The Relationship Between Peer Social Support and Academic Resilience of Young Adult Migrant Students in Jakarta

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Abstract

The more severe academic and psychosocial problems make young adult migrant students tend to have academic resilience to avoid psychological distress which could adversely affect their academic performance. One of the factors that help students to become resilient is protective factors, namely social support from the closest environment. Being away from family and relatives makes peers become the most intimate environment for young adult migrant students. Another consideration is that undergraduate young adult migrant students are at the stage of development where peers have a crucial role at this stage development. Based on this phenomenon, the present study is aimed to find out whether there is a correlation between peers' social support and academic resilience among young adult migrant students. Social support itself is divided into two main categories: assistance related and non-assistance related. Participants in this study were 101, 17-25-year-old migrant students with at least 6-month experience studying in Jakarta and living without their parents. The research used a quantitative non-experimental method, employing the questionnaire of Social Provisions Scale and Academic Resilience Scale. The results of the correlation test (Spearman test) indicated that there was a significantly positive relationship between peer social support (assistance related r 0.472 (p = 0.00 <0.05) and non-assistance related r 0.569 (p = 0.00 <0.05)) and academic resilience among young adult migrant students. This result shows that that the higher the social support provided by peers, the higher the academic resilience of young adult migrant students will be.

Keywords: Academic resilience; peer social support; young adult migrant students

INTRODUCTION

A lot of problems are experienced by first-year students of colleges or universities (Olani, 2010; Venezia & Jaeger, 2019). The often encountered problems are adjustment to the new environment (Utami & Helmi, 2017), further academic adjustments (Mudhovozi, 2012), new financial arrangements, different socio-cultural backgrounds, problems with the opposite sex, and new friends (Amelia, Asni, & Chairilsyah, 2014), and problem-solving in organizational activities (Mudhovozi, 2012). Students face various problems when entering university. Students must be able to adapt and have the ability to become resilient (Cazan, 2014). This ability must be considered for all students, especially so for young adult migrant students (Fuente et al., 2017) because young adult migrant students have more psychosocial problems than non-young adult migrant students (Sholik et al., 2016).

Besides being far from home and family, psychosocial problems that are often encountered by young adult migrant students include not being familiar with new social and norms, the changes in the support system, new academic system, greater competition, different learning styles, and higher quality standards (Escamilla, 2019; Halim & Dariyo, 2016; Mudhovozi, 2012). Besides, young adult migrant students are prone to stress because they have the feeling of always want to go home or called homesick (Mariska, 2018; Utami & Helmi, 2017). To deal with the psychosocial problems mentioned above, young adult migrant students must have better resilience skill than non-young adult migrant students (Amelia et al., 2014).

Averagely, resilience could help to avoid psychological distress which could adversely affect students' academic performance (Catling et al., 2013; Cheng & Catling, 2015; Listiyandini & Akmal, 2015). Resilience is also mentioned as a need to overcome

various problems that exist in lectures (Cassidy, 2016; Masten et al., 2014; Perez et al., 2009; Turner et al., 2017). This statement is supported by Martin's study (2013), reporting that among all of the kinds of resilience, academic resilience was one of the abilities that could help to effectively deal with personal stress and distress in educational problems.

The ability of individuals to become resilient generally varies, even when they face the same problem (Karina, 2014). In this case, it is necessary to know the factors that are considered to play a role in the development of academic resilience. There are two main factors associated with the story of academic resilience in individuals, namely risk factors and protective factors (Kutlu & Yavuz, 2016; Rojas, 2018). Risk factors are factors that could weaken resilience and increase the likelihood of individuals to behave negatively (e.g., poverty, child abuse, neglect, minority status, fluency in a language, living in violent communities, acculturation, and racism). In contrast, protective factors refer to factors that could facilitate positive adaptation and help individuals become resilient (Rojas F., 2018).

