

THE RELATIONSHIP OF FAMILY SUPPORT AND SELF ESTEEM WITH STUDENTS' ACADEMIC RESILIENCE AT SMK NEGERI 8 TIK JAYAPURA

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Abstract

Academic Resilience: Many students currently, especially in Jayapura, have problems implementing learning services. Student academic resilience is certainly influenced by many factors. This research aims to analyze and determine the relationship between family support and self-esteem and students' academic resilience. This research is included in causal associative quantitative research. The sample for this research was 169 students at SMK Negeri 8 ICT Jayapura. Research data was collected using a research scale that was declared valid and reliable. The data analysis technique uses multiple linear regression analysis. The research results show that (1) There is a relationship between family support and academic resilience. From the results of statistical analysis, it was found that the r_{xy} correlation coefficient was 0.5128 with $p < 0.05$, this means that the level of family support is significant students' abilities will be able to increase or decrease students' academic resilience. (2) There is a relationship between self-esteem and students' academic resilience. From the results of statistical analysis, it was found that the correlation coefficient r_{xy} was 0.620 with $p < 0.05$, thus it can be concluded that whether or not a lot of self-esteem received by students will increase or decrease students' academic resilience. (3) There is a relationship between family support and self-esteem with students' academic resilience. From the results of statistical analysis it was found that the F reg coefficient = 13.829 with $p < 0.05$, and the correlation coefficient $R = 0.593$ with $p < 0.05$ and t table = 1.97. Thus it can be concluded that family support and self-esteem together have a significant effect on students' academic resilience (Hypothesis accepted)

Keywords: *Social Support, Self Esteem, Student Academic Resilience*

1. INTRODUCTION

Education is a very important human need because it aims to develop human resources for the country and its development. The development of science and technology (IPTEK) brings change and growth in a more complex direction. Based on Law no. 20 of 2003 Article 1 National education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, habits, intelligence and skills needed by themselves, society, the nation and country. Education is a process that includes three dimensions, the individual, society or individual national community, and all the contents of reality, both material and spiritual which play a role in determining the nature, destiny, form of humans and society (Nurkholis, 2013). When a child enters the secondary school education stage, that is when children enter adolescence where they are looking for their identity, by trying new things that they have not encountered before. Adolescence is the age when children become more concentrated on their physical selves. Unfamiliar and new physical changes must be integrated into the self-concept. At this stage the school environment will further develop their thinking patterns and further expand the child's social life. The center of children's activities at school age is related to school, intellectual tasks, relationships with teachers, friends, norms and social demands.

In Indonesia, there are several types of formal education at the upper level, namely Senior High School (SMA), Madrasah Aliyah (MA), and Vocational High School (SMK). Vocational

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High Schools (SMK) teach skills in order to develop themselves, foster students' self-confidence in their abilities to produce vocational school students who are ready to enter society and professionals in their fields who are ready to enter the world of industry and so on. Education is one of the absolute needs in human life and this need must be met. Education is something that is very important and cannot be separated in human life because without education humans cannot live and develop in line with the aspirations and ideals of progress, prosperity and happiness according to the concept of the human outlook on life. Education and life are two things that can never be separated, because life without education will result in people not knowing what to do to be able to provide happiness for themselves and do good for themselves and others. Education is one of the things that complements the process of life. And education is also something that can be obtained by every human individual anywhere and at any time or what is usually called formal education and non-formal education.

The family is one of the basic units responsible for preserving the integrity of individual family members who will form a family structure that includes emotional, social and economic support for its members. A high-functioning family helps in maintaining communication dimensions, controlling emotions and behavior, and also helps in solving problems and overcoming the behavior of its respective members. The family is also the smallest unit in society where in a family there are more than two people, for example a husband, wife and several children in the family. According to Harmoko, (2011, pp. 9–25) a family is individuals living in the same house who are bound by marriage and in the family there are more than two people who are blood related or adopted in the family Nadirawati, (2018, pp. 9–29). The family functions as a place to fulfill the needs for love, affection and other positive emotions (Indrawati & Alfuruqi, 2018). One of the functions of the family is to care for, guard and protect children so that children are able to control themselves and have a social spirit (Priyatna, 2012). In carrying out this function, parents are the most responsible for the child's development, so that the child develops into a dynamic and harmonious person (Gunarsa & Gunarsa, 2008).

