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Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19

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Abstract: The purpose of this study is analyzed and reconfirm each item on perceived social support e.g., peers, families, and teachers on academic resilience based on online learning during COVID-19. This study uses a quantitative approach with a correlational design as a method. The sample in this study consisted of 291 cadets at Politeknik Ilmu Pelayaran (Marine Science Polytechnic) in Makassar city selected through accidental sampling. Data were analyzed using linear regression analysis with SPSS as a statistical tool. The result of this study indicates perceived social support significantly contributes to academic resilience at 71.8% ($R^2 = 0.718$; Sig < 0.01), and 28.2% comes from outside of the study variables. Every aspect of perceived social support contributes to academic resilience. The contribution of family support by 42.4; teacher support by 16.6%, and peer support by 12.8%. The findings in the study show that family support is the support element that dominant contributes for students in the online learning during the process and gives the highest contribution to academic resilience in the online learning process. Therefore, individuals' perception of peers, family, and teachers who can provide assistance, support, and care when students experience difficulties in the academic field can increase academic resilience.

Keywords: Perceived Social Support, Academic Resilience, Online Learning

1. INTRODUCTION

University is a place for students to develop intellectual and aspects of personal growth such as verbal, quantitative, critical thinking, and moral reasoning skills (Papalia & Feldman, 2015). According to the Law of the Republic of Indonesia 12/2012, students at the higher education level are positioned as adults who have awareness and actively develop their potential within themselves. Higher education then becomes a place for students to build and explore their potential. Being in a new educational environment provides opportunities for individuals to develop abilities, explore the latest strategic approach to resolve the problem, and provide opportunities for individuals to develop their cognitive aspects (Papalia & Feldman, 2015). Likewise, students feel when entering the world of college. Based on their developmental tasks, students transition from adolescence to adulthood, which occurs around 18-25 years or is in early adulthood. Processing in university leads students to a fundamental change in thinking that enters the cognitive development stage of post-formal review, a mature type of thinking that relies on subjective experience, intuition, and valuable logic in solving problems in various uncertain situations. The flexibility of thought, open-mindedness, and adaptability based on intuition, emotion, and sense help individuals overcome difficulties in life (Papalia & Feldman, 2015). A student who is undergoing high school or official college in marine science is called a cadet; in the city of Makassar, one of the official schools in marine science is the Maritime Science Polytechnic (PIP). Based on interviews with several PIP Makassar cadets, the academic burden and demands felt as cadets tended to be heavy due to the need to balance academic and non-academic education aspects. In addition, cadets are also required to be disciplined and often have difficulty getting study time due to a rush schedule. Furthermore, the interview results explained that the adaptation process when entering

higher education tends to be difficult due to adaptation to different learning processes when in school and adaptation to various applicable academic rules.

The current COVID-19 pandemic has brought changes from various aspects of life, which have become new challenges for students. The Indonesian government has implemented a social-distancing method in social life, including in the education sector, which requires an online learning process. In line with the social-distancing strategy, the results of interviews with cadets revealed that one of the sources of the current perceived academic burden is the online learning process. Online learning is less satisfying for students compared to the offline learning process. The results of a survey conducted on 291 cadets found that as many as 65.7% of cadets felt an academic burden that was in the medium to very high range in the online learning process. It was further explained in the interview process that this was due to difficulties in understanding the topic. Besides, there are multiple obstacles experienced by cadets during the online learning process, such as a lack of internet connections. Changes in communication patterns with lecturers make it challenging to understand the material that the lecturer explains. The high intense of the learning load makes it difficult for cadets to undergo the learning process. In addition, the online learning process also presents its challenges because the change in learning patterns to distance learning provides demands and challenges for cadets to understand practical learning material without experiencing it directly. Argaheni (2020) reveals that the online learning process provides challenges and difficulties for students. This difficulty is obtained from various obstacles and perceived academic burdens and changing learning patterns from offline learning to online learning. In addition, Martínez et al. (2020) also revealed that most students experienced academic stress during distance learning during the COVID-19 pandemic. This situation becomes a problem because unresolved difficulties will endanger the continuity of the student education process to cope with the pressures, complications, and perceived academic demands (Hart, 2012). An individual's capacity is needed to deal with every problem adaptively. Individual ability to overcome perceived academic burdens and difficulties is closely related to the concept of academic resilience (Kumalasari & Akmal, 2020). Students who have intellectual resilience are high marked by the ability to effectively deal with the four situations, e.g., pressure, setback, challenge, and adversity (A. J. Martin & Marsh, 2006).

