

## The Effects of Self-Esteem and Peer Social Support on the Academic Resilience of Students Actively Involved in Organizations

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### ARTICLE INFO

#### Article History

Submission : 25-04-2026

Received : 01-05-2026

Revised : 05-05-2026

Accepted : 09-05-2026

#### Keywords

Self-Esteem

Peer Social Support

Academic Resilience

Organizationally Active

Students

#### DOI:

10.59066/ijoms.v5i1.2301

### ABSTRACT

Students who are actively involved in campus organizations face challenges in balancing academic demands with organizational responsibilities. This study aimed to examine the influence of self-esteem and peer social support on the academic resilience of these students. The instruments used were the Rosenberg Self-Esteem Scale, Peer Social Support from Friends scale, and the Academic Resilience Scale. A purposive sampling technique was used, involving 200 students actively engaged in organizational activities. The results of the analysis showed that self-esteem and peer social support had a significant effect on academic resilience. The findings suggested that students with higher levels of self-esteem and stronger peer support tend to withstand academic pressure more effectively and fulfil their organizational responsibilities. Thus, fostering self-esteem and creating a supportive peer environment could serve as key strategies to enhance academic resilience among organizationally active students.

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### Introduction

The role of students in the nation's progress was crucial, as they are expected to apply their knowledge for the benefit of the nation and state. However, the increasingly competitive job market encouraged students not only to enhance their technical knowledge but also to develop their social skills. Riggio (2020) stated that social skills were critical for interpersonal relationships and team functioning, especially for leaders and managers. In the workplace, soft skills were essential alongside technical expertise for individual and organizational success (Mor, 2024). Research by Mujayana (2020) showed that soft skills had a positive and significant influence on performance and served as an important complement to hard skills in shaping competitive human resources in the industrial world. Therefore, many students actively developed their potential and skills by joining student organizations.

Student organizations provided an ideal environment for fostering professionalism. Studies found that involvement in organizations significantly contributes to personal development and their soft skills, particularly in the areas of leadership, communication, interpersonal skills, and adaptability (Pradana & Safitri, 2022; Wati, 2023). This indicated that student organizations play a crucial role in shaping and reinforcing work ethic, discipline, and a sense of responsibility. Decision-making within the organization was conducted through deliberation to reach consensus, which ultimately helps foster patience, tolerance, and willingness to act in accordance with collective decisions (Pertiwi et al., 2021). Balancing the dual roles of student and organization member was challenging due to role conflict, as they must fulfill academic responsibilities while also dedicating attention to organizational activities (Rohmahwati et al., 2025). Students who were active in organizations are required to manage their time effectively to balance academic tasks with organizational activities.

One of the common obstacles between organizational and academic activities was time management and a lack of discipline in managing time (Fitriana & Kurniasih, 2021). When facing academic pressures and challenges, students who are active in organizations need a high level of resilience to persevere in difficult situations and fulfil their responsibilities effectively. Resilience in student organizations is a dynamic process supported by peer guidance, shared responsibility, and structured communication, enabling students to manage academic and organizational pressure effectively (Auliaunissa et al., 2025). Higher resilience significantly reduces academic burnout in students who are active in organizations (Wardani et al., 2025). There was also academic resilience, which was defined as students' capacity to endure difficulties on campus.

Academic resilience was defined as an individual's capacity to endure difficulties, recover from failure, overcome challenges, and adapt positively to educational pressures and demands (Bustam, et al., 2021). Corsini (2002) added that this concept encompasses the psychological ability to remain stable and solve problems within the formal learning process. Students with high levels of academic resilience typically exhibit optimistic and positive attitudes when facing obstacles (Harahap, et al., 2020). They believed that every problem they faced had a solution. Conversely, students with low academic resilience tend to be pessimistic and negative, which can hinder their ability to cope with difficult situations (Pratiwi & Fitniwillis, 2023). Thus, academic resilience was a key factor distinguishing students who can cope with academic pressure from those who cannot, especially for those active in organizations.