High levels of support from their families are thought to increase students' stability in making career decisions. People who receive high levels of family support will receive a lot of emotional, appreciative, instrumental and informative support from their families. If emotional support is high, the individual will feel that they receive high encouragement from their family members. If the appreciation for the individual is great, it will increase self-confidence. If individuals receive instrumental support, they will feel that they receive adequate support from family facilities. If individuals receive a lot of informative support, then individuals feel they are receiving attention and knowledge. This will influence the confidence in the individual's abilities to be high and will influence the stability in the individual's career decision. Parents also have a significant role in shaping a child's personality, especially when the child reaches adolescence. Parents will optimize their children's talents, shape and guide their children's aspirations, and serve as a place to confide in (Khotimah, 2018). However, the relationships that are fostered within a family do not always run smoothly. Every family is never free from problems. (Gunarsa 2011).

Self esteem is a term used to describe individuals with comprehensive evaluation dimensions within themselves. Self-esteem or self-esteem is a belief and emotion which can be interpreted as a feeling where an individual can feel that he is valuable. In the world of education, especially schools, the quality of students' self-esteem needs to receive more attention, because self-esteem in a good category will build aspects of the individual's personality and interactions with the environment. The importance of efforts to increase students' self-esteem is reinforced by the results of research by Gerard (2011) which noted that a significant positive relationship was found between self-esteem and students' academic achievement. The relationship between the quality of students' self-esteem and academic achievement was also proven by Doodman, Amirian Zadeh, & Changizi (2017) who found that the academic achievement of students with low self-esteem tended to be lower than students with high self-esteem. This is because the quality of self-esteem also influences students' desire to learn, influences their ability to focus, and their

willingness to take risks. According to Coopersmith (1967) (Walgito, 2011: 215) respecting oneself is an important thing in a person's life. Respecting oneself does not mean that someone will glorify themselves and look down on others. This does not mean that people demean themselves and glorify others. Starting from this inadequate self-assessment, many problems arise in a person. Self-esteem is one of the hierarchy of needs put forward by Abraham Maslow. Maslow revealed that self-esteem is one of the basic human needs that must be fulfilled. Maslow found that every person has two categories of needs for self-esteem, namely (1) self-esteem includes the need for self-confidence, competence, mastery, adequacy, achievement and freedom. (2) self-esteem from other people includes recognition, acceptance, attention, position, good name, and appreciation. A child who feels dissatisfied with himself causes the child to lack self-confidence, and then a feeling of unhappiness and lack of freedom arises. When teenagers start comparing themselves with other children who may be slimmer, prettier, more popular, stronger and who get better grades, they begin to consider themselves inferior (lower) than others.

However, if adolescents' self-esteem needs can be met optimally, it is likely that adolescents will be successful in displaying their social behavior, appearing with self-confidence and feeling that they have value in their social environment (Khoo & Lee, 2009: 146). There are many things related to self-esteem that can affect the mentality of teenagers, including cases of juvenile delinquency, especially students. Academic achievement is a crucial thing in education as an important part of a person's desire to fulfill the need for achievement. Thus, academic achievement can be used as a measure of the success achieved by students during learning. Academic achievement can also be used as a reference level for students' achievement or ability in carrying out learning activities. Seeing the importance of academic achievement in education, academic activities should not be taken for granted. If academic activities are carried out well then students tend to get high achievements, conversely if academic activities are carried out poorly or even poorly then students tend to get low achievements. One way to determine a student's academic achievement can be expressed by obtaining a report card containing grades each semester. In order to achieve high semester grades, students should be able to understand and believe in their own potential, study enthusiastically and be able to be strong in facing problems that come, and not forget to use the momentum they have to the maximum. Resilience is an ability that every individual must have in the process of facing the problems they face in order to be able to change unpleasant situations into something that can be resolved.

Resilience is one aspect that can influence academic achievement, because someone who has academic resilience will easily adapt to the various difficulties they face and they will determine steps to solve problems when they are faced with a problem or difficulty. In line with the opinion of Hadjar & Hidayah (2017), resilience is a person's ability that can enable them to survive and be strong in facing many problems. Academic resilience is related to academic stress, as the results of research conducted by Septiana in 2020 in one elementary school stated that if students have low academic stress then their resilience is high, if students have high academic stress then students have low resilience. The main thing for someone to be able to adapt is to have an aspect of resilience. Resilience is needed so that every individual has the capacity to strive for a better future, can overcome stress, feel happy and be able to adapt to various situations. According to Ramadhani (2014) resilience is basic capital that can be used to support positive things including academic achievement. This is in line with the results of research by Yulanda (2017) entitled "The influence of resilience on academic achievement in undergraduate management study program students, Faculty of Economics, Parahyangan Catholic University" which states that there is a positive relationship with academic achievement. This is also in line with the results of previous research conducted by Chiput (2013) with the title "The Relationship Between Academic Resilience and Learning Achievement in Class XI Students of SMK Negeri 6 Semarang.