Academic resilience is defined as a construction of resilience in the educational field and reflects an increase in individual success in the learning process despite experiencing difficulties (A. Martin, 2002). In addition, academic resilience is also defined as the ability of students to deal with intellectual decline, stress, and pressure on the learning process effectively (A. Martin, 2002). Academic resilience is one of the components needed by students in the learning process. Academic resilience provides resilience and capacity in individuals to rise from various difficulties and obstacles in the learning process (A. J. Martin & Marsh, 2006). In addition, academic resilience is an essential thing for students to undergo the online lecture process in the current conditions. This statement is evidenced by Kumalasari & Akmal (2020), which reveals that academic resilience can make students have better online learning readiness and increase satisfaction in the online learning process. Then, Roellyana & Listiyandini (2016) research revealed that students with high resilience would feel optimistic and believe that everything they face will get better.

Academic resilience can be influenced by internal factors as well as external factors from the individual. These internal factors, e.g., self-esteem or good feelings related to the worth felt by the individual, individual's curiosity or the about something and decisiveness or individual determination in achieving success. Apart from internal factors, external factors come from outside the individual that can influence academic resilience, e.g., family, qualified teachers, peer relations, and the community or individual social environment (Everall et al., 2006; Thomson, 2000). Someone with good social support can influence the individual's capacity to deal with stressful experiences, cope well with these experiences, and positively solve these challenges (Saam, 2010). Sarafino & Smith (2014) explain that social support refers to comfort, care, esteem, or assistance available to someone from an individual/group. Social support can come from various sources, i.e., family, friends, and other individuals in their social environments. Including students, students need good social support to increase resilience when facing pressure or stress (Ozbay et al., 2007). Social support refers to two things

(e.g., perceived social support and received approval). Perceived social support relates to feeling comfort and care.

In contrast, received social support refers to actions shown by others in the form of providing service and support (Sarafino & Smith, 2014). Perceived social support gives a feeling that someone is loved, worthy, and part of a social network that can help them in times of need (Sarafino & Smith, 2014). Perceived social support is a stronger predictor than received social support in the adaptation process in stressful situations. This is because the support provided by others (received social support) can be different from the need for support needed by individuals, so that perceived social support is considered more capable of meeting the need for the availability of social support (Taylor et al., 2019). Perceived social support is also better able to encourage students to remain persistent in facing all obstacles or difficulties in carrying out the learning process in the academic field. In addition, perceived social support motivates students to proceed well in academics and achieve better academic achievement (Dupont et al., 2015).