The development of academic resilience in college students was influenced by various factors. Martin and Marsh (2003) indicated that these factors include external social support, internal personal strengths such as self-esteem, spirituality, and altruism, as well as social skills such as the ability to manage conflict and communicate. This resilience was necessary for students to endure stressful situations, and one factor influencing resilience was self-esteem. Studies found that self-esteem was a significant factor that helped students

to endure stressful situations and positively influences resilience (Fernández-Castillo et al., 2022; Park, 2023). According to Rosenberg (1965), self-esteem referred to how an individual evaluated themselves, whether in a positive or negative light. Many students experienced stress, such as complaints about heavy course loads and insufficient rest time, which were part of the college experience. Therefore, students needed to possess resilience when facing pressures in the academic environment. Individuals with positive self-esteem were generally better equipped to handle various challenges across multiple life domains (Orth & Robins, 2022). According to Rosenberg (1979), individuals with high self-esteem typically hold positive perceptions of their self-worth, while those with low self-esteem tend to view themselves as worthless and full of flaws.

A study conducted by Harahap (2020) on college students showed that they were able to overcome academic challenges due to social support that kept them resilient. One external factor that impacted resilience was high expectations from the surrounding environment, including support from peers. Participation in a school-based group mentoring program increased resilience by enhancing external resources such as peer caring relationships and school support (Kuperminc et al., 2019). According to Taylor (2012), social support from peers included instrumental, informational, and emotional assistance that contributed to an individual's, particularly a student's, sense of being valued and cared for. Santrock (2005) emphasized that peers played a crucial role as a source of information about the world beyond the family context, including in providing feedback on personal abilities and serving as a means of learning through the process of social comparison. Overall, social support from peers provided a sense of security and comfort because their presence was felt when needed, allowing individuals to experience affection and appreciation from their social environment.

In an organizational context, active students often face role conflicts due to difficulties in time management and the pressure of responsibilities. Some students experience a decline in academic performance due to ineffective study strategies and poor time management (Caesari, et al., 2013). However, other studies indicated that with good time management and social support, students active in organizations could improve their academic performance (Ramandhita & Pujianto, 2024). Therefore, it was important to examine the roles of self-esteem and peer social support together in shaping the academic resilience of students active in organizations. This study aimed to fill the gap in research linking these two factors to academic resilience in the face of dual-role pressures, while also providing theoretical and practical contributions to support students' academic success and psychological well-being.

While involvement in student organizations is known to enhance soft skills development, the resulting role conflicts often lead to a decline in academic performance due to poor time management. Existing studies have largely examined resilience factors in isolation; thus, a research gap persists regarding how the synergy between internal psychological strengths (self-esteem) and external social resources (peer support)

simultaneously buffers student activists against this double burden. The primary focus of this study is to map these two variables as a strategic protective framework that enables students to navigate academic and organizational demands concurrently without sacrificing either.

## Method

This study employed a quantitative correlational design using multiple linear regression analysis to determine the extent of the influence of each independent variable on the dependent variable. There are two independent variables, namely self-esteem and peer social support, and one dependent variable, namely academic resilience. The sample for this study consisted of 200 students aged 18 to 24 who were active in student organizations. Data collection was conducted by distributing a digital questionnaire via Google Forms using purposive sampling through the social media platforms WhatsApp and Instagram. Despite the use of purposive sampling, the 200 participants represented various Indonesian provinces, including Bali, West Java, Kalimantan, and Maluku. While East Java accounted for 86.5% of the sample, this distribution offers a significant preliminary snapshot of the population of organizationally active students in Indonesia

This study examined academic resilience as the dependent variable, defined as an individual's ability to maintain academic performance despite facing challenges, stress, or failure in the educational process. This construct encompassed three main dimensions, which were perseverance, reflecting and adaptive help-seeking, as well as negative affect and emotional response. The variable was measured using the Academic Resilience Scale (ARS-30) by Cassidy (2016), which consisted of 30 statements on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). However, out of the total 30 items, 8 items were excluded (items 1, 3, 5, 6, 14, 15, 23, and 29) because they did not meet the criterion of a corrected item-total correlation  $<0.3$ . Ultimately, only 22 items were used in the analysis, with a Cronbach's Alpha value for this scale of 0.877.

