JURNAL ISLAM NUSANTARA

The Influence of Social Support and Psychological Resilience on Santri's Behavior

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Abstract:

This study aims to elucidate the influence of social support and psychological resilience on student behavior. The research approach employed is quantitative with a correlational design. Data for this study were obtained through questionnaires and analyzed using multiple linear regression techniques. ased on the findings of this research, it was found that: 1) There is a positive influence of social support on psychological resilience, as evidenced by the value of 0.187, which is smaller than 0.698. 2) There is a positive influence of social support on student behavior, which is 0.329, smaller than 0.698. 3) There is a positive influence of psychological resilience on student behavior, amounting to 0.195, smaller than 0.684. 4) There is a simultaneous influence of social support and psychological resilience on student behavior, amounting to 0.367, smaller than 0.604. This indicates that social support and psychological resilience play an important role in shaping student behavior. The higher the social support and psychological resilience obtained by students, the higher the positive influence on student behavior. The findings of this research are expected to provide new insights into the importance of social support and psychological resilience in shaping student behavior.

Key Words: *Social Support, Psychological Resilience, Student Behavior*

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan sosial dan ketahanan psikologis terhadap perilaku siswa. Pendekatan penelitian yang digunakan adalah kuantitatif dengan desain korelasional. Data penelitian ini diperoleh melalui kuesioner dan dianalisis menggunakan teknik regresi linier berganda. Berdasarkan hasil penelitian ini ditemukan bahwa: 1) Terdapat pengaruh positif dukungan sosial terhadap ketahanan psikologis yang dibuktikan dengan nilai sebesar 0,187 lebih kecil dari 0,698. 2) Terdapat pengaruh positif dukungan sosial terhadap perilaku siswa yaitu sebesar 0,329 lebih kecil dari 0,698. 3) Terdapat pengaruh positif resiliensi psikologis terhadap perilaku siswa sebesar 0,195 lebih kecil dari 0,684. 4) Terdapat pengaruh secara simultan dukungan sosial dan ketahanan psikologis terhadap perilaku siswa sebesar 0,367 lebih kecil dari 0,604. Hal ini menunjukkan bahwa dukungan sosial dan ketahanan psikologis berperan penting dalam membentuk perilaku siswa. Semakin tinggi dukungan sosial dan ketahanan psikologis yang diperoleh siswa maka semakin tinggi pengaruh positifnya terhadap perilaku siswa. Temuan penelitian ini diharapkan dapat memberikan wawasan baru mengenai pentingnya dukungan sosial dan ketahanan psikologis dalam membentuk perilaku siswa.

Kata Kunci: *Dukungan Sosial, Ketahanan Psikologis, Perilaku Siswa*

INTRODUCTION

Life in educational institutions involves not only a formal learning process, but also includes complex social dynamics. One of the main aspects of concern is student behavior at school, which includes various behaviors such as tardiness, unauthorized absence, and the use of mobile phones during class hours (Setiadi, 2019). This phenomenon is not only interesting as an object of research but also important to be discussed academically because it has direct implications for the learning environment and student development (Hasanah & Hefniy, 2023; Ansori et al., 2023).

Student behavior is not only influenced by internal factors, but also by external factors such as the social environment and supporters that exist around them. Theories of psychology and sociology have provided a solid foundation in understanding how these factors interact and influence individual behavior in the context of education (Norman et al., 2024). For example, theories about social support and psychological resilience highlight the importance of social support in shaping students' psychological resilience (Sarafino in Amseke, 2018). Social support from family, peers, and teachers can provide a solid foundation for students to face pressures and challenges in their learning environment.

One of the main issues that arise from this context is how the interaction between social support and psychological resilience affects student behavior in school. Although there has been research on the influence of each of these factors separately, there has not been much research that integrates the two in the context of student behavior. This creates the need for more in-depth and focused research to explore the complex relationship between social support, psychological resilience, and student behavior in education.

Previous studies have provided a significant understanding related to the variables relevant to this study. Research by Mahendika & Sijabat (2023) shows that social support can affect students' psychological resilience, while Rismelina (2020) highlights the importance of coping strategies and social support in increasing resilience to domestic violence. In addition, Hasanuddin & Khairuddin (2021) examined the role of social support from peers in increasing the psychological resilience of adolescents who experience conflict. However, there has been no research specifically exploring how the interaction between these two factors together influences student behavior in educational contexts.