While in college, individuals have had a lot of experience with their social environments, such as family, teachers, and peers. These three components are essential in creating a mindset that affects academic aspects and supports the individual's capacity to overcome various academic fields. The availability of ambient can provide support and provide a feeling of security for students (Vedder et al., 2005). In line with our interviews with several cadets who stated that peer, family, and teacher role is vital in the academic life of cadets. Peer into the source of donor support, assistance, and listeners share when experiencing difficulties in the process of education. The family becomes the primary source of motivation for cadets to study in earnest in the educational process undertaken and the teacher as a source of relief when the cadets experience a difficulty related to the academic field. In the COVID 19 situation, online learning influences student relationships and interactions with their social environment, potentially meeting needs-relatedness students (Warmansyah-Abbas, 2020). This is because the learning process from home limits the student's interaction space with the surrounding environment. This statement is then supported by interviews with cadets who revealed that the online learning process provides many limitations in interacting with peers and teachers. There is a feeling of difficulty in understanding learning. There is a feeling of dissatisfaction with online learning. Firman & Rahayu (2020) revealed that online lectures make it difficult for students to understand lecture material. The limited interaction felt by students resulted in feelings of dissatisfaction during online learning, so it provided a learning burden for students with material that was difficult to understand with excessive learning tasks. The learning burden then creates a feeling of fear for students about their academic progress (Andiarna & Kusumawati, 2020). Argaheni (2020) also revealed that most students find it challenging to perform the online learning process because there is no direct interaction with the teacher /lecturer. The online learning process prevents students from creating a learning atmosphere that suits their needs of students, in contrast to offline learning, which can provide direct interaction, which then creates a feeling of mutual lack, mutual respect, and mutual affection between students and teachers. Likewise, changes to interactions with peers; Livana et al. (2020) revealed that one of the causes of the academic burden during the COVID-19 pandemic was not interacting with loved ones, namely college friends physically. This is in the form of difficulties in collaborating with friends and student barriers in carrying out the group learning process together. This is corroborated by Mishra et al. (2020), which revealed that the relationship with friends is one of the most dominant factors in the pressure felt by students in adapting to the learning process.

In addition to teacher and peer, the interaction between students and family also affects the online learning process carried out by students. Family is one of the primary social resources that influence the online learning process of students. This is because the family is one of the social components that continuously interact with students directly during the current pandemic conditions. Families have a vital role in the online learning process. Parents act as motivators by providing encouragement and support to students to be enthusiastic in the online learning process that is carried out (Hadi, 2020). Based on the explanation, perceived social support from peers, family, and teachers has been considered an essential social component in the online learning process and also acts as a predictor that can contribute to students' ability to face various difficulties and perceived academic burdens. Through feeling the availability of a caring environment, providing love, and providing support when

experiencing problems. Multiple studies reveal the contribution and relationship between perceived social support and academic resilience. Prior research by Fang et al. (2020) on children with below-average family incomes shows that perceived social support from family, peers, and teachers contributes significantly to academic resilience. Satyaninrum (2019) reveals that perceived social support is one of the variables that positively affect academic resilience in adolescents. Baltaci & Karataş (2015) demonstrated that perceived social support and life satisfaction significantly contributed to
students' resilience.

Furthermore, Narayanan & Weng Onn's (2016) research on first-year students at state universities in Malaysia revealed that perceived social support from friends and family made a significant contribution to academic resilience. This means that when someone has perceived social support a high, it will reduce students' probability of being in resilience low. Pidgeon et al. (2014) also found that students who had high levels of resilience had high perceived social support and campus connectedness and psychological distress low. Students need academic resilience to overcome and overcome various demands, difficulties, and academic burdens in the learning process, both offline and online. Academic resilience is also required so that students have the strength to function optimally in the learning process. Perceived social support from peers, family, and teachers contributes to academic resilience and makes students face various demands and high academic burdens in higher education. This support can be identified through the individual's subjective point of view Sarason et al. (1983). Perceived social support gives a feeling that someone is loved, worthy, and part of a social network that can help them in times of need (Sarafino & Smith, 2014).

