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The Influence of Self Efficacy, Social Support and Coping Stress on Academic Resilience in Students of the Faculty of Teacher Training and Education, University of Jambi

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ABSTRACT

The purpose of this research is to evaluate self-efficacy, social support, and coping stress in relation to academic resilience of students in the Faculty of Education (FKIP) at Jambi University. This study utilizes a quantitative method and employs a questionnaire as the instrument to collect data from students in the Faculty of Education at Jambi University. The Structural Equation Modeling Partial Least Squares (SEM PLS) method is used to analyze and evaluate the causal relationships between independent and dependent variables. The research sample consists of 218 respondents who are students in the Faculty of Education at Jambi University. The four variables examined in this study are self-efficacy, social support, coping stress, and academic resilience of students. The p-values obtained are as follows: H1, the influence of self-efficacy on academic resilience of students, has a value of 0.001. Based on this value, the first hypothesis is supported or confirmed. For H2, the influence of social support on academic resilience of students has a value of 0.000. Therefore, the second hypothesis is supported or confirmed. Finally, for H3, the influence of coping stress on academic resilience has a value of 0.000. Thus, the third hypothesis is supported or confirmed. Therefore, this research concludes that all variables significantly influence the academic resilience of students in the Faculty of Education at Jambi University.

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INTRODUCTION

In this study, the focus will be on the influence of self-efficacy, social support, and coping stress on academic resilience in students of the Faculty of Teacher Training and Education at the University of Jambi. Self-efficacy refers to an individual's belief in their ability to face certain tasks and challenges. In an academic context, self-efficacy reflects a student's belief in their ability to achieve good academic performance. Students who have

a high level of self-efficacy tend to be more enthusiastic, confident, and persistent in facing academic obstacles.

Social support is an important factor in a student's life. Social support can come from family, friends, lecturers, and the surrounding environment. Social support can provide students with the self-confidence, emotional support, practical assistance, and motivational encouragement needed to overcome academic challenges. Adequate social support can help students feel supported and better able to cope with stress that arises in an academic context.

Coping stress refers to strategies used by individuals to cope with or handle stress. Every student will face various pressures and stressors in their academic journey, such as high academic demands, tight deadlines, exams, and challenging assignments. How a student copes with this stress can have an impact on their academic resilience. Students who have effective stress coping strategies are able to manage stress well and maintain higher academic resilience.

Academic resilience refers to a student's ability to remain resilient, persist, and successfully overcome difficult academic challenges. Students who have high academic resilience will remain motivated and determined to achieve their academic goals despite facing difficulties or failures. Academic resilience is important because it can affect students' academic performance and overall well-being.

In this study, researchers will look at the relationship between self-efficacy, social support, and stress coping with academic resilience in students of the Faculty of Teacher Training and Education at Jambi University. The aim is to understand the extent to which these factors are interrelated and contribute to students' academic resilience. It is hoped that the results of this study can provide useful insights for the development of educational programs and support for students in facing academic challenges.

SELF efficacy is a person's belief in coordinating skills and abilities to achieve goals, namely being able to achieve positive results in academic matters. Self-confidence is very important today. Self-confidence can help someone in facing and overcoming every problem faced. Self-confidence also affects the level of stress and anxiety of individuals, such as when individuals are involved in an activity. Explicitly, Bandura as quoted by Pajares, links self-confidence with motivation and action, regardless of whether the belief is objectively true or not. Therefore, a person's behavior can be predicted through perceived self-confidence (a person's belief in their abilities), although the behavior can sometimes differ from actual ability because of the importance of perceived self-confidence. When someone has high self-confidence, they will be more likely to engage in certain behaviors where they believe they are able to carry out the behavior successfully (Pajares, 1999: 50-61). Self-confidence is very important in various things, such as when making presentations in class. How confident students are in their abilities in presentations will affect the results of good presentations and success in explaining the material and obtaining satisfactory results. Self-confidence also affects the choice of activities, goals, efforts, and students' perseverance in activities in class (in Jeanne, 2008: 21). Perseverance means continuing actions to achieve certain goals despite facing obstacles, difficulties, and discouragement (Seligman & Peterson, 2004).

Self-confidence can also determine a person's achievement. Students with high self-confidence will face tasks with enthusiasm, while students with low self-confidence tend to avoid challenging tasks. Self-confidence affects different behaviors between individuals even though they have the same abilities. This is due to the influence of self-confidence on choices, goals, problem solving, and perseverance in trying (Gufron and Rini, 2011).

Social support, according to Gottlieb (in Smet, 1994), includes the provision of information or advice verbally or non-verbally, real assistance, and actions taken by individuals in their environment, which have emotional benefits or behavioral effects for the recipient. Sarafino (in Smet, 1994: 136) explains that social support is the pleasure, attention, appreciation, concern, or assistance received by someone from other people or groups. The family is part of the microsystem environment that is closest and interacts directly with the child. Therefore, social support provided by the family can help optimize child development, especially at the age of 2-6 years. This period is a period of unique personality development and demands freedom (Hurlock, 1980). During this period, children spend most of their time playing with toys. Children's play activities peak in the early years of childhood, then begin to decline when children reach school age (Hurlock, 1980).

