

Conference Paper

The Relationship Between Peer Social Support and Resilience in State University of Malang Students Affected by Distance Learning

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This study aimed to examine the relationship between peer social support and resilience of the State University of Malang students affected by Distance Learning. This study employed quantitative research techniques with a descriptive correlational design. The study's population consists of Malang State University students who have experienced or are currently experiencing Distance Learning. The subjects used were calculated using Isaac and Michael's table with a 5% error rate, obtaining a sample of 345 people. Accidental sampling is a sampling technique used by researchers to collect data using a Likert scale model with the development of the Interpersonal Social Evaluation List (ISEL) Scale and the Connor and Davidson Resilience Scale (CD-RISC). The research analysis used descriptive analysis techniques and Pearson's Product Moment correlation data analysis. The results revealed that there was a significant positive relationship between the two variables with a value (r) of .705 and sig. (p) of $.00 < .05$.

Keywords: social support, resilience, distance learning

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1. Introduction

Coronavirus disease 2019 (COVID-19) was discovered in December 2019 in Wuhan, China [1]. To break the COVID-19 chain, various countries have begun implementing lock-down policies simultaneously. This pandemic has resulted in social isolation, increased parental stress in finding work and managing finances, increased family conflict, a loss of prosocial activities, and a decreased ability to access health care [2]. According to the findings of a study conducted by [3] on stress caused by the COVID-19 pandemic in Egypt, 338 respondents (66.3 %) experienced anxiety. Meanwhile [4] concluded that the COVID-19 pandemic had a negative impact on Indonesian mental health, such as anxiety, due to several factors, including economic recession, distance and social isolation, stress, and trauma.

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To avoid crowds, the government has implemented restrictions on all activities involving crowds in the education sector by launching the Distance Learning system. Learning can be accomplished through the use of various online applications such as Zoom Meeting, Google Classroom, and other resources. According to research [5] students affected by must be able to use social media technology to discuss assignments and lecture activities to maintain academic value. However, many students continue to struggle with adaptation, resulting in stress symptoms when undergoing the Distance Learning method [5]. According to [6] discovered that many American college students experienced low stress and social well-being during the COVID-19. According to research [7], several obstacles cause online learning to be unprepared, such as insufficient quota and unstable internet, which results in students not being able to optimally capture the material presented. According to [8] the majority of students feel uncomfortable and bored when participating in Distance Learning. According to research by [9] the emergence of stress symptoms can be caused by several individual factors in adapting to circumstances, including personality, age, experience, learning process, physical condition, and environment.

Students must have the ability to overcome stress, anxiety, and depression in the form of individual toughness, which is known as resilience [10]. Meanwhile [11] defines resilience as an individual's ability to see, interpret, solve problems, and improve himself in the face of adversity or misery in life. Resilience is defined as an individual's adaptability in the face of one or more stressors in his life [12]. According to [13] resilience is an individual's ability to survive, adapt, and rise above adversity. Individuals' resilience is dynamic and does not develop over time [14]. Resilience serves to see a positive side of a problem, believe in one's abilities, control one's life, and make better meaning of one's life [13].

A caring relationship in the form of love and positive appreciation from others, obtained through social support for individuals, is one of the factors that can affect resilience [15]. Meanwhile [16] social support is assistance obtained from others. Social support is a type of information directed at individuals who are loved, cared for, valued, and considered members of the community [17]. Social support has been shown to effectively cope with psychological pressure on a person in difficult and depressing circumstances, and it can help to increase low levels of resilience [18]. According to [19] investigated the relationship between peer social support and resilience, which was found to have a significant positive value. This means that the individual's resilience will be directly proportional to the amount of social support he/she receives.

According to [20] social support can come from family, life partners, close friends, co-workers, relatives, and neighbors. In line with [16] social support can be provided by a life partner, family, coworkers, community, and peers of the same age. Peer social support is the provision of support or assistance to individuals (perceived support) when needed, for individuals to feel loved and appreciated by their surroundings [21]. College students have attachments and activities that are more often spent with peers than with parents as they enter adulthood [22]. Good peers can have a positive influence and provide support in dealing with stress [16]. According to [23] social support from friends has high effectiveness because they share the same stressors and circumstances. Individual mental health can be restored by the presence of peer social support [24].