In education, perceived social support can encourage students to remain persistent in facing all obstacles and difficulties in carrying out the learning process by sensing the availability of social support needed by individuals (Poór et al., 2014). Perceived social support also affects students' motivation to proceed well in academics and achieve better academic achievement (Dupont et al., 2015). The novelty of this research is by reviewing the perceived social support from aspects that come from the three primary sources of the social environment for individuals (peer, family, and teacher) during the online learning process. The availability of an environment that can provide support and provide a feeling of security for students (Vedder et al., 2005). It also plays a role in fulfilling needs relatedness students in the learning process. The fulfillment of these needs supports the motivation of resilient students, which benefits individual abilities when facing challenges and rising from obstacles in the academic field (Furrer et al., 2014). The need for relatedness is closely related to the perceived social support felt by the individual. Perceived social support can describe the availability of social support needed by individuals to be considered a predictor that can shape individual capacity in dealing with a stressful event (Poór et al., 2014; Smith et al., 2010). Fulfillment of the social support needs needed by individuals will make individuals feel they have good social support to develop abilities in dealing with stressful experiences, overcoming these experiences well, and passing challenges more positively (Akob et al., 2020). Therefore, perceived social support, especially peer, family, and teacher, can contribute to the individual's ability to face, survive, and adapt in all problematic situations, including the burden in the academic field.

Academic resilience is defined as a construction of resilience and reflects an increase in the individual success in the learning process despite experiencing difficulties (Cassidy, 2016). Based on it, when the individual has perceived social support as good. It is expected to contribute to the resilience of individuals in overcoming all difficulties, and academic load as academic resilience refers to the ability of individuals to effectively face the four situations, namely situations of pressure, deterioration, challenge, and adversity in the educational field (A. J. Martin & Marsh, 2006). There are previous studies that reveal the contribution of perceived social support to academic resilience. Prior research by Fang et al. (2020) on children with below-average family incomes shows that perceived social support from family, peers, and teachers contributes significantly to academic resilience. Satyaninrum, 2019) reveals that perceived social support is one of the variables that positively influence academic resilience in adolescents. Social resources such as parents, friends, teachers, and school support contribute to student resilience shown by caring parents, participation in extracurricular activities, and teachers who support students in achieving student academic achievement. This is corroborated by Baltaci & Karataş's (2015) research, which revealed that perceived social support and life satisfaction significantly

contributed to student resilience. Based on the explanation, the objectiveness of this study is analyzed each perceived social support from peers, families, and teachers on academic resilience.

2. Literature Reviews

2.1. Perceived Social Support

Brief & Weiss (2002) suggests that social support is a relationship process formed by individuals with the perception that individuals are valued, loved, and cared for, followed by providing support or assistance to individuals who experience a problem or pressure in everyday life. Someone with a high level of social support offers defense from the consequences of adverse circumstances (stressful events). Baron et al. (2012) then revealed that social support receives emotional and behavioral assistance from others to overcome a pressure felt by the individual. Sarason & Sarason (1985) indicates that social support makes individuals believe that individuals are loved and valued and are in a group with a communication network and shared obligations that mean they need each other. Social support also plays a role in individual academic fields. Cutrona & Russell (1987) states that good social support from the environment can help new students overcome problems and face a transition period that is felt well. Social support refers to two things, namely perceived social support and received social support. Perceived social support relates to feelings or perceptions of comfort, care, and assistance available when individuals need something. At the same time, received social support refers to actions shown by others in the form of providing service and support Sarafino & Smith (2014). Social support measurement is done in perceived social support by asking how a person perceives or believes others will help. This can then help a person think about the availability of help or support to help him deal with various stressful events in life (Barrafrem et al., 2020). Perceived social support is a cognitive appraisal of individuals regarding social support received. It focuses on assessing the availability or how adequate the asset is, regardless of whether the individual gets that support (López & Cooper, 2011). Dubow & Ullman (1989) revealed that this assessment focuses on the feeling that the individual has someone who cares, loves, respects, and can also be relied on when they need it. Sarason et al. (1983) revealed that perceived social support is a person's belief in social support available when needed and that support can be identified through a person's subjective point of view. Perceived social support is also believed to be a better predictor of individual psychological aspects than objectively measuring social support (Zimet et al., 1988). In education, perceived social support can also encourage students to remain persistent in facing all obstacles or difficulties in carrying out the learning process in the academic area. Perceived social support gives students motivation to proceed well in the educational field and achieve better academic achievement (Dupont et al., 2015). Perceived social support also has several functions, namely to describe the level of social support felt by individuals and to help individuals to cope with stressful experiences (Cohen & Wills, 1985). Dubow & Ullman (1989) revealed three aspects of perceived social support regarding sources of social support, e.g., family support, which is perceived social support that comes from the family—such as feelings of respect, being loved, caring, and the availability of the family to provide assistance and input when individuals are experiencing a problem. Peer support is perceived social support from peers, including classmates, including feelings of being appreciated, loved and the availability of help by peers and classmates when needed. Third, teacher support, which is perceived social support from the teacher, includes being appreciated, loved, and caring. The availability of support and assistance from teachers (teachers/lecturers) when individuals experience academic difficulties.