Coping is a process of managing demands that come, both from within and outside the individual, which are considered to exceed the individual's abilities and become a burden. Lazarus and colleagues in Taylor (1999) stated that coping involves mental and behavioral efforts to manage these demands, such as overcoming, tolerating, and minimizing demands that come from within and the environment. According to Keliat (1999), coping is the way individuals solve problems, adapt to change, and respond to threatening situations. Rasmun (2004) explained that coping is the process of individuals in dealing with threatening situations both physically and psychologically. Effective coping results in lasting adaptation, by forming new habits and improving existing situations. Conversely, ineffective coping leads to maladaptation, where individual behavior deviates from the norm and can harm themselves, others, or the environment. Pargament (in Schaefer and Goursuch, 1993) explained that individuals can also use religion as a coping strategy in dealing with stress. Some experts argue (in Taylor, 2006) that religion can increase human awareness of psychological well-being. Individuals who have strong beliefs tend to have better life satisfaction, high self-happiness, and experience fewer negative traumatic impacts. Many reported that religion helped them cope with unpleasant events.

Resilience refers to an individual's ability to survive, adapt, and cope with stress in the situations they face (Reivich & Shatte in Hendriani, 2018). Meanwhile, academic resilience refers to an individual's ability to survive, adapt, and cope with stress in an educational context, especially in academic tasks (Corsini in Tumanggor & Dariyo, 2015). Students who have a high level of academic resilience will have an optimistic attitude in dealing with difficulties in the academic field. They are still able to maintain positive thinking even in difficult academic situations. On the other hand, students who have a low level of academic resilience will tend to be pessimistic in dealing with difficulties in the academic field and think negatively. Academic resilience has three factors or dimensions,

namely perseverance, reflection and adaptive help seeking, and negative affect and emotional response (Cassidy, 2016). These three factors or dimensions explain academic resilience as follows: (1) Perseverance involves the ability to always find solutions and overcome every inhibiting situation, focus on the expected achievement, and accept and apply criticism and suggestions given. (2) Reflecting and adaptive help seeking involves reflecting on one's strengths and weaknesses, finding the right learning method, and seeking help, support, and motivation. (3) Negative affect and emotional response involves feelings of anxiety due to seeing inhibiting situations as big problems, which can be reduced by ignoring negative emotional responses and thinking positively.

According to Reivich & Shatte (as cited in Meiranti, 2020), the components of academic resilience consist of seven components, namely: (1) Emotional Regulation, which includes the individual's ability to remain calm in stressful situations. (2) Impulse Control, which involves the ability to regulate drives, motivations, interests, and pressures that arise from oneself. (3) Optimism, which is a characteristic of resilient individuals. Optimistic individuals have dreams of the future and believe that they can control their life path. (4) Empathy, which explains the individual's ability to understand and identify the psychological state and emotional needs of other individuals. Empathy reflects kindness.

This study aims to determine how much influence self-efficacy, social support and coping stress have on academic resilience in students of the educational administration study program at Jambi University:

H1: Is there an influence of self-efficacy (X1) on student academic resilience (Y)

H2: Is there an influence of social support (X2) on student academic resilience (Y)

H3: Is there an influence of coping stress (X3) on student academic resilience (Y)

METHODS

The method used in this study is a quantitative method. Creswell (2016:3) explains that the research method is a research plan and procedure that includes steps ranging from broad assumptions to detailed methods in collecting, analyzing and interpreting data. without manipulation, regulated by experiments or tests This study uses a questionnaire or survey distributed to students of the Faculty of Teacher Training and Education, Jambi University who are respondents in this study. The questionnaire was collected and distributed via Google Form which was given to students of the Faculty of Teacher Training and Education, Jambi University. According to Bahri (2018:92), a questionnaire is a data collection technique carried out by giving a set of written questions or statements to respondents to answer. In this research method, the SEMPLS method is used.

The SEMP PLS method is used to test and analyze the causal relationship between independent variables and dependent variables (Parasakti, Rizki, and Saragih, 2016). Data analysis was carried out by considering the Cronbach alpha value to assess its reliability, using the mean and standard deviation to analyze descriptive statistics, the Pearson Product Moment correlation coefficient to describe the relationship between variables, and the T-test to test the differences in moderating variables. In addition, partial modeling with box structural equations (PLS-SEM) was used to analyze the influential factors. In determining the sample size, the researcher used the G Power Application to analyze the

required sample power. G Power was used to determine a fairly small sample size, with a total sample of 218, achieving a power of 0.95. To analyze the data, SEM-PLS software based on Smart PLS version 3.2.9 was used with the specified procedure. The first step is to test the measurement model to test the reliability and validity of the constructs used. The second step is to assess the structural model that tests the direct relationship between exogenous variables (independent variables) and endogenous variables (dependent variables) (J. Hair, Hollingsworth, Randolph, & Chong, 2017).

The instruments in this study were arranged in two parts. The first part of the questionnaire, the researcher asked participants to fill in demographic information. The second part of the questionnaire, the researcher asked participants to fill in information based on research conducted by Sulthon (2020) which contained 20 questions from 4 constructs, the influence of self-efficacy (5), social support (5), coping stress (5), academic resilience of students on academic resilience of students (5), apart from the research above, the researcher also adopted the results of research from Laksmiwati (2022) and Sakdullah (2021).

