

Social Support and Resilience in Student: How the role of Hope as a Mediator Variable?

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ABSTRACT

This study aims to prove the relationship between social support and resilience in student with hope as a mediator variable. The research subjects consisted of 185 students at Al-Ishlah Islamic Boarding School, Paciran, Lamongan. Research measuring instruments include a resilience scale, a social support scale, and The Indonesian Hope Scale (IHS). The data in this study were analyzed using path analysis test. The results prove that there is a significant and positive relationship between social support and resilience with hope as a mediator variable. The percentage of the mediating effect of hope is 68.4% in the relationship between social support and resilience. High social support will increase hope which in turn can increase resilience in students. The implication of this study for students is that it can provide awareness that establishing social relationships with people around and having hope for the future is very important to help them overcome pressures and challenges while living in boarding schools.

Keywords: Resilience, Social Support, Hope, Student, Boarding School.

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INTRODUCTION

In modern times, many parents choose boarding schools as a place to provide the best education for their children who are expected to grow into a generation with good morals, independence, and discipline (Adila & Darmaningrum, 2023). Indonesia has around 5 million students who spend their teenage years in boarding schools (in <https://www.kemendiknas.go.id>, accessed January 5, 2025). Ideally, the students are expected to feel at home in the boarding school. However, the reality in the field is that there are still students who do not feel at home in boarding schools so they decide to leave from the boarding school for various reasons. This is evident in the case of the Al-Ishlah Islamic Boarding School in Paciran, Lamongan. Data on the number of students at the Al-Ishlah Islamic Boarding School in Paciran over the past four years shows relatively stable figures with slight fluctuations. In 2021, there were 1,034 students, then decreased in 2023 to 1,023 students after previously numbering 1,052 students in 2022. The number of students increased again in 2024 with a total of 1,062 students, which was the highest

number in the four-year period. This shows that, in general, the Al-Ishlah Paciran Islamic Boarding School has been able to maintain and even increase the number of students from year to year.

Meanwhile, based on data on the number of students who left (out) the Islamic boarding school during the same period, there were also changes each year. In 2021, there were 57 students who left, then increased to 69 students in 2022. This number decreased significantly in 2023 to 32 students, but increased again in 2024 to a total of 59 students. This data shows that even though the number of students leaving varies each year, overall, Al-Ishlah Islamic Boarding School in Paciran is still able to maintain its student numbers so that there is no drastic decline. Interviews with staff members at the Al-Ishlah Islamic boarding school revealed that the reason students decided to leave the boarding school was because they did not fit in with life there. Some of them experienced conflicts with roommates, were pessimistic about religious studies, and were uncomfortable with new things at the boarding school.

Previous research conducted by Oktaviani et al (2023) found that every year there are always students who do not feel at home in the boarding school and decide to leave from the boarding school. Based on data obtained from the female student care staff, it is known that around 10-13% of student decide to leave the boarding school because they are not accustomed to and unable to undergo life activities in the boarding school which are all queued. The other factors are due to the busy activities in the boarding school, pessimism about academic demands in understanding religious and general sciences at the same time, an unsupportive friendship environment, and coercion from parents to go to boarding school. This is supported by data obtained from Hanin (2023) which shows that in the last four years 7-10% of student have left the boarding school because they complained that they were unable to live independently and away from their parents.

The findings of Listiawati et al (2023) in one of the boarding schools in Surabaya, found that the problems that often occur in 10 students with low resilience scores are problems of adaptation to boarding school life, conflicts with peers, and academic demands. Problems related to low resilience in students are also shown from the results of an initial survey of 20 tahfidz students by Ilmiati & Aulia (2024) which explains that 79.3% of students often feel excessive anxiety when they do not succeed in reaching the memorization target in a day, then 86.2% of students find it difficult to focus on memorizing Al-Qur'an verses in crowded situations, and 55.2% of students doubt whether they can complete memorizing one juz in one exam. Individuals who tend to be pessimistic when faced with difficult situations are an indication of their low level of resilience (Sari et al., 2022). Suryadiningrum et al (2023) in their research explained that the problem that is often encountered in student is experiencing pressures from within the pesantren that require student to obey various regulations. Student really need the ability to survive to adjust to the situation, this is known as resilience.

