

THE ROLE OF PEER SUPPORT ON ACADEMIC RESILIENCE OF MIGRANT STUDENTS WITH PSYCHOLOGICAL WELL BEING AS A MODERATOR

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ABSTRACT

Migrant students often face unique challenges due to transitioning to environments far from their families, including academic pressure and social adaptation, which affect their well-being. Peer support plays an important role in helping them overcome these difficulties, but its effectiveness may vary depending on psychological well-being levels. This study examines the role of peer support on academic resilience of migrant students, with psychological well-being as a moderator. Using a quantitative correlational design, the study involved 214 migrant students aged 18-25 from universities in Indonesia. Instruments included the Academic Resilience Scale-30 (ARS-30), Social Support Scale, and Scales of Psychological Well-Being (SPWB). Regression analysis revealed peer support significantly predicts academic resilience ($p < 0.05$). Psychological well-being moderated this relationship, with students with higher psychological well-being showing greater academic resilience. Results highlight the critical role of social support and psychological well-being in helping migrant students effectively adapt academically and emotionally. These findings emphasize the need for universities to facilitate peer support programs that foster academic resilience and psychological health among migrant students. The study contributes important insights into the dynamics between social support, psychological well-being, and academic success for migrant students, underscoring the importance of integrating social and psychological factors in educational support strategies.

Keywords: peer support, academic resilience, psychological well-being, migrant students

1. PREFACE

The drastic change in environment when students leave home to continue their education away from their families often brings its own challenges. The transition can affect various aspects of their lives, including academics. Being a student is not only about the excitement of chasing dreams, but also about facing the challenges and difficulties that come with it. Migrant students can experience anxiety caused by several things such as academic pressure, task demands, health concerns, and so on (Clarista & Biromo, 2024). realise that these experiences strengthen resilience, build character, and provide opportunities to grow as stronger individuals.

This is supported by research conducted by Clareta and Setyandari (2022), during their education, students always face a number of academic demands, challenges and obstacles. The number of academic demands and the busy lecture activities can also trigger stress in students. In facing this situation, students' academic resilience or the ability to stay focused, adapt, and overcome academic stress becomes a crucial factor in determining their success.

A student who is academically resilient will not easily despair in the face of academic difficulties. He will feel optimistic and think positively, even though he is in an academic difficulty (Tumanggor & Dariyo, 2015). The character of resilience is expected to grow and develop in a student, because he is a future leader of the nation in the future Dariyo (2023). Good academic resilience allows students to overcome challenges and stress that arise during the

lecture period more effectively. There are several challenging conditions and situations that require resilience so that students are able to adapt and continue to develop according to their competence. (Ghifari & Henny, 2018)

Some psychological factors that play a role in the resilience process include positive personality, motivation, self-confidence, focus, and social support. Social support from peers is often used as an important element that can affect students' ability to deal with academic stress (Nugroho, 2021). This social support includes emotional assistance, information sharing, and practical support which is expected to strengthen students' academic resilience by providing a sense of connectedness and positive reinforcement in dealing with various academic stressors. Peer support also strengthens the bond between students facing similar experiences. This approach has been shown to be effective in helping students overcome mental challenges, especially through the peer model which allows for mutual support among individuals with similar life experiences (Satria & Kurniawati, 2024).

However, the effectiveness of social support is not always consistent in each individual in improving resilience psychological well-being which includes emotional well-being, life satisfaction, and positive feelings towards oneself and the surrounding environment, can affect the way students process and utilise the social support they receive (Kusumawardhani & Rahayu, 2023). Students with high levels of psychological well-being may be better able to internalise social support and use it more effectively to deal with academic challenges. The individual will also display feelings of happiness, feeling capable, supported, and satisfied with their life. (Hartato et al., 2018). Therefore, it is important to explore how peer support affects the academic resilience of migrant students and how psychological well-being can moderate this relationship. This research is expected to provide greater insight into the interaction between social support, psychological well-being, and academic resilience.

2. RESEARCH METHOD

Samples

The sampling technique used in this research is non-probability sampling with purposive sampling and snowball sampling. Non-probability sampling is a technique where samples are selected based on predetermined criteria without providing equal opportunities for each individual.

The participants in this study were 214 active university students in Indonesia, who came from a different region to where they were studying, were between 18 and 25 years old, and had been enrolled at the university for at least two semesters.

Measurement

This study uses three measuring instruments that are in accordance with the research variables.