FINDINGS AND DISCUSSION

Research Data Description

Table 1. Demographic Profile of Participants

Variables	Demographics	Frequency (N-1719)	Percentage	Mean
Year of Entry	21	61	28,0	1,27
	22	157	72,0	
	Total	218	100,0	
Gender	Man	175	80,3	1,80
	Female	43	19,7	
	Total	218	100,0	
Age	<20	125	57,3	1,5
	>20	93	42,7	
	Total	218	100,0	

Table 1 is the result of descriptive statistics, where from the demographics we can see that the students are divided by class, namely: 21 (61/28.0%), 22 (157/72.0%). Then, also divided by gender, namely male (175/80.3%) and female (43/19.7%). And also divided by age, namely: <20 (125/57.3%), and> 20 (93/42.7%).

Data Analysis

PLS-SEM is used because it has good predictive ability, besides it is determined for the data analysis process and the proposed hypothesis using Smart PLS software (J. Hair et al., 2017). This study uses the PLS-SEM technique to develop a model that describes the relationship between variables that affect student academic performance. Researchers see the fact that schools are complex systems, but the changes that occur are influenced

by several factors (Mital, Moore, & Llewellyn, 2014) and, therefore, several variables that influence student academic performance variables. In order to have a good research design in Smart PLS, a valid instrument is carried out so that the instrument can measure what should be measured (Hair Jr., Matthews, Matthews, & Sarstedt, 2017). The validity test process in this study uses the Convergent validity method and discriminant validity with the help of Smart PLS 3.2.9. The first step is to enter raw data with CSV comma delimited excel format, after the raw data is entered, the data analysis stages can be carried out as follows.

Table 2. Statistical Description of Questionnaire, loading factor, VIF, AVE and Cronbach's (Joe F. Hair, Howard, & Nitzl, 2020)

Construct	Statement	Mean	Loading	VIF Goods	Ave	Composit Reliability	Cronbach's
Self Efficacy (SEEF))	I feel confident that I have the ability to achieve the goals I want to achieve	3.140	0,799	1,861	0.597	0.855	0.777
	I believe that I can overcome the obstacles and challenges that arise in achieving my goals	3.095	0,807	1,721			
	I feel confident that I can do difficult tasks well	3.020	0,728	1,472			
	I believe that I can learn and master new skills	3.275	0,754	1,614			
Social Support (DUSOS)	I believe that having social support from friends and family is essential for one's mental well-being	3.020	0,853	1,371	0.669	0.858	0.766
	Social support can improve my ability to cope with challenges and difficulties in life	3.140	0,763	1,726			
	I agree that	3.095	0,837	1,827			

	having strong relationships with the people around you can provide a feeling of connectedness and happiness						
COPPING STRESS (COST)	I feel like I have complete control over my emotions and reactions to stressful situations	3.005	0,959	2,075	0.824	0.934	0.893
	I tend to seek social support from family, friends, or closest people in dealing with stressful situations	2.810	0,885	2,633			
	I find it important to plan enough rest and recovery time in my daily routine	3.020	0,877	2,885			
Academic Resilience (ACARES)	I believe that my ability to cope with academic challenges has improved over time	2.810	0,844	2,034	0.745	0.921	0.884
	I feel motivated to achieve good academic results despite the obstacles I face	2.870	0,798	2,198			
	I tend to see failure as an opportunity to learn and grow in an academic context	2.900	0,827	1,568			

	I feel confident that I can overcome the academic difficulties that arise throughout my learning journey	3.005	0,972	1,577

From the table above, it can be seen that the mean score at the highest mean level (3.2) is for the self-efficacy variable, and at the second level is for the social support variable (mean 3.1) and the lowest is for the coping stress and academic resilience variables (mean 2.8).