The gap identified from the existing literature is the lack of research that comprehensively integrates the influence of social support and psychological resilience in predicting student behavior in school. Previous studies have tended to focus on the influence of each variable separately, while the relationship between the two still needs to be explored further to understand the dynamics more fully in the context of education.

The novelty of this study lies in an integrative approach that combines the concepts of psychological resilience and social support in understanding and predicting student behavior in educational institutions. This study not only offers

a new understanding of the complex relationships between these variables, but also proposes practical implications that can enrich intervention approaches in educational settings.

This study aims to explain and explore in depth how the interaction between social support and psychological resilience affects student behavior in school. Through a comprehensive approach, this research is expected to make a significant contribution to theoretical and practical understanding in the field of educational psychology, as well as offer recommendations that can be applied in improving the quality of learning and student welfare.

RESEARCH METHODS

This study utilizes a quantitative method approach with a correlational type. The quantitative approach in this context refers to decision-making and inference procedures based on numerical data obtained from statistical calculations (Nugraha & Darminto, 2020). The instrument in this research consists of questionnaires given to the respondents. The number of respondents depends on the sampling technique used. In this study, the researcher employs the stratified random sampling technique. The total population consists of 654 students from grades X to XII. Therefore, the sample size comprises 60 students representing all grades or classes.

The questionnaire, which has been prepared in advance, underwent validity and reliability tests to determine the number of questionnaire items deemed invalid or unreliable. The validity test results indicate that there are 13 items in the social support variable questionnaire, 14 items in the psychological resilience variable questionnaire, and 12 items in the student behavior variable questionnaire that are deemed valid. The reliability test results show that the social support variable has a coefficient reliability value of 0.698, the psychological resilience variable has a coefficient reliability value of 0.684, and the student behavior variable has a coefficient reliability value of 0.604. Data analysis in this study utilizes the multiple linear regression technique with the assistance of the SPSS application.

FINDINGS AND DISCUSSION

The influence of social support and psychological resilience on student behavior is an important aspect in the context of education. Based on the results of this research, which reveal the influence of social support and psychological resilience on student behavior. This analysis aims to ascertain whether social support and psychological resilience affect student behavior.

The theory of the influence or impact of social support and psychological resilience on student behavior is an important part in the context of Education. Social support has a significantly positive impact on the psychological well-being of students. Students who have strong social support can reduce stress, boost self-confidence, and feel accepted and supported. Students with high

psychological resilience are able to manage emotions, solve problems, and exhibit positive behavior. Social support plays a crucial role in building psychological resilience. For instance, support from peers or teachers can help someone overcome fear and anxiety in an educational environment. Conversely, strong psychological resilience can also strengthen students' social relationships.

The Influence of Social Support on Psychological Resilience

Social support is one of the external factors that can influence students' psychological resilience. In this context, it is important to explore the influence of social support on psychological resilience and its implications for students' well-being and adaptation in facing various situations in life. The results of data analysis on the influence of social support on psychological resilience can be seen in the following Table 1.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square
1	.448[a]	.200	.187

a. Predictors: (Constant), X1

The data in the table above indicates that social support has a positive influence on psychological resilience with a value of 18.7%. Based on this analysis, there is a positive effect of social support on students' psychological resilience.

Table 2. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	408.549	1	408.549	14.545	.000[a]
	Residual	1629.184	58	28.089		
	Total	2037.733	59			

a. Predictors: (Constant), X1

b. Dependent Variable: X2

The analysis results above indicate that the significance value is 0.000 < 0.05. Based on this analysis, the research on social support has shown its significant impact on students' psychological resilience. Social support refers to interpersonal interactions that provide assistance, emotional support, information, or recognition to individuals in specific situations. Social support can provide crucial emotional resources for students. This research confirms that social support plays a significant role in enhancing students' psychological

resilience. By feeling supported by their social environment, students tend to have better abilities to cope with challenges and stress, as well as strengthen the emotional well-being and academic performance of students.