Resilience problems that are often found in high school students in public or boarding-based schools include academic pressure, difficulty adjusting to change, and low confidence in their abilities. Cahyani et al (2025) in their research explained that the

majority of students in high school are unable to withstand academic pressures, such as the task load due to the changing curriculum, demands for achievement from parents, lessons that are difficult to understand, and lack of support from peers. Oktaningrum & Santhoso (2018) also explained the resilience problems experienced by students in public schools that implement dormitory-based semi-military education, namely pressure to live independently, adapt to friends who have different backgrounds, and pressure from seniors. The research findings show data that the number of incoming students is always different from the number of students who graduate. This is because many students choose to change schools because they feel unable to live life at the school.

Resilience is needed for students so that they are able to resolve various demands that can be stressful or depressed while living in boarding schools (Suprpto, 2020). Reivich & Shatte (2002) view resilience as the ability to adapt well in the face of various challenges, demands, and difficulties in life. Individuals can be said to have a good level of resilience if they are able to remain calm under pressure, are able to control emotional reactions when something makes them angry, have a positive belief in the future, accurately identify the cause or source of the problem, empathize with others, believe in their own ability to solve problems, and are not afraid of failure. According to the results of research by Rambod et al (2023) social support and hope play an important role as protective factors for resilience.

The external factor that triggers the high and low resilience of individuals is social support (Rambod et al., 2023). Social support is a form of support provided by others to someone in the form of security, social integration, reliable people, guidance, recognition of their abilities, and opportunities to feel needed so that individuals feel loved, cared for, and valuable. There are six aspects to see the level of social support, namely attachment, social integration, assurance of value, reliable alliances, direction or guidance, and opportunities for nurturing (Cutrona & Russell, 1987). Social support that is felt effectively will regulate individual mental stress and improve individual physical and mental health which in turn will develop resilience or resilience in individuals (Hidayat & Nurhayati, 2019). Cao et al (2024) showed research results that social support was shown to have a significant positive effect on resilience in adolescents.

In addition to social support, there are internal factors that play an important role in influencing resilience, namely hope (Rambod et al., 2023). According to Shorey et al (2007), hope is closely related to resilience because hope is a factor that makes individuals develop. Ong et al (2006) state that hope is a source of individual resilience. Snyder & Shane (2002) define hope as a mindset that individuals have to plan their way to their goals (pathways) and believe in their ability to achieve their goals (agency). Haase et al (2017) said that individuals with high levels of resilience have positive expectations for their lives and have a high sense of independence. This statement is supported by Lenz (2021) which explains that hopeful individuals will show their ability to motivate themselves so that they tend to have a good level of resilience and a high level of life satisfaction. The findings of Sharabi et al (2013) prove that adolescents with high expectations are more likely to invest their efforts and goals.

In this study, hope acts as a mediator between social support and resilience. Research findings by Sun et al (2024) show that social support has a positive relationship with resilience mediated by hope. The findings explain that social support helps individuals feel more secure and connected to those around them which in turn encourages the growth of hope. This hope makes individuals have direction and are motivated to act and believe that all challenges can be overcome. With hope, individuals can utilize the social support received to build internal strength and resilience in facing life's challenges. The role of hope as a mediator variable is evidenced by the research findings of Cheraghian et al., 2023; Yaşar et al., 2023; Wu et al., 2019 which show that hope has a positive effect as a mediator in the relationship between predictor factors such as self compassion, self esteem, positive coping, parental support, and parental emotion regulation with resilience.

METHOD

The entire series of this research was carried out based on quantitative research methods. This study wants to prove the research hypothesis of the relationship between social support and resilience with hope as a mediator variable, so this research data was analyzed using the path analysis test.

The study population consisted of 10th to 12th grade students at MA Al-Ishlah Paciran Lamongan, totaling 894 students. The criteria chosen as the research sample were that the students were boarding students, at least 17 years old, and willing to become research respondents. The research sample was taken from all members of the population. Researchers were given the opportunity to take 12th grade students as research samples totaling 256 students and those who met the research requirements were 185 students and the remaining 71 were not eligible because they were not willing to be respondents, incomplete item filling, and patterned answers. Of the total population of 256 students, there were 185 students who met the research requirements so that the sample in this study was 185 students. Overall, the sample in this study amounted to 185 students consisting of 87 male students (47%) and 98 female students (53%). The age range of the sample was dominated by students aged 17 years as many as 145 students (78%), 18 years as many as 38 students (20%), and 19 years consisting of 2 students (1%).