This study aims to determine the description of peer social support, and the resilience of Malang State University students, and to test if there is a relationship between social support and the resilience of Malang State University students who are affected by distance learning. It is hoped that this research will be useful for students affected by Distance Learning for them to become resilient individuals, and that future researchers will gain research literacy to discuss linear topics.

Based on the explanation above, the researchers put forward the hypothesis that “There is a Relationship between Peer Social Support and Student Resilience of State University of Malang Affected by Distance Learning”.

2. Literature Review

2.1. Resilience

Another research defines resilience as an individual's ability to see, interpret, solve problems, and improve himself in the face of adversity or misery in life [11]. According to [10] argues that resilience is divided into five important dimensions, including (a) personal competence, in which individuals can achieve their goals despite being in difficult and failed situations, (b) trust in one's instinct, which is an individual's tendency to calm in action, (c) positive acceptance of change and secure relationship, in which positive acceptance of a problem and having a safe relationship with others, (d) control and factor, which is having good self-control and being able to achieve goals, and (e) spiritual influences, which is being able to survive and struggle over the circumstances experienced because of belief in God and destiny.

2.2. Peer Social Support

Peer social support is the provision of support or assistance to individuals (perceived support) when needed, for individuals to feel loved and appreciated by their surroundings [21]. According to [25] there are four types of social support, including (1) appraisal support, which is defined as providing information in the form of understanding, comprehension, and advice on problem-solving that is useful in helping to reduce stressors; (2) tangible support, which is defined as providing real assistance such as financial, goods, services, actions, or physical assistance to individuals in completing tasks; and (3) self-esteem support, also known as emotional support. It is obtained from others regarding feelings of being competent and capable of dealing with problems. This support demonstrates that all individuals, with all of their advantages and disadvantages, are valuable; and (4) Belonging support, specifically a sense of togetherness and happiness when accepted as a member of a group.

3. Method

This research was correlational quantitative research. Two variables were the focus of this study, including peer social support (X) as the independent variable and resilience (Y) as the dependent variable, both of which are measured using a Likert scale with four answer choices. The population in this study consisted of students from the State University of Malang who had participated in Distance Learning. The researchers employed a non-probability sampling technique known as accidental sampling, in which the sampling process was carried out by chance on anyone who met the researchers and had characteristics that were relevant to the research. Based on Isaac and Michael's table, 345 research samples were obtained with a 5% error rate. The validity test employed Pearson's Product Moment, while the reliability test employed the internal consistency technique.

The peer social support scale was based on Cohen and Hoberman's development of the ISEL (Interpersonal Support Evaluation List) scale, which consisted of 30 valid items ($r = .921$) with favorable and unfavorable statements. The ISEL scale has four coverage aspects: (a) tangible support, (b) belonging support, (c) self-esteem support, and (d) appraisal support.

The resilience scale is an extension of Connor and Davidson's Connor-Davidson Resilience Scale (CD-RISC). The dimensions used are (a) personal competencies, (b) trust in one's instincts, (c) positive acceptance of change and secure relationships, (d)

control and factors, and (e) spiritual influences. This scale had 50 valid items ($\alpha = .941$) with favorable and unfavorable statements.

This study used descriptive analysis and correlation. The assumption tests in this study consisted of the normality test, linearity test, and correlation test. A correlation test was carried out using Pearson's Product Moment simple correlation.