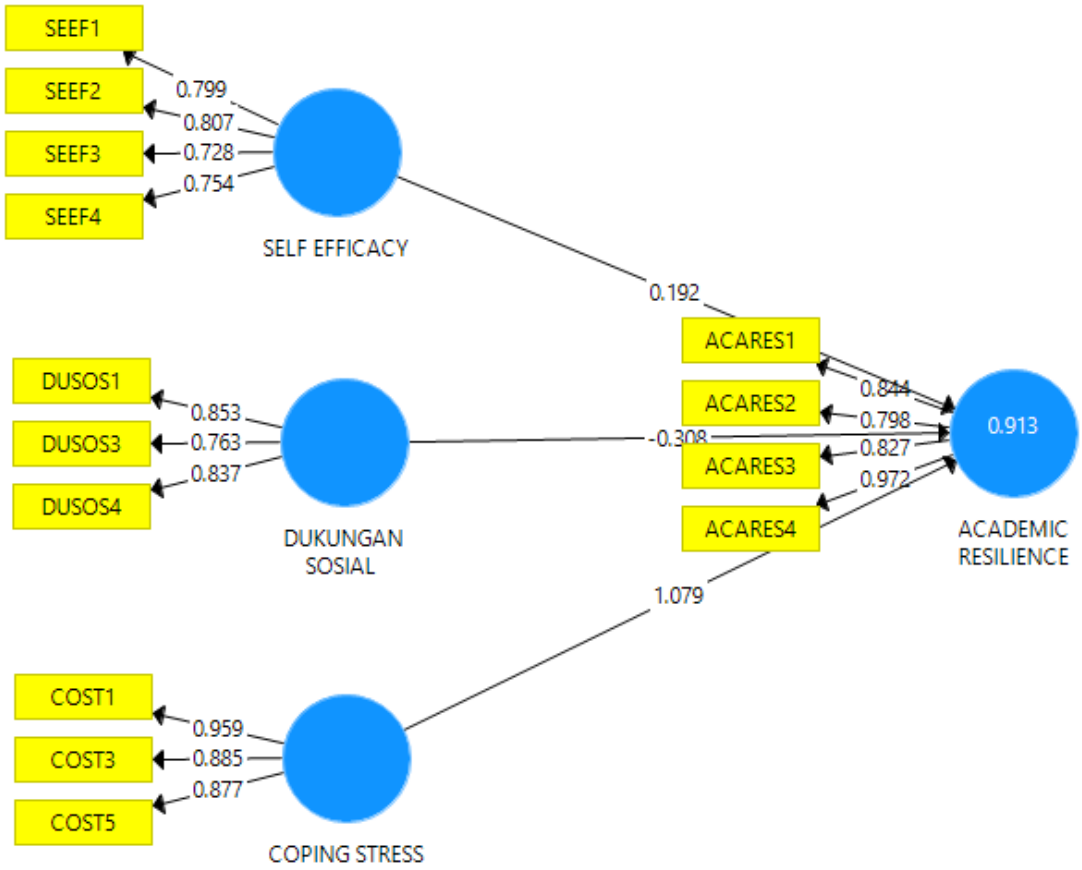


Figure 1. PLS Algorithm Processing Results

Confirmatory Composite Analysis (CCA)

Step 1: Evaluate the loading indicators and determine their importance. In order for standardised loading to be considered significant in a two-tailed test at the 5% rate, it must have a value of at least 0.708 and an associated t-statistic above ±1.96 (Hair, Ringle, & Sarstedt, 2011). The T-statistics in PLS-SEM were derived through the implementation of a bootstrap approach as described by Hair, Sarstedt, et al. (2012). Wood (2005) proposed the incorporation of confidence intervals in PLS-SEM. Confidence

intervals loading indicators can be utilised similarly to t-statistics, and intervals that do not encompass 0 are considered statistically significant. Confidence intervals offer an advantage by allowing authors to sidestep the binary approach of significance testing. This enables them to explore alternative approaches for determining significant indicator loading in a practical manner (Cohen, 1994). We utilise SmartPLS 3.2.9 to generate data and present the loading of all goods. Table 2 and Figure 1 provide a complete overview of the loading of 32 items. The Student Multicultural Competence (SEEF3; 0.728) had the lowest score, whilst academic resilience demonstrated the greatest score (ACARES4; 0.972).

Step 2: Calculating the square of each individual indicator load provides a quantification of the number of shared variations between the individual indicator variables and the associated construct. The term used to describe this is the indicator's dependability (Hair, Black, et al., 2019).

Step 3: The reliability of a construct can be assessed using two methods - Cronbach's alpha (α) and composite reliability (CR). Both of these reliability metrics must exceed a threshold of 0.70. Composite reliability, which incorporates weights, is considered more accurate than Cronbach alpha in assessing and reporting the dependability of indicators (Hair et al., 2019). It is important to acknowledge that the internal consistency, as measured by Cronbach alpha and composite reliability, can sometimes be excessively high. If the dependability surpasses 0.95, it indicates that the individual items are measuring the same notion and might be considered redundant. Put simply, redundancy refers to the situation where the indicators are measuring the same notion, which means they do not encompass the essential diversity to assure the accuracy of multi-item constructs (Hair, Risher, et al., 2019). Table 2 displays the cronbach alpha and composite reliability values, all of which exceed 0.70, indicating that all constructions possess favourable values. The self-efficacy variable exhibits a Cronbach's alpha coefficient of 0.777 and a composite reliability of 0.855. The social support variable exhibits a Cronbach's value of 0.766 and a composite reliability of 0.858. The coping stress variable exhibits a Cronbach's alpha coefficient of 0.893 and a composite reliability of 0.934. The academic reference variable has a Cronbach's alpha coefficient of 0.884 and a composite reliability coefficient of 0.745.

Step 4: Convergent validity can be assessed using the Average Variance Extracted (AVE) metric. AVE is derived by computing the mean dependability of an indicator for a construct. This metric calculates the mean value of the variations that are common between the construct and its component indicators. An AVE is considered valid if the score is equal to or greater than 0.5 (50%). In order to assess the validity of convergence, it is necessary to consider the principle that variable gauges should exert a significant influence (Hair, Ringle, & Sarstedt, 2011). The convergence of each variable with a reflective indicator is assessed by evaluating the validity using the extracted mean variable (AVE). The AVE must have a minimum value of 0.5. A value of 0.5 or higher for the AVE indicates that the variable can account for 50% or more of the variability in the item's variable (Hair et al., 2017). The Partial Least Squares Structural Equation Modelling (PLS-SEM) approach yields an Average Variance Extracted (AVE) value that exceeds

0.500, as indicated in Table 2. The variable "self efficacy" has the lowest average variance extracted (AVE) value of 0.597, which accounts for 66% of the variation. Conversely, the variable "copping stress" achieved the highest Average Variance Extracted (AVE) of 0.824, accounting for 85% of the observed variation. Thus, AVE values provide evidence for the convergent validity.