This study used self-esteem as the first independent variable, defined as an individual's subjective assessment of their own worth, encompassing both positive and negative perceptions. This variable was measured using the Rosenberg Self-Esteem Scale (RSES) developed by Rosenberg (1965), consisting of 10 initial statements on a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Based on the validity test results, it was found that item number 8 showed an item-total correlation value below 0.3, so it was deemed invalid. Thus, only 9 items met the criteria and were used, with a Cronbach's Alpha value for this scale of 0.819.

The second independent variable was social support from peers, which referred to an individual's belief regarding the availability of emotional support, practical assistance, information exchange, and social acceptance from their peer group. The measurement instrument used is the Peer Social Support from Friends (PSS-Fr) scale developed by Procidano & Heller (1983), which originally consisted of 20 items. The measurement scale

uses a Likert scale ranging from 1 (never) to 5 (always). Validity test results indicate that 4 items (items 2, 6, 15, and 20) did not meet validity criteria with an item-total correlation  $<0.3$ ; thus, only 16 items were used, yielding a Cronbach's Alpha value of 0.870 for this scale.

All instruments were validated using the corrected item-total correlation criterion ( $>0.3$ ). For the Academic Resilience Scale (ARS-30), 8 items were removed for failing to meet this criterion, leaving 22 valid items with high reliability ( $\alpha=0.877$ ). The RSES utilized 9 valid items ( $\alpha=0.819$ ), and the PSS-Fr utilized 16 valid items ( $\alpha=0.870$ ). Multiple linear regression was applied not only to determine the overall influence of the independent variables but also to assess the specific contributions of internal dimensions, such as self-competence and self-liking, toward academic resilience.

## Results and Discussion

The results of the study presented descriptive and statistical analyses, including multiple linear regression. The descriptive data are presented in Table 1 below, classified by gender, age, length of active involvement in the organization, and province of origin.

**Table 1. Demographic Characteristic**

| Characteristic           | Category           | Total Subjects (N) | Percentage (%) |
|--------------------------|--------------------|--------------------|----------------|
| Gender                   | Girls              | 154                | 77%            |
|                          | Boys               | 46                 | 23%            |
| Age                      | 18 years old       | 15                 | 7.5%           |
|                          | 19 years old       | 28                 | 14%            |
|                          | 20 years old       | 50                 | 25%            |
|                          | 21 years old       | 73                 | 36.5%          |
|                          | 22 years old       | 25                 | 12.5%          |
|                          | 23 years old       | 8                  | 4%             |
|                          | 24 years old       | 1                  | 0.5%           |
| Lama Aktif Berorganisasi | 1 year             | 100                | 50%            |
|                          | 2 years            | 60                 | 30%            |
|                          | 3 years            | 40                 | 20%            |
| Province of Origin       | Bali               | 4                  | 2%             |
|                          | West Java          | 2                  | 1%             |
|                          | South Kalimantan   | 2                  | 1%             |
|                          | East Java          | 173                | 86.5%          |
|                          | South Sulawesi     | 3                  | 1.5%           |
|                          | Southeast Sulawesi | 1                  | 0.5%           |
|                          | Riau               | 2                  | 1%             |
|                          | West Kalimantan    | 1                  | 0.5%           |
| East Kalimantan          | 1                  | 0.5%               |                |

|             |   |      |
|-------------|---|------|
| Maluku      | 1 | 0.5% |
| Central     | 5 | 2.5% |
| DKI Jakarta | 5 | 2.5% |

Based on the participant data, it was found that the majority of participants came from East Java Province, with a total of 173 participants, and most were aged 20–21 years. It was also found that the most common duration of active involvement in organizations was a year, and the group was dominated by women. The researchers also categorized each scale to determine the distribution of participants based on each variable. From the data obtained, it was found that the majority of participants had a very high level of academic resilience (49.50%), a very high level of self-esteem (40%), and a high level of peer social support (50%).