Protective factors have a role in modifying the harmful effects of the environment that are considered detrimental and have a role in the development of academic resilience in individuals. The protective factors themselves are categorized into two main categories, namely: internal and external protective factors (Jowkar et al., 2014). Internal protective factors are the qualities and characteristics possessed by individuals (e.g., skills, attitudes, beliefs, and values). In contrast, external protective factors are social support and the surrounding environment (e.g., home, school, community, and peers) (Cheng & Catling, 2015; Kutlu & Yavuz, 2016; Midouhas et al., 2018; Wang et al., 2000). In recent years, most research has been carried out on the exploration of protective factors because there are still many inconsistencies in the results (Martin, 2013; Narayanan, 2015). Some research findings found that the higher the social support received, the higher the academic resilience in a person was (Bursal, 2017; Mufidah, 2017; Prabhu & Shekhar, 2017). In several other studies, it has been reported that a supportive learning environment could increase individual academic resilience (Cazan, 2014; Gizir & Aydin, 2010; H. Li, 2017; Mallick, 2016; Rojas, 2018; Theron, 2015). Besides, it has been found that self-efficacy has a vital role in the development of academic resilience in individuals (Cassidy, 2015; Utami & Helmi, 2017).

The inconsistencies in the research results regarding protective factors on academic resilience have prompted the researchers to explore the protective factors on academic resilience in students. There were limitations in previous research on appropriate sources of social support (Coronado-Hijón, 2017; Jowkar et al., 2011; H. Li, 2017; Narayanan, 2015), the form and type of social support needed (Gizir & Aydin, 2010; Kutlu & Yavuz, 2016), and the particular characteristics of the students

themselves (Hwang & Shin, 2018). In this study, the researchers chose to investigate further the protective factors of social support for young adult migrant students. Another consideration of this research was that many young adult migrant students are at the stage of development where peers have a crucial role at this stage of development (Papalia & Feldman, 2014). Along with this point, the researchers specified social support in this study to peer social support.

Peer Social Support

Weiss (in Chiu, Motl, & Ditchman, 2017) describes social support as a process where relationships occur so that individuals feel loved, valued, and could provide assistance to other individuals who experience pressures in their lives. Peers are friends who have the same age and maturity and the source of affection, understanding, moral guidance, a place to experiment, and a means to achieve independence and autonomy from parents for adolescents (Papalia & Feldman, 2014).

In conclusion, peer social support is a form of support obtained from peers or friends who have the same age and maturity, can make individuals feel loved, valued, and or be able to assist other individuals who are experiencing stress- pressure in their lives.

In delivering peer social support itself, three crucial factors encourage individuals to provide positive social support (Wahyuni, 2016), namely: (1) Empathy, associated with feeling the distress of others to anticipate emotions and behavior to reduce distress and improve the welfare of others; (2) Social norms and values, associated with values that are useful to guide individuals to carry out obligations in life; and (3) Social exchange, associated with reciprocal relationships of social behavior such as love, service, and information. Balance in social exchange will produce satisfying interpersonal relationships and make individuals believe that others will provide help.

Academic Resilience

Martin (2013) defined academic resilience as the capacity of individuals to overcome acute and chronic problems which are seen as a significant threat to the development of individual education. According to Cassidy (2016), academic resilience contained the construction of resilience and the possibilities of increasing educational success during difficulties experienced by individuals that could be seen from cognitive responses, behavioral responses, and emotional responses of these individuals.

Academic resilience is thus the construction of resilience or the ability of individuals to overcome academic problems that are considered as threats or crises in increasing educational success that is being pursued by paying attention to cognitive responses, behavioral responses, and emotional responses.

Young Adult Migrant Students

Young Adult migrant students are commonly known as *mahasiswa perantau* in Indonesian. Young adult migrant students in this study are defined as undergraduate students who study in universities located outside their home regions, so they must live in different cities from their hometown in a certain period of time to complete their education (Lingga & Tuapattinaja, 2012; Saniskoro & Akmal, 2017; Solihin, 2013).