2.2. Academic Resilience

Grotberg (1995) defines resilience as a universal capacity possessed by an individual, group, or community to prevent, reduce and overcome the adverse effects of adversity. The harmful effects of adversity. Resilience is an essential thing because it relates to an individual's ability to face adversity, learn from misfortune and improve from the difficulties encountered during life (Grotberg, 1995). Everyone needs resilience because experiencing hardship is a part of everyone's life. Resilience is related to the individual's ability to survive and adapt when experiencing bad things (Reivich & Shatté, 2002).

In the academic context, the term known as academic resilience relates to a person's ability to rise again, overcome all obstacles and obstacles, and be an asset to the individual. Furthermore, Cassidy (2016) explains that resilience in an academic context or what is referred to as academic resilience is a construction of resilience and reflects an increase in the individual success in the learning process despite experiencing difficulties. A. Martin (2002) also describes academic resilience as the ability of students to deal with intellectual decline, stress, and pressure in the learning process effectively. Fang et al. (2020) revealed that academically resilient individual characters have social competence, problem-solving abilities, independence, and a sense of purpose. Hendriani (2018) also suggests that academic resilience is resilience or resilience felt by individuals in the learning process, which is a dynamic process and reflects an individual's strength and resilience to rise from negative emotional experiences when facing a stressful and challenging situation.

Academic resilience then explains how students or students overcome multiple challenges or extensive negative experiences, suppress and hinder the learning process so that individuals can adapt and complete each academic load well (Hendriani, 2018). Academic resilience is a significant factor related to the ability of students to adapt to the university environment and helps students reduce the risk of stress. Likes overcome all academic demands, improve academic achievement, and facilitate coping effective strategies when students experience academic stress (Pidgeon et al., 2014). Cassidy (2016) explains aspects of academic resilience, namely perseverance, a person's ability to display hard work, effort, feelings of not giving up, and consistent plans and goals. Second, reflecting and adaptive help-seeking is a person's ability to reflect on strengths and weaknesses (e.g., make changes to learning, seek help, support, and encouragement from others). Monitor the achievements to be achieved and provide rewards and punishments for these achievements; and negative affect and emotional response, which is a person's ability to manage negative emotions, such as anxiety, and avoid adverse emotional reactions about something. It is also related to the acceptance of something negative towards something. Academic resilience is influenced by two protective factors, namely internal factors, and external factors. Internal factors are factors related to individual characteristics, which consist of self-esteem, which is an assessment linked to feelings about the individual's worth. Second, curiosity is a feeling of curiosity about a thing, situation, or information, and decisiveness is the determination of the individual in achieving academic success (Evans, 2008). In addition, there are external factors which are factors related to the environment outside the individual, which consists of the family which is a factor related to the relationship that exists between the individual and his parents and family in the form of feelings of care, support, parenting provided, the rules applied, feelings of mutual love, sufficient economic conditions and harmonious relations between family members are established; qualified teachers which are factors related to teacher equipment in schools, quality management owned by teachers and culture applied in schools; peer relations which is a factor related to interactions and relationships with peers including time spent together, motivating and influencing each other, as well as being a role model for each other that can affect individual achievement in the academic field; and community which is a factor that comes from the individual's social environment including organizations inside and outside institutions such as student organizations and community organizations.