Step 5: The validity of discrimination evaluates the distinctiveness of a notion. The validity of discrimination is evidenced when the common variations within a construct (AVE) surpass the shared variations between the constructs. The recommended approach is to utilise the heterotrait-monotrait ratio of correlations (HTMT) method (Henseler, Ringle, & Sarstedt, 2015). Researchers might utilise specific threshold values, such as 0.85 and 0.90, to analyse and make sense of their HTMT findings. Furthermore, Franke and Sarstedt (2019) have recently suggested the use of confidence intervals in addition to significance testing to more effectively evaluate the HTMT ratio and the accuracy of discrimination. All HTMT values in Table 4 have a value below 0.900, indicating a statistically significant difference. The Smart PLS 3.2.9 application employed cross-loading methods, the Fornell-Larcker Criterion, and the Heterotrait-Monotrait (HTMT) to assess the validity of discrimination (Henseler et al., 2015).

Table 3. Fornell-Larscher Criterion

	Academic Resilience	**Copping Stress**	**Social Support**	**Self Efficacy**
Academic Resilience	0,863			
Copping Stress	0, 948	0,908		
Social Support	0,726	0,807	0,818	
Self Efficacy	0,590	0,609	0,844	0,773

The criteria for the validity of discrimination, as indicated by *Fornell-Larcker* and *the cross-loading* criteria, were evaluated using table 3 above. The *off-diagonal* value in the table shows the relationship between each variable, while the diagonal value is the square value of the average which shows that the AVE (*average extracted variance*) value in the variable is higher than the other variables. Thus, it can be explained that the root of AVE has a higher value than the relationship between the variables contained underneath. In this context, the value of the root *of the square mean* in each variable is higher than the value of the relationship between the variable and the other variables to be tested, so it can be said that the form has good discriminatory validity (Hair *et al*., 2011). Therefore, the results of the discrimination validity test conducted in this study using the *Heterotrait-Monotrait Ratio* technique can be found in the following table 4.

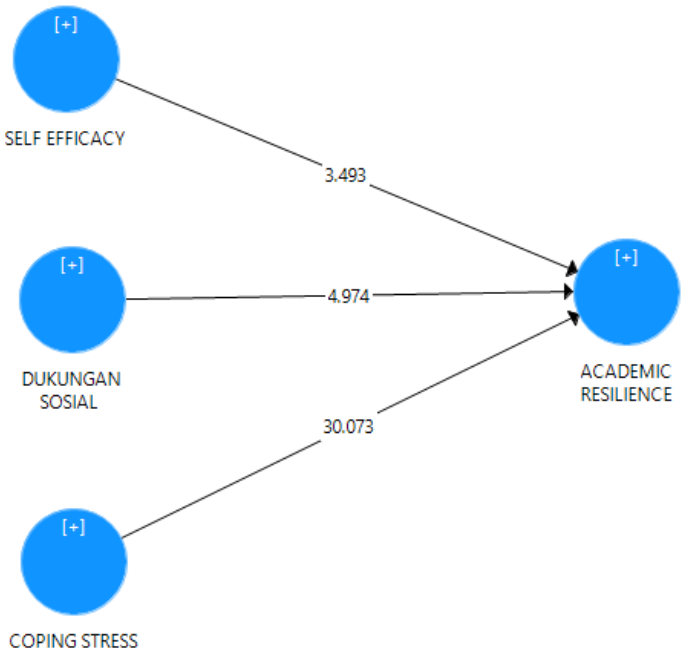
Tabel 4. Heterotrait-Monotrait Ratio (HTMT)

	Academic Resilience	**Copping Stress**	**Social Support**	**Self Efficacy**
Academic Resilience				
Copping Stress	0, 712			
Social Support	0,820	0,666		
Self Efficacy	0,686	0,714	0,785	

The opinion of experts states that *the cross-loading* method and *the Fornell-Larcker* criterion are less sensitive in evaluating the validity of discrimination. Therefore, the recommended alternative method is to use the *Heterotrait-Monotrait* ratio (HTMT) to evaluate the validity of the discrimination. In this method, a matrix is used that includes different properties and measurement methods as the basis for making measurements. The expected HTMT value must be less than 0.9 in order to convince the validity of discrimination between the two reflective variables (Henseler *et al*., 2015). Based on the results of the data in the table above, the overall value is below 0.9, so it can be concluded that the research instrument used is valid.

Structural Model Assessment

Step 1: The evaluation of the results of the structural model is highly dependent on the underlying concepts and characteristics of multiple regression analysis. Therefore, the first step is to evaluate the structural model constructs to determine whether high multicollinearity is a problem. Structural models characterized by high multicollinearity can affect the size of the beta coefficient by increasing or decreasing the value and/or changing the same coefficient mark. Like indicators on formative constructs, VIF values can be checked, and if those values are below 3.0, then multicollinearity is likely not an issue. An alternative approach is to examine the bivariate correlation between construct scores. If the bivariate correlation is higher than 0.50, multicollinearity may affect the size and/or sign of the path coefficient. When multicollinearity seems to be a problem, the recommended solution is to create higher-level constructs by combining separate constructs into conceptually similar and theoretically supportive lower-level constructs (Cenfetelli & Bassellier, 2009). In this study, collinearity was measured using *Variance Inflation Factor* (VIF) and the results are presented in Table 2 on the data analysis. The table shows that no VIF value exceeded 5.0, which means multicollinearity was not an issue in this study (Hairet, *al*., 2017). Thus, based on the analysis using VIF, this study shows that there is no multicollinearity problem between the variables used.