These results show that the higher the academic resilience, the higher the learning achievement achieved. Conversely, the lower the academic resilience, the lower the student's learning achievement. Vocational High School (SMK), as one of the formal institutions in the

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national education system which has the aim of preparing students for skills in certain fields. Vocational schools specifically aim to prepare students to be able to work independently (entrepreneurship) or have a career in the fields of work that are available in the world of work. Here students are trained to be able to have a career, be tenacious and persistent in competing and can develop an attitude of professionalism in their field of interest. Apart from that, students are provided with knowledge so they can develop themselves through higher levels of education. Vocational School's vision is to make students better prepared to enter the world of work. Career is often confused with work. Actually, career has a broader meaning than just choosing a job. Development is related to a person's career and is an important part of a person's success, therefore a career needs to be planned well. The success of a person's career achievement is influenced by the ability to plan career and make mature decisions.

Based on field observations, this school is a place that is quite prone to demonstrators. Locations where demonstrators often gather and riots often occur which might increase tensions. Students tend to feel disturbed by this situation because of conflicts between regions and state issues for which the exact reasons are unknown. Students who lack resilience in general will certainly be stressed by environmental conditions like this and may choose to move from that school. This incident is also an external factor for the school that might disrupt students' emotional states, because not all students have good resilience. However, there are internal school factors that are more pressing for students which may also bring down students' mental health while at school. The pressure that occurs within the school can be in the form of academic conditions that students go through every day rather than external factors at the school. School assignments in each subject also provide mental pressure for students, so that those who do not have good emotional regulation will find it difficult to return to normal conditions and will tend to be sad for a long time and can reduce students' self-confidence. As can be seen from the results of observations, it is clear that students at SMK Negeri 8 ICT Jayapura always feel uneasy in many subjects which students may consider pressing. Emotional regulation is included in the resilience aspect so that students cannot regulate their emotions when they experience pressure from teachers, either in the form of lots of assignments every day and in every subject or it can also be seen from the quizzes that are always taken before the exam every month. Anger can also be seen from their facial expressions and also in the results of interviews with several students who prefer not to go to school or try to leave school during class time.

Emotion regulation is the ability to remain calm under stressful conditions. Individuals who have the ability to regulate emotions can control themselves when they are upset and can overcome feelings of anxiety, sadness or anger, thereby speeding up problem solving. Expressing emotions, whether negative or positive, is healthy and constructive as long as it is done appropriately. Expressing appropriate emotions is one of the abilities of a resilient individual. Children who have resilience will be able to control themselves when they are emotional and most of the time it is easy to forgive their peers' mistakes even when they are hurt and continue to socialize, children appear more enthusiastic and happy when playing, have good words even when they are angry. Students who have academic resilience are students who have the ability to control negative impulses, for example when students are angry they tend to scream and fight and impulse control helps students to stop themselves from screaming and fighting because they know that this is not a good thing and This happened to students at the school. Impulse control can be developed by modeling the behavior of adults who often interact with students and often recognizing children's achievements when they are able to control impulses. The results of field observations explain that students seem less able to control the impulses they receive, so that what students receive and this is considered unfavorable to them, the tendency is for students to speak loudly or choose to ignore the teacher's orders such as remaining silent or being allowed to leave the classroom as an expression. the anger inside him. Impulse control is an individual's ability to control desires, urges, preferences and pressures that arise from within themselves. Individuals who have low impulse control abilities will quickly experience emotional changes which ultimately control the individual's thoughts and

behavior, tend to easily lose patience, get angry easily, be impulsive, and act aggressively in small situations that are not very important, so that the social environment in the surroundings feel uncomfortable, which results in the emergence of problems in social development. This fact is also confirmed by the results of an interview with one of the respondents conducted on August 15 2022 in the school field, where the student had an unsatisfactory grade in one lesson. However, when asked about their response, students preferred to express their anger by not following the teacher's orders or students preferred to try to leave school during class time. Students feel not optimistic about what they are currently experiencing because they feel less able to carry out academic activities which can be seen from the difficulty of students doing school assignments every day. Small failures that occur every day can reduce their self-confidence, coupled with the teacher's words which may bring them down mentally with reprimands or punishments that students deem appropriate to receive for not being able to do their assignments well or being late in doing their assignments.