3. Research Method and Materials

3.1 Participants

The population in this study were all active cadets who were carrying out the educational process at Politeknik Ilmu Pelayaran (Marine Science Polytechnic) in Makassar city with approximately 1,350 people. The total population was obtained from cadets from the Marine and Port Management Study Program, Nautical and Technical. The sampling process in this study used the accidental sampling technique using the sample determination table developed by (Marks & Gelder, 1967). Based on this table, the total sample size for a total population of 1,350 people with an error rate of 5% was in the range of 279 people.

3.2 Instrument and Measurement

Data collection techniques in this study used a questionnaire consisting of informed consent, a demographic form, an open question regarding strategies for controlling adolescent emotions, and two-scale instruments with a Likert scale model. The scale instrument academic resilience uses a measuring device that has been modified from the academic resilience measurement tool constructed by Afriyeni & Rahayuningsih (2020) and consists of 41 items based on the aspects proposed by Cassidy (2016). The modifications made by the researchers on the measuring instrument academic resilience, namely by modifying the four behavioral indicators on the measuring instrument following the construct academic resilience. In addition, the researcher also added and subtracted several items that were not relevant to the theoretical construct so that the number of items based on the modified measuring instrument was forty-two items. The variable scale instrument perceived social support uses a Likert scale adapted and modified from the Social Support Appraisal Scale (APP) and consists of 31 items developed by Dubow & Ullman (1989). The measuring instrument used is based on adequate social support sources from peers, family, and teachers. Adaptation of measuring instruments is made by understanding the behavioral indicators on the original measuring instruments. The results of the modification of the measuring instrument amounted to thirty items. Both measuring instruments use a Likert scale used with a range of 1 (very inappropriate) to 5 (very appropriate). Reliability in this study was carried out using Alpha Cronbach's. The high and low reliability, empirically, is indicated by a number called the reliability coefficient. The reliability coefficient figures are in the range from 0 to 1.00. The higher the reliability coefficient approaching the number 1.00, the higher the reliability (Indahingwati et al., 2019). The reliability coefficient value of Cronbach's alpha for measuring academic resilience is 0.87 (reliability is high), and the reliability coefficient value of Cronbach's alpha for measuring perceived social support is 0.936 (reliability is perfect). Data analysis in this study was carried out with the help of the IBM SPSS program. Data analysis was performed using a simple linear regression test.

4. Results and Discussion

4.1. Statistical Analytic

The results of hypothesis testing were carried out through a simple linear regression test using the IBM SPSS Statistics 25 program, which aims to determine the contribution of perceived social support to academic resilience. The following is the value of the contribution and significance of this research:

Table 1: Linear Regression Test

Variables	N	R	R Square	Sig (2-tailed)
Perceived Social Support	291	0.847	0.718	.000
Academic Resilience				

Based on table 1, it can be seen that the correlation index (R) value of perceived social support for academic resilience is 0.847. The positive correlation value indicates that the higher the perceived social support from peer families and teachers, the higher students' academic resilience. On the other hand, the lower the perceived social support from peer families and teachers, the lower students' academic resilience. In addition, the correlation index value of 0.847 is included in the category of a robust correlation, namely in the range of 0.7 to 0.89 (De Vaus, 2002).