**Table 2. Linear Regression Analysis Investigating Self-Esteem and Peer Social Support on the Academic Resilience**

| Model               | Unstandardized Coefficients | Standardized Coefficients | t     | Sig.  | R     | R <sup>2</sup> | Adjusted R Square |
|---------------------|-----------------------------|---------------------------|-------|-------|-------|----------------|-------------------|
|                     | B                           | Std. Error                | Beta  |       |       |                |                   |
| (intercept)         | 26.750                      | 4.905                     |       | 5.454 | <.001 | 0.686          | 0.471             |
| Self-esteem         | 1.151                       | 0.130                     | 0.477 | 8.875 | <.001 |                |                   |
| Peer Social Support | 0.494                       | 0.069                     | 0.382 | 7.114 | <.001 |                |                   |

The results of the multiple linear regression analysis indicated that self-esteem and peer social support jointly exert a significant influence on academic resilience among students who were active in student organizations, with a significance level of  $p < .001$ . The combined contribution of these two independent variables to the dependent variable reached 47.1% ( $R^2 = 0.471$ ), indicating a fairly strong influence. When tested separately via linear regression analysis, both self-esteem (measured by the RSES) and peer social support (measured by the PSS-Fr) showed significant effects on academic resilience, with  $p$ -values  $<.001$  for each variable. These findings indicated that the higher the level of self-esteem and peer social support that students possess, the better their academic resilience will be, particularly among students who are active in organizational activities.

The regression analysis yielded an  $R^2$  value of 0.471, indicating that 47.1% of the variance in academic resilience is accounted for by self-esteem and peer support. Interpretively, the dominant role of self-esteem (Beta 0.477) suggests that a student's internal belief in their own worth is the primary foundation for maintaining optimism under organizational pressure. Peer social support (Beta 0.382) serves as a strategic external buffer, providing both emotional and instrumental aid—such as assisting with missed coursework—thereby preventing the double burden of student life from escalating into academic burnout.

Thus, it was clear that self-esteem and social support from peers are important factors contributing to the development of academic resilience among college students. Self-esteem

positively affects academic resilience while social support indirectly influences it through self-efficacy (Theresya & Setiyani, 2022). The findings of this study reinforced the empirical evidence that both individual psychological factors and the social environment play a role in fostering academic resilience among college students, particularly those who engaged in organizational activities alongside their academic responsibilities. A study by Wang et al. (2025) found that psychological factors, such as coping strategies and the social environment, such as peer support, played role in fostering resilience among university students.

The research findings demonstrated that self-esteem and peer social support significantly influenced the academic resilience of students active in student organizations, thereby supporting the research hypothesis. These findings were significant because students active in organizations were not only required to complete academic tasks but also had to cope with the pressures and structural responsibilities of student activities, such as organizing events, leading teams, or negotiating with external parties. This context placed them in a situation with a double burden, requiring high resilience to maintain a balance between academic performance and organizational roles (Fitriana & Kurniasih, 2021). In such situations, self-esteem served as the primary internal strength enabling students to remain confident in their abilities despite facing high levels of pressure.