Dependent Variable

Academic resilience was measured using The Academic Resilience Scale-30 (ARS-30) developed by Cassidy (2016) and adapted by Kumalasari (2020). This tool is designed to assess how students survive and adapt in a challenging academic environment. The ARS-30 has three main dimensions and consists of 30 items designed to evaluate different aspects of academic resilience.

In the adaptation process conducted by Kumalasari, the initial model analysis showed that 6 of the 30 items had factor loading values below 0.5, so these items were eliminated. The eliminated items included 3 from the perseverance dimension (P1, P3, P5, P11), 1 from the reflection and adaptive help-seeking dimension (R9), and 1 from the emotional response and negative affect dimension (A6).

Thus, in this study only 24 items were used which were distributed as follows: the perseverance dimension consists of 10 items, the reflection and adaptive help-seeking dimension consists of 8 items, and the emotional response and negative affect dimension consists of 6 items. The scale uses a Likert format, where respondents are asked to choose one of six answer options, ranging from 1 (Strongly Disagree) to 6 (Strongly Agree), to measure their level of agreement with each given statement.

Independent Variable

The measurement tool for peer social support uses the Social Support Scale developed by Sarafino and Smith (2006) and modified by Sukasari (2019). This tool refers to various aspects of social support, namely emotional support, appraisal support, information support, instrumental support, and network support. Based on these aspects, there are 36 items, with 19 positive items and 17 negative items. This scale uses a 4-point Likert scale: SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree).

Moderating Variable

The researcher used the Scales of Psychological Well-Being (SPWB) translated and adapted by Puspita (2017) based on aspects identified by Ryff and Keyes and Ryff and Singer (1998). These aspects include Self-Acceptance, Positive Relationships with Others, Autonomy, Environmental Mastery, Life Purpose, and Personal Growth. This measuring instrument consists of 15 items, with an alpha reliability value of 0.788, using a Likert scale of 1-7. A score of 1 indicates 'never', and a score of 7 indicates 'always'. Higher scores indicate higher psychological well-being.

Data collection and analysis

The data collection technique used in this study was a questionnaire distributed via Google Forms through the Line, Instagram, and WhatsApp platforms. After the questionnaire responses were collected, the researcher processed the participants' answers for testing the validity and reliability of the measuring instrument as well as for hypothesis testing.

This study used regression analysis to examine the effect of peer support on the academic resilience of students who study outside the region, as well as to examine the role of psychological well-being as a moderator. Regression analysis was conducted using IBM SPSS, an open-source statistical software used for various types of analyses, including regression analysis.

3. RESULTS AND DISCUSSIONS

The results of data analysis show that the variables of social support, psychological well-being, and academic resilience in migrant students are at a high level. Social support with a 36-item instrument has an actual average value of 101.15, higher than the theoretical value of 90, indicating that migrant students get good social support. Psychological well-being with an 18-item instrument has an actual average of 70.59, higher than the theoretical value of 63, which

indicates positive psychological well-being. Academic resilience with a 24-item instrument recorded an actual mean of 109.01, higher than the theoretical mean of 84, confirming students' strong academic adaptability.

Table 1

Descriptive Statistics of Research

Variable	N	Minimum	Maximum	Mean	Std. deviation
Peer Support	214	42	144	101.15	24.576
Academic Resilience	214	32	144	109.01	25.088
Psychological Well-Being	214	24	108	70.59	21.173

This normality test was carried out using the One Sample Kolmogorof-Smirnov Test. Data testing is normally distributed if the resulting Asymp Sig (2-tailed) value is greater than the alpha value of 0.05 (5%). Based on the results of the Kolmogorof-Smirnov Test normality test, it shows that with a sample size of 214, the average value is 0.000, with a test statistical value of 0.059 and Asymp Sig (2-tailed) of 0.065. Based on these results, the significance value is greater than 0.05 so it can be concluded that the data used in this study are normally distributed which can be seen in table 2.

Table 2

Normality Test One-Sample Kolmogorov-Smirnov Test

	Unstandardize d Residual
Asymp. Sig. (2-tailed)	0.065

^aTable footnote.

Based on the results of the classical assumption test, simple linear regression analysis can be carried out in this study. Simple linear regression analysis is needed to determine the significant fibre regression coefficients so that it can be used to answer the hypothesis.