4. Result and Discussion

4.1. Result

4.1.1. Description of Subject Characteristics

The study was conducted on students at the State University of Malang who were affected by Distance Learning with predetermined characteristics. The results showed that from a total of 345 subjects, there were 177 female subjects (51.4%) and 168 male subjects (48.6%). 104 subjects (30.1%) came from the Faculty of Psychology, 62 subjects (17.9%) from the Faculty of Mathematics and Natural Sciences, 53 subjects (15.3%) from the Faculty of Economics and Business, 38 subjects (11%) from the Faculty of Sports Science, 35 subjects (10.1%) from Faculty of Letters, 29 subjects (8.4%) from the Faculty of Social Sciences, and 24 subjects (6.9%) from the Faculty of Engineering.

4.1.2. Descriptive Analysis

The analysis conducted on students at the State University of Malang with 345 subjects showed that the statistical data on the social support variable had a minimum value of 30, a maximum value of 120, a mean value of 75, and a standard deviation of 15.

Based on statistical data on peer social support from 345 subjects, the results were in the high category with a percentage of 46.7%, followed by a low category with a percentage of 51.3%, and a very low category with a percentage of 2%. As a result, Malang State University students have a low level of peer social support.

According to statistical data on resilience scales for students at the State University of Malang, the resilience variable has a minimum value of 50, a maximum value of 200, a mean value of 125, and a standard deviation value of 25.

Based on statistical data, subjects with high resilience have a percentage of 49.3%, followed by a low category with a percentage of 50.4%, and a very low category with a

percentage of 3%. This demonstrates that students at Malang State University have a low level of resilience in the category.

4.1.3. Normality Test

The normality test of the data distribution was carried out using the Kolmogorov-Smirnov technique. It can be seen that the data has a significance value of $.053 > .05$ so it can be said that the data is normally distributed.

4.1.4. Linearity Test

The results of the linearity test of this study are that the social support and resilience variables have a score of $.062$ where $p > .05$. Therefore, it can be concluded that the variables X and Y have a linear relationship.

4.1.5. Hypothesis Testing

TABLE 1: Hypothesis Testing.

Variable	Sig. (p)	Correlation coefficient	Conclusion
Social support - Resilience	.000	.705	Significant (positive relationship between variables X and Y)

Based on the hypothesis test using Pearson’s Product Moment correlation analysis technique, a significance score of p was $.000$ and the correlation coefficient was $.705$. Therefore, it can be concluded that there is a relationship between peer social support and positive resilience variables in Malang State University students.

4.2. Discussion

One of the factors influencing individual resilience is social support [26]. According to the findings of research [27], if the individual gets high social support, then the resilience of the individual is also higher. The social support provided varies as well, ranging from informational support in the form of advice, guidance, and understanding from others to tangible support in the form of finances, services, and goods; support from others in the form of feeling competent in problem-solving; and acceptance within a group [25]. According to [21] suggest that peer social support is the provision of support or

assistance to individuals (perceived support) when needed so that individuals feel loved and appreciated by their surroundings. If the individual receives strong social support from his/her peers, he/she will be able to quickly recover from the difficult situation. Based on the findings of this study, students at the State University of Malang have a low level of social support (51.3%), which can be attributed to others providing less effective social support.

Students' resilience is important in dealing with Distance Learning [28]. Individuals must be resilient to become academically resilient individuals capable of responding in affective, cognitive, and adaptive behavior when faced with academic problems [29]. However, some students have not been able to adapt well, and as a result, they have not developed into resilient individuals. According to the findings of this study of 345 students at the State University of Malang, some students still have a low level of resilience (50.4%), demonstrating that some students are unable to adapt to the Distance Learning system. The root cause is a lack of good social support from individuals [30].

The results of this study indicate that the peer social support of Malang State University students is in a low category, as is the level of resilience. This study also demonstrates a positive relationship between peer social support and resilience which is supported by a previous study by [21,31] that there is a positive relationship between social support and student resilience. The greater the social support, the greater the resilience. Conversely, the lower the level of social support received, the lower the level of resilience.

Based on the results of the two variables' analysis, it is reasonable to conclude that this study proves that there is a positive correlation, and thus the hypothesis in this study is accepted, namely that there is a relationship between peer social support and resilience in Malang State University students (.705) with a positive (+) correlation direction.

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