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According to Taylor, social support can come from partners, family, friends, community, peer groups, colleagues, and supervisors (Rahadiansyah & Chusairi, 2021). Psychological resilience is an individual's effort to withstand and recover from pressure, challenges, or events that may disrupt them emotionally. Additionally, social support plays a role and has an influence on students' academic achievements (Maghfirah et al., 2023). By having strong social support, students can better face pressures and challenges, thus enhancing their psychological well-being and academic performance.

This research is in line with the study by Hesti Setyarahma et al., (2021) Hasanuddin & Khairuddin (2021), Sabila (2020) which states that there is a significant influence between social interaction and adolescent resilience. Social support also plays a crucial role in the development of adolescent psychological resilience. Support from family, peers, and the school environment can provide the sense of connection, confidence, and security needed to overcome difficulties for students. Through this positive social interaction, students learn that they are not alone in facing challenges and that they can rely on those around them to support and assist them in facing challenges.

The learning process plays a key role in developing students' psychological resilience. During adolescence, they experience various situations and challenges that shape their responses to stress, failure, or disappointment. Through these experiences, students learn how to manage emotions, solve problems, and overcome obstacles they may face. Each experience provides an opportunity for students to strengthen their psychological resilience.

Furthermore, adolescents' psychological resilience can also be strengthened through direct guidance and teaching on problem-solving skills, emotional regulation, and effective adaptation. Educational programs or psychological interventions that emphasize the development of psychological resilience can provide adolescents with the tools they need to cope with life pressures more effectively. Thus, psychological resilience is not something inherent in adolescents but rather a result of the learning process and the support they receive from their environment. With the right experiences, learning, and support, adolescents can develop strong psychological resilience that enables

them to overcome challenges and positively grow during the transition to adulthood.

According to Taylor, students with high social support experience lower levels of stress and are better able to cope with and experience positive events more positively (Rismelina, 2020). The influence of social support on students' psychological resilience is important. The higher the social support received by students, the higher their level of psychological resilience.

The Influence of Social Support on Student Behavior

Social support plays an important role in shaping students' behavior in the educational environment. Through positive interactions and assistance from family, peers, teachers, and the surrounding environment, social support can have a strong influence on shaping attitudes, motivation, and responses to academic and social challenges faced by students. The results of data analysis on the influence of social support on students' behavior can be seen in the following Table 3.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584[a]	.341	.329	3.809

a. Predictors: (Constant), X1

Based on Table 3, it is shown that social support has a positive influence on students' behavior with a value of 32.9%. The analysis results prove that social support affects students' behavior.

Table 4. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	434.877	1	434.877	29.966	.000[a]
	Residual	841.706	58	14.512		
	Total	1276.583	59			

a. Predictors: (Constant), X1

b. Dependent Variable: Y

The analysis results above indicate that the significance value is 0.000 < 0.05. Based on this analysis, there is a significant influence of social support on students' behavior. This research shows that social support has a positive and significant impact on students' behavior. This is Supported by Sardi & Ayriza (2020), Nufiar (2022), Saputro & Sugiarti (2021), Mulyawati et al. (2022) That there is a significant positive influence of social support on student behavior.

An enabling environment can facilitate positive behavior, reduce negative behavior, and shape healthy social norms among students. One aspect of this is that a significant portion of social support is obtained while at school, whether from peers, teachers, or the school community. Schools play a dominant role in influencing and shaping a student's attitudes, behavior, and achievements (Yandi et al., 2023). Therefore, paying attention to and strengthening social support in schools and communities can be an effective strategy in promoting good behavior and overall student well-being.

Research on social support and student behavior has revealed a strong relationship between the two concepts. Social support, which encompasses assistance, emotional support, information, or recognition from people around the students, can influence various aspects of student behavior. Social support can impact positive behaviors such as active participation in academic and social activities. Students who feel supported by peers, teachers, and family members are likely to be more motivated to engage in positive activities within school and the community. They may be more inclined to take constructive risks, try new things, and behave well towards others.

In the context of education, social support from teachers, peers, and family can have a positive impact on student behavior. For example, emotional support from teachers can make students feel valued and motivated to learn. Instrumental support from family, such as providing learning resources, can also enhance students' academic performance. Additionally, informational support from peers can assist students in solving problems and facing academic challenges.