Following a sociological perspective (Naim in Devinta, Hidayah, & Hendrastomo, 2015), individuals are referred to as "*perantau*" with at least six main elements, they are (1) Leaving the hometown, (2 Wandering of their own volition, (3) Having the time to migrate and return to the hometown estimated, (4) The purpose of going abroad being to make a living, study, or seek experience, (5) Usually intending to return home (to the original hometown), and (6) Carrying out the activity as part of the hereditary culture.

In Indonesia, Jakarta becomes one of the most favorite cities for continuing studies. The Ministry of Research, Technology, and Higher Education (KEMENRISTEKDIKTI, 2017) stated that 323 educational institutions are located in Jakarta. A large number of quality universities in Jakarta has made the city students' favorite (Saniskoro & Akmal, 2017).

METHODOLOGY

The research employed a quantitative non-experimental method, using the questionnaire of Social Provisions Scale (SPS) to measure peer social support (Cutrona & Rusell 1987) based on Weiss' (1974) social provisions theory. These instruments consider the bidirectional nature of support. They are individual's perception of received or available aid and also responsible for providing support (Chiu et al., 2017). This study also used Academic Resilience Scale (ARS-30) to measure academic resilience (Cassidy 2016). These instruments explore the process—as opposed to an outcome—of resilience, providing a measure of academic resilience based on students' specific adaptive cognitive-affective and behavioral responses to academic adversity (Fuente et al., 2017).

This study began with the preparation of a measuring instrument: SPS and ARS-30. The two measuring instruments were adopted through a process of translation into Indonesian language, backward translation, expert judgment, readability testing (n= 5), and testing of measuring instruments to groups that matched the characteristics of the research sample (young adult migrant students in Jakarta, n= 30). After going through the process of adaptation and testing of measuring instruments, from the 24 items contained in the SPS, only 23 items were used in this study. One item was eliminated because it tended to be hard to understand, namely: "Personally I feel responsible for the health and happiness of my friend". Most of the respondents felt that the item was quite ambiguous to be understood by young adult migrant students. Meanwhile, the ARS-30 instrument remained 30 items.

Participants

The number of participants in this study is 101. The participants were in the age range of 17- 25-year-old with a 6-month experience as migrant students in Jakarta and not living with their parents. The sampling technique used in this study was convenience sampling, where participants who fit this study's criteria were willing to volunteer on their own to become respondents (Gravetter & Forzano, 2012). Based on the results of demographic data, the majority of the gender of the participants were 68 females (67%), and 33 males (33%). The majority of participants were 21-year-old (42%) and in their third year (63%). The majority of participants were living in boarding houses or known as *kost-kostan* in Indonesian (70%) located in South Jakarta (37%). The percentage of participants who had been migrant students for ≥25 months was 62%. West Java became the top province where participants were raised (28%). The cities included in the West Java province in this study are Bandung, Bekasi, Cirebon, Indramayu, Purwakarta, Sukabumi, and Tasikmalaya.

Instruments

This study used a questionnaire survey method. The questionnaires were self-administered online to students. The researchers highlighted that the responses would be treated with a high level of confidentiality and would be used only for academic purposes. A total of 121 questionnaires were completed and 20 of them had some missing data. As a result, researchers can use 101 data to analyze.

1. The Social Provision Scale (SPS)

The Social Provision Scale (SPS) was developed by Cutrona and Rusell (1990) (as cited in Chiu et al., 2017) by dividing the types of social support into two main categories, namely, assistance-related and non-assistance related. The assistance related consists of two types of social supports, namely; (a) Guidance (this social support could be seen when individuals get information, advice, or advice on the problem at hand), and (b) Reliable alliance (this social support could be seen when individuals get a feeling of security because there will be individuals who could be relied upon to when there are difficulties). The non-assistance related consists of four types of social supports, namely: (a) Reassurance of worth (this social support could be seen when individuals gain recognition of their abilities and gain appreciation from others); (b) Opportunity for nurturance (this social support could be seen when individuals feel needed); (c) Attachment (this social support could be seen when individuals gain attachment or emotional closeness); and (d) Social Integration (this social

support could be seen when individuals get a feeling of belonging to a group and are involved in a group activity).