The measuring instrument consists of a resilience scale compiled by researchers referring to the seven aspects of resilience according to Reivich & Shatte (2002) containing 28 valid items with a reliability of 0.92. The social support scale compiled by Santi et al (2022) contains 19 items with a reliability of 0.86. The Indonesian Hope Scale (IHS) compiled by Asiah et al (2022) contains 20 items with a reliability of 0.99.

Before the data is analyzed by path analysis test, it is necessary to test the classical assumptions, namely normality test and linearity test. The results of the normality test with Kolmogorov Smirnov obtained an Asymp.Sig value. (2-tailed) value of $0.2 > 0.05$, which means that the data in the study were normally distributed. The results of the linearity test between social support and hope obtained a significance deviation from linearity worth $0.349 > 0.05$. This means that social support and hope in research have a linear relationship. The significance of deviation from linearity worth $0.093 > 0.05$ between the hope variable

and the resilience variable, which means that the relationship between the two variables is linear. The significance of deviation from linearity worth $0.283 > 0.05$ between social support and resilience is also known to be linear.

FINDING AND DISCUSSION
RESEARCH RESULT

Table 1: .First Hypothesis Test

	Estimate	SE	95% Confidence Interval		p
			Lower	Upper	
Social Support → Hope	0,458	0,0608	0,3387	0,577	< 0,001

Source: Jamovi version 2.5.3.

The first hypothesis reads that there is a positive relationship between social support and hope. This means that the higher the social support obtained, the higher the expectations. Conversely, the lower the social support obtained, the lower the expectations. The results of the first hypothesis test can be seen in table 1 which shows path a (X-Z) obtained a *p* value of < 0.001 which means less than 0.05. This means that there is a significant and positive relationship between social support and hope. The estimated value is 0.458, which means that there is a positive relationship between social support and hope and is at a minimum confidence interval value of 0.3387 and a maximum of 0.577.

Table 2: .Second Hypothesis Test

	Estimate	SE	95% Confidence Interval		p
			Lower	Upper	
Hope → Resilience	0,878	0,0696	0,7412	1,014	< 0,001

Source: Jamovi version 2.5.3.

The second hypothesis reads that there is a positive relationship between hope and resilience. That is, the higher the hope, the higher the resilience. Conversely, the lower the hope, the lower the resilience. The results of the second hypothesis test can be seen in table 2 which shows the path b (Z-Y) obtained a *p* value of < 0.001 which means less than 0.05. This means that there is a significant and positive relationship between hope and resilience. The estimated value is 0.878, which means that there is a positive relationship between hope and resilience and is at a minimum confidence interval value of 0.7412 and a maximum of 1.014.

Table 3: .Third Hypothesis Test

	Estimate	SE	95% Confidence Interval		P	% Mediation
			Lower	Upper		
Social Support → Resilience	0,186	0,0658	0,0568	0,315	0,005	31,6

Source: Jamovi version 2.5.3.

The third hypothesis reads that there is a positive relationship between social support and resilience. This means that the higher the social support, the higher the resilience. Conversely, the lower the social support, the lower the resilience. The results of the first hypothesis test can be seen in table 3 which shows path c (X-Y) obtained a *p* value of $0.005 < 0.05$. This means that there is a significant and positive relationship between social support and resilience. The estimated value is 0.186, which means that there is a positive relationship between social support and resilience and is at a minimum confidence interval value of 0.0568 and a maximum of 0.315. The percentage of influence from social support on resilience directly is 31.6%.

Table 4: .Indirect Effect Test Results

Effect	Estimate	SE	P	% Mediation
Indirect	0,402	0,0621	< 0,001	68,4

Source: Jamovi version 2.5.3.