This research also indicates that social support can reduce students' stress levels, thus enhancing their mental and emotional well-being. This can have a positive impact on learning motivation and academic performance. Additionally, students who feel supported tend to have higher levels of self-confidence in facing academic tasks and social challenges in the school environment. However, it's important to remember that the influence of social support is not always positive. Some studies also suggest that excessive or mismatched social support to individual needs can lead to dependency and hinder students' development. Therefore, it's important for educators and parents to provide social support tailored to the individual needs and development of students.

According to Studi et al (2023) the positive impact or influence of peer social support can lead to positive student behavior as well. Conversely, if social support is low, it may result in negative behavior. According to Sarason in Ayu et al (2024) his theory asserts that social support plays a significant role in shaping students' perceptions of their environment. Social support consists of four main dimensions: emotional support, instrumental support, informational support, and appraisal support. Overall, theoretical studies on the influence of social support on student behavior affirm the importance of the social environment in shaping students' character, motivation, and academic performance. By

understanding and paying attention to these aspects of social support, educators can create a supportive learning environment that motivates students to achieve their maximum potential.

The Influence of Psychological Resilience on Student Behavior

Psychological resilience as the underlying strength that enables students to cope with challenges and pressures in daily life also plays a role in shaping student behavior in the educational environment. The results of data analysis on psychological resilience towards student behavior can be seen in the following Table 5.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457[a]	.209	.195	4.174

a. Predictors: (Constant), X2

Based on Table 5, it is shown that psychological resilience influences student behavior with a value of 19.5%. The analysis results demonstrate that social support positively influences student behavior.

Table 6. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266.314	1	266.314	15.289	.000[a]
	Residual	1010.269	58	17.418		
	Total	1276.583	59			

a. Predictors: (Constant), X2

b. Dependent Variable: Y

The data analysis results indicate that the significance value is 0.000 < 0.05. Based on this analysis, there is a significant influence between psychological resilience (X2) and student behavior (Y). It can be concluded that the analysis results demonstrate that psychological resilience positively and significantly influences student behavior.

Psychological resilience can influence students' behavior in dealing with school rules and the learning environment. It can also affect social interactions and relationships among students. Students with good psychological resilience tend to have better interpersonal skills, such as the ability to manage conflicts effectively, communicate efficiently, and empathize with others. This can result in more positive relationships with peers, teachers, and parents, as well as reduce

the likelihood of engaging in aggressive or harmful behaviors. The changes in behavior that occur in students are due to interactions between themselves and the environment, whether physically or psychologically (Santo et al., 2018).

The findings of this research are supported by Mundir et al., (2022), Rahmadani et al., (2022), Salsabila & Diana (2021), Conia & Sofiyanti (2021) indicating that students with the skill to provide psychological support not only can manage themselves better when facing difficult situations but also contribute to creating a better family, school, and community environment. This not only has a positive impact on the students individually but also helps in creating a better overall environment.

This research indicates that psychological resilience has a positive impact on student behavior. Students with high levels of psychological resilience tend to exhibit more adaptive behavior, have better social relationships, and achieve higher academic performance. Therefore, paying attention to and encouraging the development of psychological resilience among students can be an important strategy to support their overall well-being and growth.

According to Aksyah et al., (2019) the higher the level of adolescent psychological resilience, the lower the likelihood of experiencing conflict. Adolescents with high levels of psychological resilience are more capable of managing emotions and solving problems because they can cope well with difficult situations. Students with high psychological resilience are likely to exhibit positive behavior.

The Simultaneous Influence of Social Support and Psychological Resilience on Students' Behavior

Social support and psychological resilience play important roles in shaping student behavior. The analysis results can be seen in the following Table 6.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623[a]	.388	.367	3.701

a. Predictors: (Constant), X2, X1

Based on Table 6, statistical calculations found that social support and psychological resilience influence student behavior with a value of 36.7%. The analysis results indicate that social support and psychological resilience positively influence student behavior.

Table 7. ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	495.844	2	247.922	18.100	.000[a]
	Residual	780.740	57	13.697		
	Total	1276.583	59			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

The analysis results from the table above indicate that the significance value is 0.000 < 0.05. Based on this analysis, there is a significant influence of social support and psychological resilience on student behavior. It can be concluded that the analysis results demonstrate that social support and psychological resilience have a positive and significant impact on student behavior.