This scale has a total of 24 items. Each type of social support has 4 items, where 2 items are items with positive sentences (favorable), and 2 other items are items with negative sentences (unfavorable). The higher the score obtained on the type of social support above, the more it shows the presence of peer social support felt on individuals.

2. The Academic Resilience Scale (ARS-30)

The Academic Resilience Scale (ARS-30) was developed by Cassidy (2016). This instrument measures three main dimensions, namely: (1) Perseverance dimension, as a form of individual cognitive response in overcoming adversity. Associated with a determination not to give up, stick to plans and goals, receive and utilize feedback, solve imaginative problems, and treat adversity as an opportunity to face challenges and enhance them as the main theme; (2) Reflecting and adaptive-help-seeking dimension, as a form of response to individual behavior in overcoming adversity. Associated with the reflection of strengths and weaknesses, a change in approach to learning, seeking help, support and encouragement, monitoring and achievement efforts, and giving reward-punishment; and (3) Negative influence and emotional response feature dimensions, as a form of individual emotional response in overcoming adversity, associated with anxiety, avoiding negative emotional responses, optimism and hopelessness, and acceptance of negative influences.

The perseverance dimension has 14 items, the reflective and adaptive-help-seeking dimension has 9 items, and the negative influence and emotional response feature dimension has 7 items with a total of 30 items. In total, there are 10 items with negative sentences (unfavorable) and 20 with positive sentences (favorable). It shows that the higher the score obtained in the dimensions above, the higher academic resilience owned by the individual.

The reliability and validity test results of SPS and ARS-30 showed the alpha coefficient ranged between .911 and .869 with validity values ranging from -.295 to .711. (Table 1.).

Table 1
Reliability SPS and ARS-30 Results

	n item	Cronbach Alpha	Correlated Item Total	N
SPS	23	.911	.303 – .711	101
ARS-30	30	.869	−.295 – .569	101

The negative coefficient value was found later in the real survey (not on adaptation and testing instruments) in item 6 on ARS-30. Item 6 stated, "I will

change my career plan". Cassidy (2016) classified item 6 as a perseverance dimension, in which resilient people tend to stick to their plan even when they are facing adversities (bounce back). Meanwhile, the result of this research showed that young adult migrant students in Indonesia tend to change their plan when they are facing adversities. It showed that the possibility of the item was not relevant to the situation of young adult migrant students in Indonesia.

RESULTS AND DISCUSSION
This study used a correlation analysis technique (Spearman) with SPSS for Windows 20.0 to answer research questions. Besides, the research data were also analyzed using descriptive statistics.

Descriptive Statistics

Table 2. presents descriptive statistics (include maximal score, minimal score, mean score, and deviation standard) for both variables, peer social support (assistance related and non-assistance related) and academic resilience, based on the responses from sample of young adult migrant students (n= 101).

Table 2
Descriptive statistics for peer social support (assistance related and non-assistance related) and academic resilience

Variables	Max	Min	Mean	SD
Peer Social Support *(Assistance related)*	32	13	26.55	4.661
Peer Social Support *(Non-assistance related)*	64	28	51.29	7.299
Academic Resilience	175	105	143.83	15.548

Correlation and Analysis

Table 3 shows the correlation between each dimension of Peer Social Support and Academic Resilience. Based on the results on young adult migrant students, it was found that there was a significant relationship between peer social support (assistance related and non-assistance related) and academic resilience (ρ .472 (p = 0.00<0.01); ρ .569 (p = 0.00<0.01)). Correlation values obtained from both variables are positive. It means, the higher the social support received from peers are, the higher the academic resilience held by young adult migrant students. These results are in line with some research findings that reported peer social support to have a good contribution to help students for being resilient in academics (Mufidah, 2017; Rufaida & Kustanti, 2017; Ulfah & Ariati, 2017; Wahyuni, 2016).