Step 2: If multicollinearity is not an issue, the second step is to check the size and significance of the path coefficient. This process allows researchers to test hypothesized relationships between these constructs. The path coefficient is a standardized value that can range from +1 to −1, but rarely comes close to +1 or −1. This is especially true with complex models that have multiple independent constructs in the structural model. The closer the value of the path coefficient to 0, the weaker the ability to predict the dependent (endogenous) construct, and the closer the values are to the absolute value of 1, the stronger the ability to predict the dependent construct. From the figure presented above, there is a hypothesis model that describes the partial influence of each research variable, including multicultural leadership, teacher multicultural competence, student multicultural competence, on student academic performance. To evaluate the structural model, the data of this study were subjected to the bootstrapping method (500 sub-samples). The structural models for the seven hypotheses of this study proved to be significant at a significance level of 7% (Table 5).

Table 5 Summary of Hypothesis Test Results

Hypothesis	Path Coefficient	P value	
H1: Is there an effect of self-efficacy on academic resilience?	0,192	0,001	Supported
H2: Is there an effect of social support on academic resilience?	-0,308	0,000	Supported
H3: Is there an effect of coping stress on academic resilience?	1,079	0,000	Supported

Step 3: As in multiple regression models, the most commonly used metric to assess structural model predictions is R2. Referred to as the determination coefficient, it is a measure of prediction in a sample of all endogenous constructs. This means that prediction is a measure of predictive ability only for the sample of data used in calculating the outcome, and R2 should not be inferred to the population (Rigdon, 2012; Sarstedt *et*

al., 2014). The minimum R2 value is 0, but it rarely reaches such a low value. As in multiple regression, the more independent variables (constructs) in the structural model, the higher the value of R2, assuming the independent variables are actually related to the dependent variable constructs. The maximum R2 value is 1, but such a high value is rare. In evaluating the R2 size of the structural model, the researcher should review similar studies in relevant empirical studies and use the results as a guideline, assuming the context of the study is not too different. Finally, some disciplines also examine adjusted R2, which systematically adjusts the R2 value down based on the sample size and the number of predicted constructs. As in multiple regressions, adjusted R2 is useful when researchers include too many insignificant predictor constructs in structural models (Hair, Hult, *et al*., 2017). For example, if the R2 values are 0.75, 0.50, and 0.25, then it indicates that the model has strong, moderate, and weak levels of strength in explaining the variability of endogenous variables (Sarstedt *et al*., 2017). Study by Joe F. Hair *et al*. (2020) provides R2 value criteria of 0.67, 0.33, and 0.19 which can generally be interpreted as strong, medium, and weak strength levels. In this study, measurements using the determination coefficient (R2) are shown in Table 6 below. The data in Table 6 shows that Academic Resilience is strong.

Table 6. Coefficient of Determination (R2)

	R Square	R Square Adjusted
Academic Resilience	0,913	0,911

Step 4: The second measure for the predictive power of the structural model is the effect measure, which provides an estimate of the predictive power of each independent construct in the model. To calculate this value, each predictor construct is systematically removed from the model (SmartPLS does this automatically) and a new R2 is calculated without that predictor. Furthermore, R2 with a predictor in the model is compared to R2 without a predictor in the model, and the difference between the two R2 values indicates whether the omitted construct is a meaningful predictor of the dependent construct (Hair, Hult, *et al*., 2017). The size of the effect, referred to as f2, is classified as small, medium, and large. Values above 0.02 and up to 0.15 are considered to have little effect; values of 0.15 and up to 0.35 are moderately influential; and a score of 0.35 and above has a great influence (Cohen, 1988). The size of the effect is also considered a predictive metric in the sample. The value of f2 is presented in table 7 below. The results in table 7 show that self-efficacy, social support, and copping stress have a strong effect on academic resilience.

Tabel 7. Effect Size (F2)

	Academic Resilience	**Copping Stress**	**Social Support**	**Self Efficacy**
Academic Resilience				
Copping Stress	4,409			
Social Support	0,164			

Self Efficacy	0,115

Step 5: The third metric used to assess predictions is the Q2 value, also known as blindfolding (Geisser, 1974; Stone, 1974). Some scholars consider this metric to be an assessment of predictive power outside the sample, and so far it has been. However, this metric is definitely not a model prediction metric as robust as PLSpredict, which is described in the next step. When interpreting Q2, values greater than zero have meaning, while values below 0 indicate a lack of prediction relevance. In addition, Q2 values greater than 0.25 and 0.50 represent the medium and large predictive relevance of the PLS-SEM model. *Redundant cross-validation* (Q2) or Q-square test is used to evaluate the predictive significance of the model. If the value of Q2 > 0, it indicates that the model has accurate prediction capabilities for a particular variable. Conversely, if the value of Q2 < 0, it indicates that the model does not have a significant prediction value (Sarstedt *et al*., 2017). In this study, measurements using *cross-validated redundancy* (Q2) are shown in Table 8.