Furthermore, an R-Square value of 0.718 explains the effective contribution of perceived social support to academic resilience. These results indicate that perceived social support contributes to academic resilience by 71.8%. In addition, Table 1, also shows a significance < 0.01. The significance value indicates that there is a significant contribution between the two variables. Therefore, it can be said that there is a contribution of perceived social support (peer, family, and teacher) on academic resilience. After knowing the assistance of perceived social support to academic resilience, the value of the contribution can be used to determine each aspect of perceived social support using the aspect

contribution formula from Widhiarso (2001). The b-coefficient (weight) of each element, the cross-product of each component, and the value of regression are necessary to know. In addition, the significance value for each element is also needed to determine whether the contribution given by each element of perceived social support to academic resilience is significant. The entire data is then obtained using the help of IBM-SPSS statistics 25. The following are the results of processing the data:

Table 2: Regression Test of Each Aspect of Perceived Social Support on Academic Resilience

Perceived social support Aspect	B	Cross Product	Regression	Contribution	Sig
Peer Support	0,33	13362,98		12,8%	.001
Family Support	0,82	17772,09	24698,35	42,4%	.000
Teacher Support	0,7	8145,50		16,6%	.000

Table 2 describes the significant value and contribution of each aspect of perceived social support to academic resilience. The substantial value in each element of perceived social support is, significant namely the aspect peer support of 0.001, the aspect family support of 0.000, and the aspect teacher support of < 0.01. This means a considerable contribution between the three aspects of perceived social support on academic resilience. Furthermore, the table also shows the contribution of each element of perceived social support to academic resilience. Peer support contributes 12.8%, family support contributes 42.4%, and teacher support contributes 16.6%. This study indicates a contribution of perceived social support (peer, family, and teacher) on academic resilience to cadets. Based on these results, it can be concluded that H0 is Accepted, which means that there is a contribution of perceived social support (peer, family, and teacher) to academics. The contribution value of perceived social support to academic resilience obtained is 71.8% and is declared positive and significant. Perceived social support from peers contributed 12.8%, perceived social support from family contributed 42.4%, and the perceived social support from the teacher contributed 16.6% of academic resilience. The other 28.2% were influenced by other factors not examined in this study. In this case, other factors can affect academic resilience that was not discussed in this study, such as internal factors such as self-esteem, curiosity, and decisiveness. In addition, the results of the regression analysis show that there is a positive correlation between perceived social support (i.e., peers, family, and teachers) and academic resilience with a correlation coefficient of 0.847. The magnitude of the coefficient is included in the solid category (De Vaus, 2002). The study results show that if cadets feel the availability of high support and assistance from peers, family, and teachers, this can increase academic resilience.

4.2. Discussion

Academic resilience explains the concept of resilience in an educational context. Academic resilience is a construction of resilience, ability, and capacity that reflects increasing individual success in the learning process despite experiencing difficulties and an asset in the individual (Cassidy, 2016). The perceived social support is defined as an individual assessment that focuses on the feeling that the individual has someone who cares, loves, appreciates. It can also be relied on when the individual needs it. This can be seen through three aspects of perceived social support in terms of sources, namely peer support, family support, and teacher support (Dubow & Ullman, 1989). Individuals in college are considered to have had a lot of experience with their social settings, such as peers, family, and teachers. These three components are essential in creating a mindset that affects academic aspects and supports the individual's capacity to overcome various obstacles in the educational field. The availability of an environment that can provide support and provide a feeling of security for students (Vedder et al., 2005). Someone who has good perceived social support can influence the individual's capacity to deal with stressful experiences, cope well with these experiences, and positively solve these challenges. In education, perceived social support can encourage students to remain persistent in facing all obstacles and difficulties in carrying out the learning process by sensing the availability of social support needed by individuals. Perceived social support also affects students' motivation to proceed well in academics and achieve better academic achievement (Dupont et al., 2015).