Table 3

The correlations between Peer Social Support and

Academic Resilience

Variable	ρ	P
Peer Social Support (*Assistance related*) with Academic Resilience	.472**	0.000
Peer Social Support (*Non-assistance related*) with Academic Resilience	.569**	0.000

*. p<0.05; **. p<0.01

The researchers also looked for the correlation between each dimension in Peer Social Support and Academic Resilience. The result shows that (Table 4) Reliable Alliance also has significant correlation to all dimension in Academic Resilience (perseverance dimension, reflecting and adaptive help-seeking dimension, and Negative affect and emotional response dimension) (ρ .336; ρ .285; ρ .489 (p = 0.00<0.01)).

The reliable alliance has similarities with real or material support, for example, a form of reliable social support is when a student gets a journal loan, book references for the study, and so on (Sari & Indrawati, 2016). The fulfillment of material support could help individuals to change the situation at hand and changed understanding into a solution or problem-solving (Maslihah, 2011) so that it could help individuals determine the activities or actions needed in solving the problem (Chiu et al., 2017).

The fulfillment of material support enabled individuals to observe, overcome, and process information to bring up solutions to the problems experienced (Maslihah, 2011). Nuralisa's study (2014) concludes that the ability to change difficult situations and create a solution to problem-solving is the 'main capital' needed for the young adult migrant students. When having the ability to change difficult situations and create a solution to problem-solving, it could help individuals determine the activities or actions needed in solving these problems (Chiu, et al., 2017).

The opportunity of nurturance was also found to have a significant correlation with all dimensions in academic resilience (perseverance dimension, reflecting and adaptive help-seeking dimension, and Negative affect and emotional response dimension) (*r* .321; *r* .359; *r* .425 (p = 0.00<0.01)). Opportunity for nurturance or simplified as an opportunity to feel needed is a type of social support that allows individuals to feel needed and feel able to help others. In academics, this could be seen when students received and shared information related to college assignments and being pointed by friends to be 'tutors' in subjects that are considered difficult (Rojas, 2018).

Table 4

The correlations between each dimension in Peer Social Support and Academic Resilience

Variables		Perseveranc e	Reflectin g and adaptive help-seeking	Negative affect and emotion al respons e
Guidance	ρ	0.277**	0.193	0.524**
	P	0.005	0.053	0.000
Reliable Alliance	ρ	0.336**	0.285**	0.489**
	P	0.001	0.004	0.000
Reassuranc e of Worth	ρ	0.232*	0.213*	0.555**
	P	0.020	0.033	0.000
Opportunity of nurturance	ρ	0.321**	0.359**	0.425**
	P	0.001	0.000	0.000
Attachment	ρ	0.325**	0.273**	0.428**
	P	0.001	0.006	0.000
Social Integration	ρ	0.437**	0.375**	0.493**
	P	0.000	0.000	0.000

*. p<0.05; **. p<0.01

The fulfillment of these types of social support (opportunity of nurturance) not only makes individuals feel more self-value or self-efficacy but also perceived that they receive more support (Chiu et al., 2017). The higher self-efficacy of students could make students develop better coping strategies in dealing with pressing academic conditions (Altermatt, 2016). Self-efficacy was needed by young adult migrant students to prevent academic procrastination to achieve academic success (Graff, McCain, & Gomez-Vilchis, 2013; Lastary & Rahayu, 2018). It showed that the fulfillment of social support reassurance of worth (the existence of recognition) and the opportunity for nurturance (the opportunity to feel needed) could improve self-efficacy. Therefore, young adult migrant students were able to develop better-coping strategies and prevent academic procrastination, where this ability was more adaptive in strengthening academic resilience. (Cassidy, 2016).

Along with this finding, Attachment and Social Integration also had a significant correlation to all dimension in academic resilience (perseverance dimension, reflecting and adaptive help-seeking dimension, and Negative affect and emotional response dimension) (*r* .437; *r* .375; *r* .493 (p = 0.00<0.01)).