Resilient students are optimistic students, namely when students see that their future is bright (Reivich & Shatte, 2002). The optimism possessed by an individual indicates that the individual believes that he has the ability to overcome misfortunes that may occur in the future. This kind of optimism is not about seeing only the positive things in life and turning a blind eye to negative events. It's about seeing things as they are and believing that the individual can make the best of the situation. The resilience that is formed in children can help children become more accurate and flexible in thinking about whether a situation is permanent or temporary. As with previous problems, based on the results of interviews it seems that many students do not see this as a lesson that should be changed and improved for the better. Students are considered unable to identify previous negative conditions that they receive almost every day. This situation is part of the resilience aspect called causal analysis, whether each individual can see a problem and carry out an analysis of it. Causal Analysis refers to an individual's ability to accurately identify the causes of the problems they face. Individuals who are unable to identify the cause of the problems they face correctly will continue to make the same mistakes. Resilient children have tough thinking and are more flexible to see that some problems are the result of themselves and their own actions, while other people do not.

Furthermore, students in general at this school are not yet able to see how emotional conditions occur in their environment because of their tendency to find it difficult to make good friends with classmates who may be considered not to be of the same mind. Students who may be in a negative emotional condition or are particularly angry, other students will choose to become angry too if they are involved or affected by their friend's negative emotions. Empathy is closely related to an individual's ability to read signs of other people's emotional and psychological conditions. It is the ability to understand other people's feelings and needs. For example, children who have resilience will be able to recognize other people when they are sad, angry or happy. In line with that, students who have difficulty academically will feel less confident in their abilities. Based on the results of the interview, they also stated that they preferred not to show themselves in class when there were additional grades in the form of quizzes or certain exams to improve their grades. Students will choose to continue working if forced to with the argument that it is important to just work rather than refuse, even though the student already knows that the answer is wrong. Self-efficacy is the result of successful problem solving. Self-efficacy represents a belief that we are able to solve the problems we experience and achieve success. Self-efficacy is very important to achieve resilience. A collection of pressures within the school do not seem to make students rise up to be able to improve their situation and prefer to fight back in good ways, such as permission to leave during class time and choosing not to return for a short time with a set of pre-designed reasons.

Based on the results of observations, it is clear that every academic failure that occurs is like getting a lower grade than other friends even though the student is not studying. Not being able to see the positive from the pressure that occurs seems to happen routinely to students, because

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they prioritize negative emotions. As previously explained, resilience is more than just how an individual has the ability to overcome adversity and rise from adversity, but more than that, resilience is also an individual's ability to achieve positive aspects of life after the misfortune that befalls them. A series of awakening abilities from students at SMK Negeri 8 ITIK Jayapura led to being able to see the factors of low resilience in students. Several factors can be seen in this phenomenon, such as individuals who choose not to be empathetic and are unable to regulate their own emotions during school hours which are considered stressful every day. Meanwhile, another factor that can be identified is support from the family which might be able to make students recover from the negative emotions that are always present at school. Then there is the factor of associations or friendship communities owned by students, which is based on the theory that associations owned by students can also restore a person's emotional state to a better state after being down because of quite stressful academics.

Based on this, the aim of this research is to find out:

1. The Relationship between Family Support and Student Academic Resilience at SMK Negeri 8 ICT Jayapura
2. The Relationship between Self Esteem and Academic Resilience at SMK Negeri 8 ICT Jayapura
3. The Relationship between Family Support and Self Esteem with Student Academic Resilience at SMK Negeri 8 ICT Jayapura

2. METHOD

This type of research uses a survey approach, identification of research variables consisting of the dependent variable is Student Academic Resilience (Y) while the independent variables are Family Support (X1) and Self Esteem (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, 169 samples were taken based on the total sampling technique.

The data collection method is obtained through scale instruments. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Student Academic Resilience scale, Family Support, and Self Esteem.

3. Basic Assumption Test Results

3.1.2 Validity and Reliability Test

a. Validity test

Validity testing is carried out with the aim of testing the validity of each question item in the questionnaire that has been designed. A question item is said to be valid if the correlation value (calculated R) of the question item is $> R$ table (0.196).