The fourth hypothesis reads that there is a positive relationship between social support and resilience with hope as a mediator variable. The indirect test results can be seen in table 4 which shows that the indirect effect obtained a *p* value of < 0.001 which means less than 0.05. This means that there is mediation in this study. That is, there is a significant and positive relationship between social support and resilience with hope as a mediator variable. The percentage of the mediating effect of hope is 68.4% in the relationship between social support and resilience. The indirect test results show that hope is a mediation that occurs partially because the direct test between social support and resilience has a significant relationship. The path analysis diagram can be seen in Figure 1.

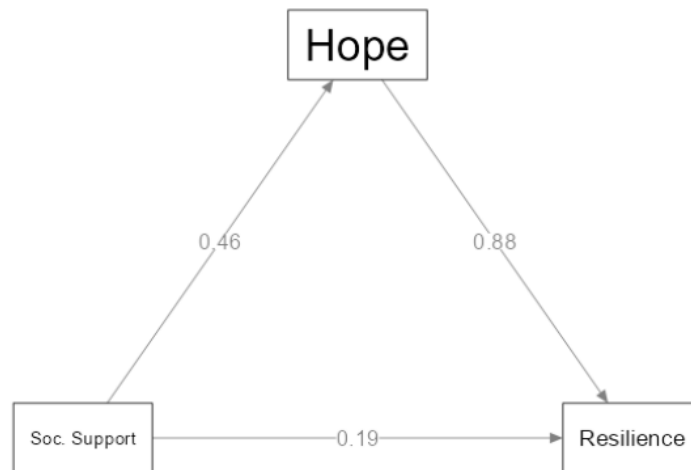


Figure 1: .Path Diagram

DISCUSSION

First Hypothesis: Relationship between Social Support and Hope

The descriptive data of this study shows that 95 students with a percentage of 51.4% are included in the categorization of having high social support, it is followed by the large percentage of students who have a high level of expectation, namely 58.4% with a frequency of 108 students. In line with research by Kwok et al (2024) on adolescents in China, the results show that social support directly predicts hope in adolescents. Studies show that strong social support is positively correlated with higher levels of hope in adolescents.

Xiang et al (2020) also proved in their research that when individuals receive support from others, they feel emotionally supported. When individuals establish better interpersonal relationships, they may be full of hope for the future, which in turn can increase their level of hope. The psychological dynamics between social support and hope can be seen through the interrelationship between aspects of the two variables. For example, one aspect of social support is attachment and its relationship with agency, which is an aspect of hope. Azmy & Hartini (2021) explains that an individual's emotional attachment to others (attachment) can increase individual confidence in their ability to achieve their goals (agency). Emotional support received from the closest person can provide a sense of security and motivate individuals to achieve their hopes.

Second Hypothesis: Relationship between Hope and Resilience

Descriptive data shows that 108 students with a percentage of 58.4% are included in the categorization of having high expectations, it is followed by the large percentage of students who have a high level of resilience, namely 66.5% with a frequency of 123 students. In line with the findings of Cicek (2021) on 413 high school students in Turkey, the results show that hope is directly positively and significantly related to resilience. The study

explains that adolescents with high expectations tend to have better resilience or resilience in facing challenges.

Hidayat & Nurhayati (2019) in their research also proved the results that hope has a significant and positive correlation with resilience. Hopeful adolescents tend to achieve and maintain their goals. Various obstacles that come are considered as challenges that can be overcome by him. Van den Heuvel (2020) explains that hope acts as a strength or coping that individuals have to survive adversity. The psychological dynamics between hope and resilience can be seen through the relationship between aspects of the two variables. For example, one aspect of hope is agency and its relationship with self-efficacy which is an aspect of resilience. Research by Solikhah & Suminar (2022) explained that individual beliefs in achieving goals (agency) will strengthen individual confidence that he has the ability to overcome various obstacles and successfully achieve his goals.

Third Hypothesis: Relationship between Social Support and Resilience

Descriptive data shows that 95 students with a percentage of 51.4% are included in the categorization of having high social support, it is followed by the large percentage of students who have a high level of resilience, namely 66.5% with a frequency of 123 students. Research by Cao et al (2024) showed that social support has a significant positive effect on resilience in adolescents. Previous studies were also shown by the results of research by Rambod et al (2023) which proved that social support positively affects resilience.