Attachment and social integration is a form of emotional support that is formed from social ties (Chiu

et al., 2017). For young adult migrant students, peers were the first source of emotional support (Papalia & Feldman, 2014). The higher emotional support that individuals received from peers could prevent such individuals from anxiety, depression, and other mental illnesses (Kirsch, Pinder-amaker, Morse, Ellison, Doerfler, & Riba, 2014; Li, Albert, Dwelle, Tinsley, Arielle, Albert, & Dwelle, 2018; Simoni, Franks, Lehavot, & Yard, 2011). This situation made individuals able to overcome negative effects and not drag on feeling emotional states that could inhibit the strengthening of academic resilience (Martin, 2013).

We also conducted additional analyses to see whether there were gender differences for getting peer social support in young adult migrant students. In table 5 shows that there are no significant differences found between gender in young adult migrant students in getting peer social support (p = 0.799> 0.05; p = 0.290> 0.05). This is in line with Chen's study (2016), which stated that there was no difference between male and female students in obtaining or creating social support among peers in facing their academic world.

Table 5
Gender differences for getting social support

Variable	Mann Whitney U	P
Peer social support (*Assistance related*)	1087.000	0.799
Peer social support (*Non-assistance related*)	976.000	0.290

Women are reportedly to find and get social support from peers more easily (Whiteman et al., 2013). Men also have expectations about their academic condition and the need for a sense of security in their social circumstances that caused them to seek social support to the same degree as women (Wentzel et al., 2010).

Table 6
Gender differences and the state of academic resilience

Variable	Mann Whitney U	Sig.
Academic resilience	1081.500	0.769

An insignificant difference was also found in the test of differences between the gender differences of young adult migrant students and the state of their academic resilience (Table 6.). The results of gender differences and the state of academic resilience in this study contradict Martin's (2013) study, which reported that there were significant differences between males and females in academic resilience. Some literature indicates that men were said to be more academically

resilient compared to women (Mallick, 2016; Prabhu & Shekhar, 2017), but other studies show that women were able to be more resilient compared to men (Cheng & Catling, 2015). In this study itself, the researchers assumed that there were no significant differences between male and female young adult migrant students with academic resilience due to their hopes and ideals when deciding to migrate themselves (Lingga & Tuapattinaja, 2012; Solihin, 2013), parental support given in completing studies (Escamilla, 2019; Graff et al., 2013; Permata & Listiyandini, 2015), and the emergence of 'skills' (e.g., emotional intelligence, ability to be independent, management of consumptive behavior) caused by young adult migrant students' activities themselves (Ramadhana & Indrawati, 2019).

CONCLUSION

This research is intended to add more understanding of the kind of social support that is needed by young adult migrant students, and factors that play a role in academic resilience among young adult migrant students. This research also, helpfully, could illustrate the real condition of young adult migrant students in Jakarta. The results of this research indicate that there was a significantly positive relationship between peer social support (assistance related and non-assistance related) and academic resilience of young adult migrant students. Therefore, the higher the social support provided by the peers, the higher the academic resilience of young adult migrant students will be.

Regarding the practical contribution, the results are expected to be beneficial for the university in facilitating activities that can help meet students' social needs for peers to strengthen academic resilience, such as lecture activities that involve group activities. They are also expected to be useful for young adult migrant students by informing the form of peer social support needed in increasing academic resilience and expected to be useful for both young adult migrant students and non-young adult migrant students regarding the importance of providing social support to peers in increasing academic resilience.

In terms of limitation, the absence of distance provisions served as a reference in determining migrant students. Besides, there was no comparison of academic resilience experienced by students in specific years such as students in their first year, students in their second year, and students in their third year. Thus, it is possible to consider variables that affected the state of academic resilience of young adult migrant students, such as self-efficacy, self-value, and motivation. Secondly, the geographical and cultural tradition of young adult migrant students, that made them able to make a more specific difference between the academic resilience of young adult migrant students from region A and young adult migrant students from region B. Future research is expected to address these limitations.

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