**Table 4.1 Validity Test of Items
Family Support Variable Questionnaire Questions (X1)**

Question	R Count	R Table	Results
X1.1	0.645	0.196	Valid (R Count > R Table)
X1.2	0.541	0.196	Valid (R Count > R Table)
X1.3	0.571	0.196	Valid (R Count > R Table)
X1.4	0.685	0.196	Valid (R Count > R Table)
X1.5	0.652	0.196	Valid (R Count > R Table)
X1.6	0.591	0.196	Valid (R Count > R Table)
X1.7	0.59	0.196	Valid (R Count > R Table)
X1.8	0.577	0.196	Valid (R Count > R Table)
X1.9	0.598	0.196	Valid (R Count > R Table)
X1.10	0.671	0.196	Valid (R Count > R Table)
X1.11	0.663	0.196	Valid (R Count > R Table)
X1.12	0.651	0.196	Valid (R Count > R Table)
X1.13	0.715	0.196	Valid (R Count > R Table)
X1.14	0.669	0.196	Valid (R Count > R Table)
X1.15	0.594	0.196	Valid (R Count > R Table)
X1.16	0.594	0.196	Valid (R Count > R Table)

A question is said to be valid if the calculated R value is > 0.196 (R table). It is known that all calculated R values are > 0.196 (R table). So it can be concluded that all questionnaire questions on the Family Support variable (X1) are valid.

**Table 4.2 Validity Test of Items
Self Esteem Variable Questionnaire Questions (X2)**

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Question	R Count	R Table	Results
X2.1	0.55	0.196	Valid (R Count > R Table)
X2.2	0.666	0.196	Valid (R Count > R Table)
X2.3	0.564	0.196	Valid (R Count > R Table)
X2.4	0.63	0.196	Valid (R Count > R Table)
X2.5	0.664	0.196	Valid (R Count > R Table)
X2.6	0.666	0.196	Valid (R Count > R Table)
X2.7	0.549	0.196	Valid (R Count > R Table)
X2.8	0.489	0.196	Valid (R Count > R Table)
X2.9	0.636	0.196	Valid (R Count > R Table)
X2.10	0.675	0.196	Valid (R Count > R Table)
X2.11	0.608	0.196	Valid (R Count > R Table)
X2.12	0.664	0.196	Valid (R Count > R Table)
X2.13	0.59	0.196	Valid (R Count > R Table)
X2.14	0.615	0.196	Valid (R Count > R Table)
X2.15	0.59	0.196	Valid (R Count > R Table)
X2.16	0.592	0.196	Valid (R Count > R Table)
X2.17	0.647	0.196	Valid (R Count > R Table)
X2.18	0.659	0.196	Valid (R Count > R Table)
X2.19	0.624	0.196	Valid (R Count > R Table)
X2.20	0.52	0.196	Valid (R Count > R Table)
X2.21	0.614	0.196	Valid (R Count > R Table)
X2.22	0.655	0.196	Valid (R Count > R Table)
X2.23	0.594	0.196	Valid (R Count > R Table)
X2.24	0.659	0.196	Valid (R Count > R Table)

X2.25	0.667	0.196	Valid (R Count > R Table)
X2.26	0.67	0.196	Valid (R Count > R Table)
X2.27	0.635	0.196	Valid (R Count > R Table)
X2.28	0.579	0.196	Valid (R Count > R Table)
X2.29	0.608	0.196	Valid (R Count > R Table)
X2.30	0.584	0.196	Valid (R Count > R Table)

A question is said to be valid if the calculated R value is > 0.196 (R table). It is known that all calculated R values are > 0.196 (R table). So it can be concluded that all questionnaire questions on the Self Esteem variable (X2) are valid.

**Table 4.3 Validity Test of Items
Resilience Variable Questionnaire Questions (Y)**

Question	R Count	R Table	Results
Y1	0.577	0.196	Valid (R Count > R Table)
Y2	0.582	0.196	Valid (R Count > R Table)
Y3	0.631	0.196	Valid (R Count > R Table)
Y4	0.6	0.196	Valid (R Count > R Table)
Y5	0.562	0.196	Valid (R Count > R Table)
Y6	0.667	0.196	Valid (R Count > R Table)
Y7	0.606	0.196	Valid (R Count > R Table)
Y8	0.529	0.196	Valid (R Count > R Table)
Y9	0.605	0.196	Valid (R Count > R Table)
Y10	0.623	0.196	Valid (R Count > R Table)
Y11	0.579	0.196	Valid (R Count > R Table)
Y12	0.531	0.196	Valid (R Count > R Table)
Y13	0.558	0.196	Valid (R Count > R Table)
Y14	0.592	0.196	Valid (R Count > R Table)
Y15	0.586	0.196	Valid (R Count > R Table)