The psychological dynamics between social support and resilience can be seen through the relationship between aspects of the two variables. For example, one aspect of social support is guidance and its relationship with causal analysis which is an aspect of resilience. Mufidah (2017) explains that guidance provided by people around in the form of advice or advice (guidance) can provide a new perspective for individuals in responding to challenges and help them to analyze the causes of problems (causal analysis) and make solutions effectively.

Fourth Hypothesis: Relationship between Social Support and Resilience with Hope as a Mediator Variable

Descriptive data shows high social support in 95 students (51.4%) followed by a high level of hope in 108 students (58.4%) which is then followed by increased resilience in 123 students with a percentage of 66.5%. The psychological dynamics of hope that act as a mediator in the relationship between social support and resilience begins with the social support felt by individuals. Sun et al (2024) in their research findings explained that the encouragement and togetherness of individuals with other people around them will increase individual confidence to get through every challenge and allow individuals with people around them to work together in carrying out positive activities. This in turn will foster or strengthen the individual's hope that he is not alone in achieving his goals so that it helps increase his resilience in situations of joy and sorrow.

The implications of the findings of this study can be used to design intervention programs in pesantren that focus on strengthening social support, both among fellow students and between students and teachers. The intervention program can be in the form of social activities and mentoring groups that encourage students to join organizations or volunteer activities in pesantren. The findings of this study can also be used to conduct self-development programs such as mentoring activities and career guidance for student to strengthen their hopes in the future.

The limitations in this study lie in two things. First, the categorization results show that the resilience of student is high, while the background discusses the low resilience of student. Based on the categorization of resilience data, the majority of 12th grade students at Ponpes Al-Ishlah have a high level of resilience. This is not in accordance with the background that has been presented in the initial chapter. This happens because it is possible that the majority of students who come from Lamongan feel more happy and at home in pesantren than in their respective homes, but there are also students who often still remember home because they are spoiled by their parents so they ask permission to go home every holiday and that shows a low level of resilience of the students. Second, the research subjects and locations were less varied. Initially, the researcher planned to use high school students who lived in dormitories or boarding school-based schools, both Islamic and non-Islamic schools as research subjects, but the researcher experienced obstacles in the willingness of students who lived in non-Islamic school dormitories to fill out the research scale. At that time it coincided with the final exam period of the school semester so the dormitory supervisor gave the researcher permission to distribute the research scale when the students had completely finished their exams and it took about 2 weeks to wait. Previously, the dormitory supervisor had told the researcher that the students' activities in the dormitory were quite busy before the exam so it was not possible to conduct research in the dormitory.

CONCLUSION

Based on the results of the path analysis test, it can be concluded that the four hypotheses in this study are accepted. First, there is a positive relationship between social support and hope. Second, there is a positive relationship between hope and resilience. Third, there is a positive relationship between social support and resilience. Fourth, there is a positive relationship between social support and resilience with hope as a mediator variable. The results of the descriptive data show that of the 185 students at Ponpes Al-Ishlah Paciran Lamongan, 123 students (66.5%) with a high level of resilience, 34 students (18.4%) with a very high level of resilience, 27 students (14.6%) with a sufficient level of resilience, and 1 student (0.5%) with a low level of resilience.

To improve resilience, students are advised to build and maintain healthy and meaningful social relationships, both with peers and people around them. Student can contribute to joining activities or organizations with friends who have the same interests, help others who are in trouble, appreciate and appreciate the skills that friends have, be a good listener when a friend shares a story, exchange ideas with friends, and ask for help or

guidance from teachers or friends when in need of experiencing difficulties. In addition, it is important for Student to increase resilience by fostering positive expectations for the future, such as being enthusiastic in pursuing goals, participating in self-development activities, being able to take lessons from every failure or experience that occurs, setting realistic goals, and believing that there are many ways to solve the problems faced.

Future researchers are advised to conduct research on more varied samples and research locations, such as boarding school-based schools, both Islamic and non-Islamic schools that are similar to boarding schools. In addition, future researchers can also consider other variables that affect resilience, such as social connectedness, peer acceptance, cognitive flexibility, future time perspective, self-regulation, and so on.

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