In this context, self-esteem serves as a crucial internal driving force. Students with high self-esteem tend to be more confident in managing their time, setting priorities, and overcoming challenges in both academic and organizational settings. Devi and Huwae (2023) stated that students with high self-esteem tend to have higher academic resilience, such as confidence in managing time, setting priorities, and overcoming challenges in academic and organizational settings. Rosenberg (1965) categorized self-esteem into two key dimensions. First, self-competence, which refers to an individual's belief in their own ability to handle challenges. Students who score high in this dimension are better able to make strategic decisions within organizations without sacrificing their academic obligations. They tend to be proactive in seeking solutions and do not easily give up when faced with scheduling conflicts or the pressure of juggling multiple responsibilities. Second, self-liking, which refers to self-acceptance and self-appreciation. This dimension is crucial for maintaining students' mental balance; for instance, when facing failure in exams or organizational projects, they do not get trapped in prolonged guilt but instead learn from the experience and bounce back. As explained by Mruk (2006), healthy self-esteem fosters a clear life direction and the ability to act assertively, qualities essential for students in balancing the two major demands they face.

In addition to internal factors, students are also greatly aided by the social support of their peers as an external factor that strengthens their academic resilience. In campus organizations, relationships among students are generally closer and more functional, as they are shaped by collective work and shared goals. Organization peers are often also classmates or study group members, making their role highly strategic. The social support they provide

is not singular but comprises three dimensions (Taylor, 2011) which are emotional support, which involves empathy and psychological reinforcement that helps students feel understood amid stress; informational support, which consists of practical advice and suggestions regarding time management, study strategies, or resolving organizational conflicts; and instrumental support, which entails tangible assistance such as temporarily taking over tasks or helping students catch up on missed course material due to organizational meetings. Students who feel they receive this kind of support tend to have stronger psychological resilience because they do not feel alone in facing challenges. This is reinforced by the findings of Procidano & Heller (1983) and Malecki & Demaray (2006) that perceptions of social support are closely related to students' learning motivation and emotional well-being.

The main contribution of this study lies in its focus on students actively involved in organizations, a group that has received relatively little attention in studies of academic resilience, despite being one of the groups most vulnerable to role conflict and mental exhaustion. This study also offers methodological innovation by measuring the simultaneous influence of self-esteem and peer social support on academic resilience, and by identifying that self-esteem has a more dominant contribution. Furthermore, this study explores the specific dimensions of each variable, such as self-competence and self-liking within self-esteem, as well as emotional, informational, and instrumental support within peer social support. This dimension-based approach not only provides a deeper understanding but also opens opportunities for the development of more context-specific intervention programs, such as coping skills training based on the type of social support, or identity-strengthening programs for student organizations.

Thus, the findings of this study not only underscore the importance of internal and external factors in shaping academic resilience but also offer practical insights for designing mentoring and development strategies for students actively involved in organizations. Students with strong self-esteem and a supportive social network will be better able to fulfill their roles in a sustainable and adaptive manner. They can maintain a balanced approach, remaining active in organizations without neglecting their studies. In this context, academic resilience serves as a crucial bridge, enabling students to pursue both academic and organizational commitments rather than having to choose between them.

## **Conclusion**

Students who were active in organizations face various challenges, both academic and organizational, that require the ability to persevere and excel. One such ability was academic resilience, the capacity to cope with academic pressures and bounce back from setbacks. Research findings reveal a significant influence of self-esteem and social support from peers on academic resilience among students who are actively involved in organizations. Students with high self-esteem tend to be better able to manage challenges and have confidence in their own abilities, thereby enhancing their academic resilience.

Meanwhile, students who feel social support from peers tend to feel safer, heard, and not alone in facing difficulties, making them stronger in coping with academic pressure.

This research demonstrates that the synergy between internal psychological resources (self-esteem) and a supportive social environment (peer support) is a key determinant of academic resilience for student activists. The results validate a multidimensional resilience framework that integrates personal and environmental factors within high-pressure educational contexts. Universities and student organizations are encouraged to implement self-identity enhancement programs and structured peer-mentoring systems to safeguard the academic success and psychological well-being of active student leaders.

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