Tabel 8. *Q2* Square

	RMSE	**Mae**	**Q^2_predict**
Academic Resilience	0,864	0,657	0,349

H1 The Effect of Self Efficacy on Student Academic Resilience, based on the results of the study that there is a positive influence of self efficacy on student academic resilience, this is also in line with previous research, namely the following research:

The research entitled "The Effect of Self-Efficacy on Academic Resilience in Psychology Students Class of 2020 at Maulana Malik Ibrahim State Islamic University Malang", was written by Sakdullah and submitted as a doctoral dissertation at Maulana Malik Ibrahim State Islamic University. This study aims to explore the relationship between self-efficacy and academic resilience in Psychology students. Self-efficacy refers to an individual's belief in their ability to cope with assigned tasks and achieve academic goals. Meanwhile, academic resilience refers to a person's ability to face academic challenges, overcome failures, and persist in achieving high academic achievement.

This study uses a quantitative approach and survey research methods. The research sample consisted of Psychology students of the class of 2020 at the State Islamic University of Maulana Malik Ibrahim Malang. Data was collected using a questionnaire that measured the level of self-efficacy and academic resilience of students. The collected data was analyzed using statistical techniques such as correlation and regression analysis.

The results of this study show that there is a significant positive influence between self-efficacy and academic resilience in Psychology students. This means that the higher the level of self-efficacy a person, the higher the level of academic resilience they have. In other words, strong self-confidence in facing academic tasks and overcoming obstacles can increase students' academic resilience. This study provides a better understanding of the importance of self-efficacy in building academic resilience in Psychology students. The

implication of this study is the importance of strengthening students' self-confidence through appropriate self-development and social support programs.

H2 The effect of social support on student academic resilience, based on the results of the study that there is a positive influence of social support on student academic resilience, this is also in line with previous research, namely research:

The research entitled "THE EFFECT OF SOCIAL SUPPORT ON ACADEMIC RESILIENCE IN STUDENTS PURSUING A THESIS" by Erwanto, Afra Ulfatihah Nur, Istiqomah Istiqomah, and Retno Firdiyanti, published in the Journal of Psychohumanities in volume 14, number 2, 2022. This study aims to investigate the relationship between social support and academic resilience in students who are pursuing a thesis. Social support refers to the level of support and assistance provided by people around an individual, such as family, friends, and lecturers. The research method used is quantitative with a cross-sectional research design. The research sample consisted of 200 students who were pursuing a thesis at universities in Indonesia. Data was collected using a questionnaire consisting of two instruments, namely the Social Support Scale and the Academic Resilience Scale. The collected data were analyzed using descriptive statistical techniques and regression analysis. The results showed that there was a significant relationship between social support and academic resilience in students who pursued their thesis. This means that the higher the level of social support received by students, the higher the level of academic resilience they have. This research has important implications in the context of education. Social support provided by family, friends, and lecturers can affect students' academic resilience. Therefore, universities and other educational institutions can pay attention to the importance of social support in helping students face academic pressures and challenges, especially when pursuing a thesis.

A study conducted by Sánchez-Hernández et al. (2017) discussed the relationship between social support and academic resilience in university students. This study found that there was a significant positive influence between social support and academic resilience of students. In the study, the researchers identified three sources of social support that were considered, namely social support from family, peers, and lecturers. The results of the study show that students who feel social support from these three sources tend to have a higher level of academic resilience. Academic resilience refers to a person's ability to overcome challenges and pressures in an academic context. Students who have a high level of academic resilience are able to face and overcome academic pressure better, and have a higher chance of achieving academic success.

Social support from family, peers, and lecturers can play a role as a factor that supports the development of academic resilience. Social support from family can provide confidence, motivational boost, and emotional support to students. Social support from peers can provide social support that is in line with similar experiences in an academic setting, such as information sharing, guidance, and emotional support. Meanwhile, social support from lecturers can play a role in providing academic guidance, feedback, and motivation to students. With strong social support from these three sources, students can

feel supported and encouraged to overcome the academic challenges they face. This helps them develop resilience and the ability to face academic pressure, thus having a positive impact on achieving academic success. Overall, this study presents evidence that social support from family, peers, and lecturers has a significant influence on students' academic resilience. By understanding the importance of social support in an academic context, educational institutions can take steps to promote a supportive environment and facilitate social support to students to improve their academic resilience and academic success.

Research conducted by Zander et al. (2015) found a positive relationship between social support and academic resilience of students. Social support in this study includes family support, peer support, and support from lecturers. The results of the study show that students who have a strong social support network tend to have better abilities in overcoming academic obstacles. Support from family, peers, and lecturers can provide emotional, practical, and informational support to students. This support can help students deal with academic stress, overcome learning difficulties, and maintain motivation to achieve good academic performance. In addition, research also shows that students who have strong social support have a higher likelihood of maintaining good academic performance. Social support can provide students with additional confidence, encouragement, and motivation to keep striving and focused on achieving their academic goals. In the context of this research, academic resilience refers to the ability of students to remain strong and not give up in facing academic challenges. Students who have strong social support have additional resources to overcome obstacles and difficulties they may face during their studies.