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Y16	0.599	0.196	Valid (R Count > R Table)
Y17	0.578	0.196	Valid (R Count > R Table)
Y18	0.603	0.196	Valid (R Count > R Table)
Y19	0.631	0.196	Valid (R Count > R Table)
Y20	0.554	0.196	Valid (R Count > R Table)
Y21	0.652	0.196	Valid (R Count > R Table)
Y22	0.601	0.196	Valid (R Count > R Table)
Y23	0.453	0.196	Valid (R Count > R Table)
Y24	0.403	0.196	Valid (R Count > R Table)
Y25	0.584	0.196	Valid (R Count > R Table)
Y26	0.604	0.196	Valid (R Count > R Table)
Y27	0.431	0.196	Valid (R Count > R Table)
Y28	0.571	0.196	Valid (R Count > R Table)

A question is said to be valid if the calculated R value is > 0.196 (R table). It is known that all calculated R values are > 0.196 (R table). So it can be concluded that all questionnaire questions on the Resilience variable (Y) are valid.

b. Reliability Test

Reliability testing must be carried out only on questions that already have or meet a validity test, so if they do not meet the validity test requirements then there is no need to continue for a reliability test. The following are the results of the reliability test on valid question items.

Table 4.4 Reliability Test

Variable	Cronbach's Alpha	Results
Family Support (X1)	0.922	Reliable
Self Esteem (X2)	0.952	Reliable
Resilience (Y)	0.939	Reliable

If the Cronbach's Alpha value is greater than 0.6, then the research questionnaire is reliable. It is known that the questionnaire is reliable, because all Cronbach's Alpha values are greater than 0.6.

3.1 Classic Assumption Test

3.1.1 Normality Test

The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution. Test and assume that the residual values follow a normal distribution. In this study, the normality test for residuals was used using the Kolmogorov-Smirnov test. The level of significance used. The basis for decision making is to look at the probability numbers, with the following conditions. $tF\alpha = 0,05p$ If the probability value is 0.05, then the normality assumption is met. $p \geq$ If the probability <0.05 , then the normality assumption is not met.

Table 4.5 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		169
Normal Parameters, b	Mean	.0000000
	Std. Deviation	5.60110335
Most Extreme Differences	Absolute	.035
	Positive	.031
	Negative	-.035
Kolmogorov-Smirnov Z		.457
Asymp. Sig. (2-tailed)		.985
Exact Sig. (2-tailed)		.980
Point Probability		.000

a. Test distribution is Normal.

b. Calculated from data.

Note that based on Table 4.5, the probability or Exact value is known. Sig. (2-tailed) of 0.980. Because the probability value, namely 0.980, is greater than the significance level, namely 0.05. This means the data is normally distributed.

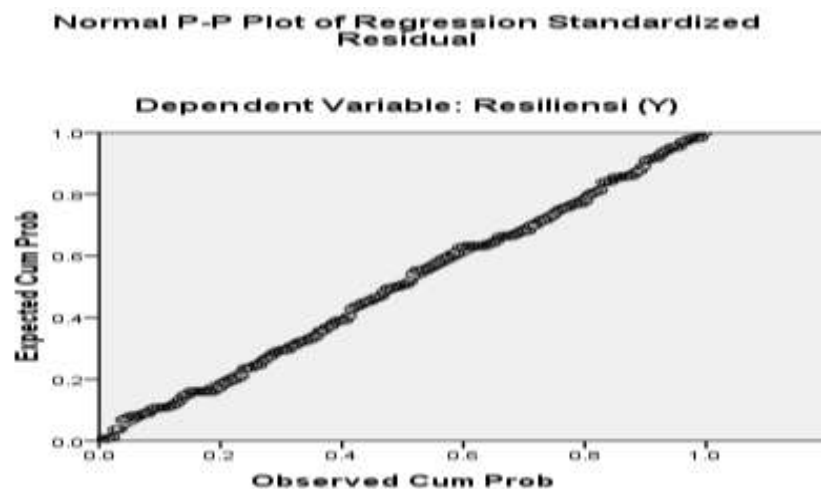


Figure 4.1 Normality Test Normal Probability Plot

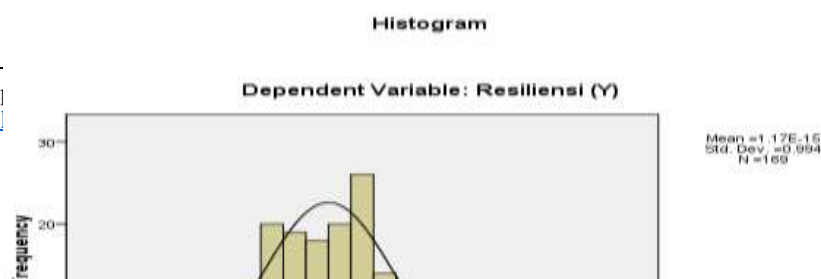


Figure 4.2 Histogram Normality Test

Figure 4.1 is a normality test using a normal probability plot approach, while Figure 4.2 is a normality test using a histogram approach. It is known that in Figure 4.1, the points are spread around the diagonal line, while in Figure 4.2, the curve looks like a normal curve, so the data is normally distributed.