From the results of the equation, there is a constant result of 38.245, indicating that if social support is assumed to be fixed or equal to 0, then the value of academic resilience increases by 38.245. While the social support coefficient of 0.700 indicates that each one unit increase in the social support variable causes academic resilience to increase by 0.700 assuming other variables are equal to zero. From the results of this analysis obtained t count 13.701 and p value of 0.000 > 0.05 or H0 is rejected. Thus it can be concluded that social support has a positive effect on academic resilience. The results of simple linear regression analysis using SPSS in table 3 are as follows.

Table 3

Simple Linear Regression Test Results

<i>Unstandardized</i>	Coefficients (B)	Standard Error	t	Sig.
(Constant)	38.245	5.314	7.196	0.000
Social Support	0.700	0.051	13.701	0.000

Moderating variables used in multiple linear regression analysis have the aim of seeing whether there is an influence between the independent variable, namely social support on the dependent variable, namely academic resilience moderated by psychological well being. The MRA test is a type of regression analysis in which the interaction model is built using moderating variables.

From the results of the equation, it can be seen that the constant of 43.162 indicates that if social support, psychological well-being, and the interaction of social support variables and psychological well-being are assumed to be fixed or equal to 0, then the value of academic resilience will increase by 43.162. The social support coefficient of 0.451 indicates that each one unit increase in the social support variable causes academic resilience to increase by 0.451 assuming other variables remain constant. Furthermore, the psychological well-being coefficient of 0.051 indicates that each one unit increase in the psychological well-being variable will increase academic resilience by 0.051 assuming other variables remain constant. Finally, the interaction coefficient between the social support and psychological well-being variables of 0.002 indicates that each one unit increase in the interaction of the two variables causes academic resilience to increase by 0.002 assuming other variables remain constant. The table below shows the results of calculations carried out using SPSS as follows:

Table 4

Moderating Regression Analysis (MRA) Test Results

<i>Unstandardized</i>		<i>Coefficients (B)</i>	<i>Standard Error</i>	<i>t</i>	<i>Sig.</i>
H1	(Constant)	43.162	8.216	5.253	0.000
	Social Support	0.451	0.083	5.452	0.000
H2	Psychological Well-Being	0.051	0.098	0.524	0.601
H3	Social Support Psychological Well-Being	0.002	0.001	2.726	0.007

The results of the F test contained in table 5 ANOVA obtained a significant coefficient showing a significant value of 0.000 with a calculated F value of 79.179 and F table 2.65. This means that Sig 0.000 <0.05 and F count> F table and means that the regression model can be used in this study.

Table 5

F Test Results

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Regression	62908.593	3	23719.129	79.179	.000 ^b
Residual	71157.388	210	299.565		
Total	134065.981	213			

The t test is used to answer the hypothesis presented in this study. The conclusion if:
Ha is accepted and H0 is rejected if t count > t table or Sig < 0.05.

Ha is rejected and H0 is accepted if t count < t table or Sig > 0.05.

The results of the t test can be seen in the following table:

Table 6

T Test

<i>Unstandardized</i>		<i>Coefficients (B)</i>	<i>Standard Error</i>	<i>t</i>	<i>Sig.</i>
H1	(Constant)	43.162	8.216	5.253	0.000
	Social Support	0.451	0.083	5.452	0.000
H2	Psychological Well-Being	0.051	0.098	0.524	0.601
H3	Social Support Psychological Well-Being	0.002	0.001	2.726	0.007

The t test results in the table above show that the significance value is $0.000 < 0.05$. So the answer to the hypothesis is that Ha1 accepted and rejects Ho1 which states that there is an influence of social support on academic resilience. In addition, the t-test results in the table above show that the significance value is $0.000 < 0.05$. Then the answer to the hypothesis is Ha2 is accepted and rejects Ho2 which states that psychological well being is able to moderate the effect of social support on academic resilience.

Table 7

Test Results of the Coefficient of Determination (R2)

	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of Estimate</i>
H1	0.729 ^a	0.531	0.524	17.308

Table 7 shows that the adjusted r square for the variables of social support, psychological well being and academic resilience and is obtained at 0.524 This means that 52.4% can be explained by the independent variables in the model, while the remaining 47.6% is explained by other variables.

4. CONCLUSIONS AND RECOMENDATIONS

Based on data processing in the study, the results of the study can answer the formulation of problems and research hypotheses and it is concluded that there is a significant effect on social support on academic resilience moderated by psychological well being. It can be concluded that the higher the social support, the higher the value of academic resilience of migrant students. This is obtained by finding a significant role of social support on academic resilience through psychological well being of 52.4%. From these results it can be concluded that psychological well being is able to moderate the role of social support on the academic resilience of migrant students.

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