Research conducted by Choi (2011) found that social support from lecturers and classmates has a significant influence on students' academic resilience. In the context of this research, academic resilience refers to the ability of a student to remain strong and productive in the face of academic stress. Social support from lecturers and classmates is considered important because it can provide students with the emotional, informational, and instrumental resources necessary to cope with the pressures and difficulties that arise during the study period. In this study, it was found that students who felt supported by their lecturers and classmates tended to have a higher level of resilience to academic stress. Social support from lecturers involves positive interaction and communication between lecturers and students. Lecturers who provide social support can provide academic guidance, constructive feedback, and motivational encouragement to students. This helps students feel supported and valued, so they are better able to face academic challenges with greater confidence and confidence. In addition, social support from classmates also has an important role. Classmates who provide social support can provide emotional support, such as listening to and understanding the problems students are facing. They can also provide informative support, such as sharing experiences and knowledge related to lecture materials or effective study strategies. Social support from classmates can help reduce social isolation and provide a sense of community in the face of academic stress. Overall, this study shows that social support from lecturers and classmates has a positive influence on students' academic resilience. Students who feel supported by their lecturers and classmates have a higher level of resilience to academic

stress. Therefore, it is important for universities and educational institutions to pay attention to the importance of social support in creating an environment that supports academic development and student welfare.

H3 The effect of coping stress on student academic resilience, based on the results of the study that there is a positive influence of students' multicultural competence on students' academic performance, this is also in line with the previous research, namely the research:

The study, titled "The Relationship between Coping Strategies, Academic Stress, and Academic Performance among College Students" by Hamidreza Behnamifar and colleagues (2018), investigated the relationship between stress coping strategies, academic stress, and academic performance in college students. This study aims to understand whether adaptive stress management strategies have a positive relationship with academic resilience. This research method may involve collecting data through surveys or questionnaires given to a group of college students. Participants may be asked to identify the level of academic stress they are experiencing, reveal the stress coping strategies they use, and provide information about their academic performance. The results showed that there was a positive relationship between adaptive stress management strategies and academic resilience. This means that students who use adaptive stress coping strategies tend to have better levels of resilience in the face of academic stress, which in turn can have a positive impact on their academic performance. Adaptive stress coping strategies can include a variety of approaches, such as seeking social support, practicing relaxation, setting realistic goals, managing time well, or taking proactive steps to manage stress. In the context of this study, students who apply these strategies effectively have a better tendency to deal with academic stress and maintain good academic performance. This research provides an understanding of the importance of adaptive stress management strategies in responding to academic stress. Practical implications of this research may include the development of educational or support programs that can help students develop adaptive stress coping skills to improve their academic resilience and performance.

The research "Coping Strategies, Stress, and Academic Success among Undergraduate Students in Hospitality Management" by Samyukta Raghavan and her colleagues (2019) aims to explore the relationship between stress coping strategies, stress, and academic success in undergraduate students of hospitality management. The results showed that there was a positive relationship between the use of adaptive stress management strategies with academic resilience and academic success. In this context, adaptive stress coping strategies can include activities such as good timing, effective social support, problem-solving, and healthy emotional control. By using adaptive stress management strategies, students have a better ability to deal with academic pressure and manage stress effectively. This can help them to stay focused, motivated, and perform well in an academic environment. As a result, they have a higher potential to achieve academic success. The results of this study highlight the importance of using adaptive stress management strategies in increasing academic resilience and success of hospitality

management undergraduate students. The implications of this research can be used by educational institutions to develop support and training programs that help students develop adaptive stress coping strategies, so as to improve their well-being and academic achievement.

The study, "The Role of Coping Strategies in Predicting Academic Resilience among University Students" by Nilofer et al. (2017), discusses the relationship between stress management strategies and academic resilience in students. The purpose of this study is to identify whether the use of adaptive and positive stress management strategies can predict the level of academic resilience in students. Academic resilience refers to a person's ability to overcome academic challenges and still perform well academically despite facing stress and pressure. This research method involves the participation of students from several universities. Respondents were asked to fill out a questionnaire consisting of instruments to measure the stress management strategies used and the level of academic resilience they had.

The results of the study showed that there was a positive relationship between the use of adaptive and positive stress management strategies and the level of academic resilience in students. This means that students who use effective stress management strategies, such as seeking social support, setting clear goals, or managing their time well, tend to have higher levels of academic resilience. This study provides a better understanding of the importance of adaptive and positive stress management strategies in increasing academic resilience in students. The implication of this study is that an effective stress management strategy development approach can help students cope with academic stress and improve their academic performance.

CONCLUSION

Based on this study, it can be concluded that this study aims to evaluate the effect of self-efficacy, social support, and coping stress on academic resilience in students of the Faculty of Teacher Training and Education at the University of Jambi.

Self-efficacy is an individual's confidence in his or her ability to face academic tasks and challenges. Social support is important in a student's life, which can be provided by family, friends, lecturers, and the surrounding environment. Coping stress refers to the strategies used by students to cope with academic stress. Academic resilience is the ability of students to stay strong, survive, and successfully overcome difficult academic challenges.

The results of the study showed that self-efficacy, social support, and coping stress had a significant positive influence on the academic resilience of FKIP University of Jambi students. This means that students who have a high level of self-efficacy, adequate social support, and effective stress coping strategies tend to have better academic resilience.

This study uses a quantitative method using a questionnaire as an instrument for collecting data from 218 FKIP student respondents of the University of Jambi. The structural equation modeling partial last square (SEM PLS) method is used to analyze and evaluate the relationship between independent variables and dependent variables.

This conclusion shows that factors such as self-confidence, social support, and stress management strategies have an important role in shaping students' academic resilience. The results of this research are expected to provide useful insights in the development of educational programs and support for students in facing academic challenges.

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