-19 terhadap Masyarakat Indonesia. *SALAM: Jurnal Sosial dan Budaya Syar-i*, 7(6). <https://doi.org/10.15408/sjsbs.v7i6.15363>
27. King, L., & Humanika Lestari, S. (2010). *General Psychology as An Appreciative View*. Jakarta: Salemba Humanika
28. Knifsend, C. A. (2018). Intensity of Activity Involvement and Psychosocial Well-Being Among Students. *Active Learning in Higher Education*, 21(2). <https://doi.org/10.1177/1469787418760324>
29. Kumalasari, F., & Ahyani, L. N. (2012). Hubungan Antara Dukungan Sosial Dengan Penyesuaian Diri Remaja di Panti Asuhan. *Jurnal Psikologi: Pitutur*, 1 (1).
30. Laird, K. T., Krause, B., Funes, C., & Lavretsky, H. (2019). Psychobiological factors of resilience and depression in late life. *Translational Psychiatry*, 9(1), 88. <https://doi.org/10.1038/s41398-019-0424-7>
31. Lestari, I., Riana, A. W., & Taftazani, B. M. (2015). Pengaruh Gadget Pada Interaksi Sosial dalam Keluarga. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 2(2). <https://doi.org/10.24198/jppm.v2i2.13280>
32. Martínez-Martí, M. L., & Ruch, W. (2017). Character Strengths Predict Resilience Over and Above Positive Affect, Self-Efficacy, Optimism, Social Support, Self-Esteem, and Life Satisfaction. *The Journal of Positive Psychology*, 12(2), 110–119. <https://doi.org/10.1080/17439760.2016.1163403>
33. McIntyre, J. C., Worsley, J., Corcoran, R., Woods, P. H., & Bentall, R. P. (2018). Academic and Non-Academic Predictors of Student Psychological Distress: The Role of Social Identity and Loneliness. *Journal of Mental Health*, 27(3), 230–239. <https://doi.org/10.1080/09638237.2018.1437608>
34. Mendoza, A. N., Fruhauf, C. A., & MacPhee, D. (2020). Grandparent Caregivers' Resilience: Stress, Support, and Coping Predict Life Satisfaction. *The International Journal of Aging and Human Development*, 91(1), 3–20. <https://doi.org/10.1177/0091415019843459>
35. Mindo, R. R. (2008). Hubungan antara Dukungan Sosial Orang Tua dengan Prestasi Belajar pada Anak Usia Sekolah Dasar. *Jurnal Penelitian Fakultas Psikologi Universitas Gunadarma*.
36. Mufidah, A. C. (2017). Relationship between Social Support to Resilience in Bidikmisi Students With Self-Efficacy Mediation. *Jurnal Sains Psikologi*, 6 (2), 68–74. <https://doi.org/10.24167/psiko.v16i2.985>
37. Pradana, A. A., Casman, C., & Nur'aini, N. (2020). Pengaruh Kebijakan Social Distancing pada Wabah COVID-19 terhadap Kelompok Rentan di Indonesia. *Jurnal Kebijakan Kesehatan Indonesia : JKKI*, 9(2), 61–67.
38. Putri, R. N. (2020). Indonesia dalam Menghadapi Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 705–709. <https://doi.org/10.33087/jiubj.v20i2.1010>
39. Reivich, & Shatte. (2002). *The Resilience Factor: 7 Essential Skills for Overcoming Life's Inevitable Obstacles*. Broadway Books: New York.
40. Ristyawati, A. (2020). Efektifitas Kebijakan Pembatasan Sosial Berskala Besar dalam Masa Pandemi Corona Virus 2019 oleh Pemerintah Sesuai Amanat UUD NRI Tahun 1945. *Administrative Law & Governance Journal*, 3(2), 240–249.
41. Rosenberg, A. R., Barton, K., Junkins, C., Scott, S., Bradford, M. C., Steineck, A., Lau, N., Comiskey, L., & Yi-Frazier, J. P. (2020). Creating a Resilient Research Program Lessons Learned From a Palliative Care Research Laboratory. *Journal of Pain and Symptom Management*. <https://doi.org/10.1016/j.jpainsymman.2020.06.033>
42. Sambu, L. J. (2015). Social Support In Promoting Resilience Among The Internally Displaced Persons After

- Trauma: A Case of Kiambaa Village in Uasin Gishu County, Kenya. *British Journal of Psychology Research*, 3, 23–34.
43. Sippel, L. M., Pietrzak, R. H., Charney, D. S., Mayes, L. C., & Southwick, S. M. (2015). How Does Social Support Enhance Resilience In The Trauma-Exposed Individual? *Ecology and Society*, 20(10). <https://doi.org/10.5751/ES-07832-200410>
  44. Smolkowski, K., Seeley, J. R., Gau, J. M., Dishion, T. J., Stormshak, E. A., Moore, K. J., Falkenstein, C. A., Fosco, G. M., & Garbacz, S. A. (2017). Effectiveness evaluation of the Positive Family Support intervention: A three-tiered public health delivery model for middle schools. *Journal of School Psychology*, 62, 103–125. <https://doi.org/10.1016/j.jsp.2017.03.004>
  45. Southwick, S. M., Sippel, L., Krystal, J., Charney, D., Mayes, L., & Pietrzak, R. (2016). Why Are Some Individuals More Resilient Than Others: The Role of Social Support. *World Psychiatry*, 15(1), 77–79. <https://doi.org/10.1002/wps.20282>
  46. Triana, R., Keliat, B. A., & Sulistiowati, N. M. D. (2019). The Relationship Between Self-Esteem, Family Relationships and Social Support as The Protective Factors and Adolescent Mental Health. *Humanities & Social Sciences Reviews*, 7(1), 41–47. <https://doi.org/10.18510/hssr.2019.715>
  47. Vella, S.-L., & Pai, N. (2019). A Theoretical Review of Psychological Resilience: Defining Resilience and Resilience Research Over The Decades. *Archives of Medicine and Health Sciences*, 7(2), 233. <https://doi.org/10.4103/amhs.amhs.119.19>
  48. Watson, R. J., Grossman, A. H., & Russell, S. T. (2019). Sources of Social Support and Mental Health Among LGB Youth. *Youth & Society*, 51(1), 30–48. <https://doi.org/10.1177/0044118X16660110>
  49. Westcott, R., Ronan, K., Bambrick, H., & Taylor, M. (2017). Expanding protection motivation theory: Investigating an application to animal owners and emergency responders in bushfire emergencies. *BMC Psychology*, 5(1), 13. <https://doi.org/10.1186/s40359-017-0182-3>
  50. Wicaksono, R. D. (2016). *Relationship Between Social Support With Anxiety at Work On Vocational Students*. Skripsi Psikologi. University of Sanata Dharma.
  51. Worley, L. L. M., & Stonnington, C. M. (2017). *Self-Care, Resilience, And Work-Life Balance*. In K. J. Brower & M. B. Riba (Eds.), *Integrating Psychiatry and Primary Care. Physician Mental Health and Well-Being: Research And Practice* (p. 237–263). Springer International Publishing. [https://doi.org/10.1007/978-3-319-55583-6\\_11](https://doi.org/10.1007/978-3-319-55583-6_11)
  52. Yuan, G., Goh, P. H., Xu, W., & An, Y. (2018). Perceived Social Support Mediates the Relations Between Parental Attachment and Posttraumatic Growth and Resilience in Adolescents Following the Yancheng Tornado. *Journal of Aggression, Maltreatment & Trauma*, 27(6), 631–644. <https://doi.org/10.1080/10926771.2018.1474986>