The social support received by students can enhance their level of psychological resilience, while high psychological resilience can strengthen students' ability to effectively utilize social support. Both play crucial roles in shaping positive behavior and overall well-being of students. Social support has a positive impact on students' psychological resilience. Support from family, peers, and teachers can provide students with the emotional resources, information, and practical support needed to cope with challenges and stress in school and social life. When students feel supported, they tend to have higher psychological resilience, enabling them to cope with pressure, maintain emotional balance, and remain adaptive in challenging situations.

This study demonstrates that social support and psychological resilience collectively influence student behavior. Strong social support can enhance students' psychological resilience, while high psychological resilience can strengthen students' ability to effectively utilize social support. Together, they form an important foundation for adaptive behavior, psychological well-being, and better academic achievement among students.

The findings of this study are supported by several previous research studies, as stated by Mundiri & Nawiro (2019), Yunita (2023), Aprilia & Yoenanto (2022), Syahara & Chusair (2021), Mahendika & Sijabat (2023), Lubis et al., (2020) which indicate a positive influence between psychological resilience and student behavior. The simultaneous influence of social support and psychological resilience on student behavior has become an increasingly focused research area in the field of education. Social support, which includes positive interactions from family, peers, and the school environment, has been shown to have a significant impact on the psychological development of students.

In addition, psychological resilience, which encompasses the ability to cope with pressure, frustration, and life challenges, also plays a crucial role in

shaping student behavior. Students who receive strong social support tend to have higher self-confidence and the ability to overcome difficulties in learning and social interactions. They also tend to be more motivated and actively participate in school and extracurricular activities. When feeling supported by their social environment, students are more likely to develop positive attitudes towards school and learning, which can enhance their academic achievement.

However, social support alone is not sufficient to address complex challenges in the educational environment. Psychological resilience plays a crucial role in helping students cope with stress and pressure that may arise in the teaching and learning process. Psychological resilience enables students to manage stress and maintain mental well-being.

According to Felipus & Amseke (2024) the impact of a lack of social support and psychological resilience causes students to be less motivated in completing tasks given by teachers. Consequently, this spreads to other aspects of student behavior such as causing laziness and absenteeism in class. Students with high levels of psychological resilience tend to be more flexible in overcoming obstacles and facing failure with a more optimistic attitude. They can maintain intrinsic motivation to learn even when faced with difficulties. When social support and psychological resilience work together, their impact on student behavior can become stronger. Students who feel supported by a positive social environment and at the same time have high psychological resilience tend to be more able to withstand academic and social pressures. They are also more likely to develop resilience, tolerance for failure, and perseverance in achieving their educational goals. Thus, the integration of social support and psychological resilience becomes important in creating an educational environment that supports and reinforces students' positive behaviors.

CONCLUSION

This research provides significant findings in the context of Islamic education in Indonesia, particularly in integrating local wisdom values into the curriculum and developing school programs based on local culture. The findings indicate that integrating local wisdom values into school curricula enhances community acceptance and participation in education, enriches students' learning experiences with relevant local contexts, and emphasizes the importance of teacher capacity development in implementing local wisdom-based programs to ensure their continuity and sustainability in the long run. Moreover, the study contributes significantly to scholarship by renewing perspectives on local culture-based education in Indonesia, expanding teaching methods centered on local contexts, and enhancing understanding of how local wisdom can be integrated into broader educational systems.

However, the study has several limitations that should be acknowledged. Firstly, it is confined to a specific school context, necessitating careful consideration of the generalizability of findings depending on the local context

and community characteristics. Secondly, focusing on a specific gender in the analysis may limit the representation of the overall student population. Additionally, variations in student ages could influence responses to local education programs. Lastly, the research methodology employed a qualitative approach with a single case study, which limits the generalizability of findings more broadly. Therefore, further research accommodating gender, age variations, and broader survey methods is needed to obtain a more comprehensive picture. This is expected to strengthen the foundation for more targeted and relevant policy development for the advancement of local culture-based education in Indonesia.

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