3.1.2 Multicollinearity Test

To check whether multicollinearity occurs or not, it can be seen from the variance inflation factor (VIF) value. A VIF value of more than 10 indicates that an independent variable has multicollinearity.

Table 4.6 Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Family Support (X1)	,300	3,336
Self Esteem (X2)	,300	3,336

Note that based on Table 4.6, it is known that the VIF value of Family Support (X1) is 3.336 and the VIF value of Self Esteem (X2) is 3.336. Because all VIF values are <10, it is concluded that there is no multicollinearity.

3.1.3 Heteroscedasticity Test

The Glejser statistical test was chosen because it can guarantee the accuracy of the results compared to the graph plot test which can cause bias. The Glejser test is carried out by regressing the independent variable on its absolute residual value on the dependent variable (Ghozali, 2013). The criteria used to state whether heteroscedasticity occurs or not among observational data can be explained using the significance coefficient. The significance coefficient should be compared with the previously established significance level (5%). If the significance coefficient is greater than the specified significance level, it can be concluded that heteroscedasticity (homoscedasticity) does not occur. If the significance coefficient is smaller than the specified significance level, it can be concluded that heteroscedasticity has occurred.

Table 4.7 Heteroscedasticity Test with Glejser Test
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8,265	1,242		6,652	,000
Family Support (X1)	-.071	,044	-.218	-1,591	.113
Self Esteem (X2)	-.008	.026	-.040	-.292	,771

a. Dependent Variable: abs_res

Based on Table 4.7, it is known that all Sig values. Glejser of Family Support (X1) is 0.113 > 0.05 and the Sig. Glejser of Self Esteem (X2) is 0.771 > 0.05. Therefore all Sig values. The Glejser of the independent variables Family Support (X1) and Self Esteem (X2) is greater than 0.05, so it is concluded that heteroscedasticity does not occur.

3.2 Multiple Linear Regression Analysis

The analytical method used in this research is multiple linear regression analysis. Multiple linear regression analysis is used if the number of independent variables is at least 2 independent variables. The use of multiple linear regression analysis is intended to determine the influence of the independent variable which is usually referred to as , on the dependent variable which is usually referred to as . Table 4.8 is the result of multiple linear regression analysis.XY

Table 4.8 Multiple Linear Regression Analysis
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	10,445	2,152		4,853	,000		
Family Support (X1)	,394	,077	,261	5,128	,000	,300	3,336
Self Esteem (X2)	,620	,045	,704	13,829	,000	,300	3,336

a. Dependent Variable: Resilience (Y)

Based on Table 4.8, the following multiple linear regression equation is obtained.

$$Y = 10.445 + 0.394X1 + 0.620X2 + e$$

Based on this equation it can be interpreted as follows:

1. It is known that the constant value is 10.445. This value can be interpreted as if Family Support (X1) and Self Esteem (X2) have no effect on the dependent variable Resilience (Y), then the value of the dependent variable Resilience (Y) is 10.445.
2. It is known that the regression coefficient value of the Family Support variable (X1) is 0.394, which is positive. This means that when Family Support (X1) increases by 1 unit, then Resilience (Y) tends to increase by 0.394.

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- It is known that the regression coefficient value of the Self Esteem variable (X2) is 0.62, which is positive. This means that when Self Esteem (X2) increases by 1 unit, Resilience (Y) tends to increase by 0.62.

3.3 Hypothesis Testing

3.3.1 Simultaneous Significance Test (F Test)

The F test aims to test the influence of the independent variables together or simultaneously on the dependent variable Resilience (Y).

Table 4.9 Simultaneous Effect Test with Test F ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	35615.065	2	17807.533	560,861	,000a
Residual	5270.556	166	31,750		
Total	40885.621	168			

- Predictors: (Constant), Self Esteem (X2), Family Support (X1)
- Dependent Variable: Resilience (Y)

Based on Table 4.9, it is known that the calculated F value is 560.861 and the Sig value. is 0.000. It is known that the calculated F value is 560.861 > F table 3.050 and the Sig value is 0.000 < 0.05, then Family Support (X1) and Self Esteem (X2) together or simultaneously have a significant effect on Resilience (Y).