Perceived social support refers to the perception of the availability of social support needed by individuals and plays a role in meeting needs relatedness students', namely the need to connect with others in the social environment through warmth which includes feelings of care and support when experiencing difficulties. The fulfillment of these needs supports the motivation for resilience, which is beneficial to one's abilities when facing challenges and rising from obstacles in the academic field. Furthermore, the fulfillment of the social support needs needed by individuals will make individuals feel they have good social support to develop abilities in dealing with stressful experiences, overcoming these experiences well, and passing challenges more positively. This study supported the research by Satyaninrum (2014), which suggests that perceived social support is one of the variables that positively influences academic resilience. The study explained that social resources such as parents, friends, teachers, and school support contribute to student resilience as indicated by caring parents, student participation in extracurricular activities, and teachers who support students' academic aspects. It is also valuable for achieving individual academic achievement. In addition, the results of this study are also supported by research by Fang et al. (2020), which reveals that perceived social support from family, peers, and teachers makes a significant contribution to the academic resilience of an individual. Narayan & Onn (2016) also stated that perceived social support from friends and family made a substantial contribution to academic resilience. Resilience in the individual is also a determinant of positive emotions. If the individual is resilient, it can indicate that they have positive interactions with their environment (Prabhu & Shekhar, 2017). The explanation regarding the contribution of perceived social support to academic resilience can also be strengthened by Baltaci & Karataş's (2015) research, which reveals that perceived social support and life satisfaction significantly contribute to student resilience.

In addition, Sari & Indrawati (2017) explained that each type of social support influences academic resilience according to the needs of the recipient of the asset. This means that the fulfillment of social support needed by individuals will affect the increasing academic resilience of individuals. Furthermore, this study explains that students who cannot face academic demands have low academic resilience due to a lack of perceived social support or not getting help according to the student's needs. Furthermore, this study found that perceived social support from family, peers, and teachers significantly contributed to academic resilience. Family support is an aspect of perceived social support that contributes the most to the academic resilience of cadets. The concept of family support proposed by Dolan et al. (2006) explains that family support is a central helping system for individuals, which means that the family is a central assistance system for individuals. The family acts as an essential point of individual development and the safest and most comfortable place for individuals. Family support plays a critical role in instilling strength for each member and reducing adverse risks to individuals, such as mental health disorders. In addition, Dolan et al. (2006) also suggest that perceptions related to family support play a role in building and helping individual resilience. This is because the family has a role as a buffer for each family member when experiencing pressure. In addition, the context of online learning carried out from home makes the family the social component that most often interacts with students directly during the current pandemic. Families have an essential role in the online learning process where parents act as motivators who provide encouragement and support to students to be enthusiastic in the online learning process (Hadi, 2020). Besides, the family plays an essential role in attending online lectures, motivating students to complete the educational process well and professionally.

Furthermore, in online learning that occurs during the current covid-19 pandemic, students need supporting facilities and facilities to continue learning (Hikam, 2020). All facilities in the online learning process are facilitated by the students' families or parents themselves. Therefore, instrumental assistance from the family plays a close role in the online learning process. The explanation contradicts the description put forward by Graber & Petersen (2017), which reveals that when individuals are in the transition from adolescence to early adulthood, the individual's level of autonomy increases so that the support that is more often sought is support from friends or peers than support from family. Taylor et al. (2019) also suggest that when entering college, individuals with early adulthood begin to leave home and build a new source of support structure through friends without being entirely dependent on family. Based on the full description in discussion section, it can be seen how enormous the contribution of perceived social support from peers, family, and teachers to the academic resilience of

cadets is and how the relationship between the two variables is. Furthermore, all the analysis results above can provide information to universities, teachers, cadets, families, and academics regarding the description of perceived social support and academic resilience of cadets in the population and things that still need to be developed to improve academic resilience.

5. Conclusion

Based on the results of the research and discussion described, it can be concluded that there is a contribution of perceived social support (peers, family, and teachers) on academic resilience. Aspects of perceived social support, i.e., peer support, family support, and teacher support, significantly contribute to academic resilience. The family support aspect is the aspect that gives the highest contribution to academic resilience in the online learning process. This can be because the family is the social component that most often interacts with students in the online learning process and the role of the family as a central helping system or central assistance system in life. Therefore, individuals' perception of peers, family, and teachers who can provide assistance, support, and care when students experience difficulties in the academic field can increase academic resilience among students.

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