3.3.2 Partial Significance Test (t Test)

The t statistical test is used to determine the level of significance of the influence of each independent variable on the dependent variable. Table 4.10 presents the regression coefficient values, as well as the t statistical value for partial influence testing.

Table 4.10 Significance Test of Partial Influence (Test)t Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	10,445	2,152		4,853	,000		
Family Support (X1)	,394	,077	,261	5.128	,000	,300	3,336
Self Esteem (X2)	,620	,045	,704	13,829	,000	,300	3,336

- Dependent Variable: Resilience (Y)

Based on the t test results in Table 4.10, the results obtained are:

1. It is known that the regression coefficient value of the Family Support variable (X1) is 0.394, which is positive. This means that family support (X1) has a positive effect on resilience (Y). It is known that the calculated t or t statistic for Family Support (X1) is $5.128 > t_{table} = 1.97$ and the Sig value. is 0.000, namely < 0.05 significance level, then Family Support (X1) has a significant effect on Resilience (Y). So it can be concluded that Family Support (X1) has a positive and significant effect on Resilience (Y) (**Hypothesis Accepted**).
2. It is known that the regression coefficient value of the Self Esteem variable (X2) is 0.620, which is positive. This means that Self Esteem (X2) has a positive effect on Resilience (Y). It is known that the calculated t or t statistic from Self Esteem (X2) is $13,829 > t_{table} = 1.97$ and the Sig value. is 0.000, namely < 0.05 significance level, then Self Esteem (X2) has a significant effect on Resilience (Y). So it can be concluded that Self Esteem (X2) has a positive and significant effect on Resilience (Y) (**Hypothesis Accepted**).

3.3.3 Analysis of the Determination Coefficient

The coefficient of determination (R^2) is a value (proportion value) that measures the ability of the independent variables used in the regression equation to explain variations in the dependent variable. R^2

**Table 4.10 Coefficient of Determination
Model Summary b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.933a	.871	.870	5.63474	1,655

a. Predictors: (Constant), Self Esteem (X2), Family Support (X1)

b. Dependent Variable: Resilience (Y)

Based on Table 4.10, it is known that the coefficient of determination (R-Square) is 0.871. This value can be interpreted as the variables Family Support (X1) and Self Esteem (X2) being able to influence Resilience (Y) by 87.1%, the remaining $100\% - 87.1\% = 22.9\%$ is explained by other variables or factors.

4. Research limitations

This research was carried out using standard scientific procedures, then received guidance from experts who were considered competent. However, in its implementation, researchers realized that this research was not free from limitations. The following are some research limitations that the researcher will describe:

1. The variables studied in this research as independent variables are only two variables, of course there are many other variables that can be studied that are related to student academic resilience so that by examining several variables that have not been studied in this research, practitioners in the field of education can further strengthen their understanding.
2. This research was only conducted at one of the education offices or SMK Negeri 8 ITIK Jayapura, of course it cannot guarantee students' academic resilience on a national scale, because each district certainly has a different culture or school climate and school infrastructure. Therefore, it is necessary to carry out more in-depth research with a wider reach.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various mistakes both in terms of data collection, data analysis, discussion and drawing conclusions for this research.

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5. CONCLUSION

Based on the results of research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

Based on the research results, it can be concluded that:

1. Family Support (X1) and Self Esteem (X2) together or simultaneously have a significant effect on Resilience (Y).
2. Family Support (X1) and Self Esteem (X2) are able to influence Resilience (Y) by 87.1%, the remaining $100\% - 87.1\% = 22.9\%$ is explained by other variables or factors.
3. It is known that the regression coefficient value of the Family Support variable (X1) is 0.394, which is positive. This means that family support (X1) has a positive effect on resilience (Y). It is known that the calculated t or t statistic for Family Support (X1) is $5.128 > t \text{ table} = 1.97$ and the Sig value. is 0.000, namely < 0.05 significance level, then Family Support (X1) has a significant effect on Resilience (Y). So it can be concluded that Family Support (X1) has a positive and significant effect on Resilience (Y) (**Hypothesis Accepted**).
4. It is known that the regression coefficient value of the Self Esteem variable (X2) is 0.620, which is positive. This means that Self Esteem (X2) has a positive effect on Resilience (Y). It is known that the calculated t or t statistic from Self Esteem (X2) is $13,829 > t \text{ table} = 1.97$ and the Sig value. is 0.000, namely < 0.05 significance level, then Self Esteem (X2) has a significant effect on Resilience (Y). So it can be concluded that Self Esteem (X2) has a positive and significant effect on Resilience (Y) (**Hypothesis Accepted**).

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