The Influence of Social Support, Digital Literacy Ability and Self-Efficacy on students' Academic Resilience

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Abstract

This study aims to analyze the influence of social support, digital literacy ability and self-efficacy on student academic resilience in the Depok City area. This study uses a quantitative approach with survey methods and path analysis approaches. The population is all students studying in Depok City with a sample of 410 students taken by random sampling. The results showed that the direct effect of social support on academic resilience was indicated by coefficient value of 0.261 sig. 0.000, the direct effect of digital literacy ability on academic resilience is indicated by coefficient value of 0.220, sig. 0.000, the effect of self-efficacy on academic resilience is indicated by the coefficient value of 0.448 sig. 0.000. The effect of social support, digital literacy ability and self-efficacy simultaneously on academic resilience is indicated by the coefficient value of 0.518 Sig. F change. 0.000. From the results of the study, it can be concluded that social support, digital literacy ability and self-efficacy have a positive and significant effect on academic resilience individually or simultaneously.

Keywords: Social Support, Digital Literacy Ability, Self-Efficacy, Academic Resilience

Introduction

The current era of disruption is a movement situation that is no longer linear and changes so fast. Massive and fast changes, with patterns that are difficult to predict or volatility, rapid changes cause uncertainty, the complexity of the relationship between factors causing change, lack of clarity in the direction of change that causes ambiguity. In this era, information technology has become the basis in human life, including in the field of education in Indonesia. So there was a disruption of education. The Merdeka Belajar Kampus Merdeka (MBKM - Independent Learning Independent

Campus) is one of the policies of the Minister of Education and Culture, which is expected to be able to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society. The learning process in the IndependentCampus is one of the most essential manifestations of student centered learning. Learning in theIndependent Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through an independent learning program that is well designed and implemented, students' hard and soft skills will be formed strongly.

According to university statistical data in 2020, the percentage of dropout rates in Indonesia in 2019 was 7% or 602,208 of the total registered students of 8,483,213 students. Meanwhile, 14% dropouts in DKI Jakarta or 102,507 students out of a total registered 707,707 students (Directorate General of Higher Education, 2020). The cause of the high dropout rate is the failure to adapt in the early days of college and depression when doing the final project (Purwanti & Rohmah, 2020). From various sources in the media, there are at least 20 student suicide cases allegedly related to assignments or thesis from May 2016 to December 2018, and the results of Benny's research, there are 34.5% of Jakarta students have suicidal thoughts (Purwanti & Rohmah, 2020)

In general, students fall into the category of late teens and early adults. This is supported by the opinion of Santrock (Putri, 2018) which states that early adulthood is in the age range of 18-25 years, which is characterized by exploratory and experimental activities. Early adulthood is a time to start a career and work, spend time on things you love, become a responsible citizen. Early adulthood is a time of discovery, search, reproduction, and consolidation of problems, commitment, social isolation, changing values, dependence, creativity, and adjustment to increasing responsibilities. A similar opinion was expressed by Hurlock (Putri, 2018), that early adulthood is an adjustment to social standards and new life patterns. Based on the results of previous research, students are the population that most often experiences increased academic stress and psychological stress, which results in many students leaving their lectures without completing their studies (Andrew et al., 2008; Fresen & Fakhrurrozi, 2020).

The studies that have been carried out by many researchers from various countries from the past to the present, show that academic resilience is an important thing in educational settings. Students who have high academic resilience will be able to improve their academic performance and be protected from negative consequences, especially when facing difficulties that tend to be

severe. Academic resilience can increase students' school attachment even though they are experiencing anxiety sensitivity and school refusal (Seçer & Ulaş, 2020). The higher academic resilience possessed by students, the lower the experience of school burnout (school fatigue) (Fiorilli et al., 2020). Meanwhile (Martin, 2013: 489) explained in his research that students who have high resilience will tend to avoid major negative outcomes (severe negative outcomes). This study aims to see the influence of social support, digital literacy ability and self-efficacy on students' academic resilience.

Literature Review

Academic Resilience

Resilience is the condition of individuals who can fully control in the face of problems that arise and survive in difficulties and are able to find solutions to their problems. This control ability arises from within the individual based on his experience in responding when there is a problem. The ability to respond is also related to how the individual's cognitive development. This relates to the individual's ability to identify the cause of a problem, so that it can find a way out of a problem and be able to survive in difficult situations. Individuals have full control of themselves in dealing with a problem. Individuals who have resilience in finding solutions to their problems and the ability to face difficult situations in an academic context are called academic resilience (Reivich & Shatte, 2002).

In his research (Martin & Marsh, 2009) stated that Academic Resilience is one of the most influential predictors for students to be able to experience school days as well as participating in class, maintaining self-esteem in general. In another study he also stated that Academic Resilience refers to students' skills in overcoming pressures and difficulties in the educational process.

Cassidy (2016) divides academic resilience into 3 forming aspects, namely, (1) Persistence or Perseverance is enabling the behavior of persistence and resilience when responding to learning processes. (2) Reflecting and seeking adaptive help, Individual adaptive behavior is the ability of individuals to reflect on their strengths and weaknesses and be able to seek help, support and encouragement by other individuals to solve their problems (3) Negative influences and responses emotional, Negative influence and emotional response is a picture of anxiety, negative emotions, optimism-pessimism, and negative acceptance possessed by individuals during life.

Academic resilience is a dynamic process in which individuals show adaptive behavior when they experience difficulties and refers to abilities that allow an individual to overcome adverse events and gain competence or skills from the process of overcoming challenges and difficulties (Rojas F., 2015). What is meant by academic resilience This is mainly related to the

educational context. Based on the explanation above, it can be interpreted that academic resilience is the ability to control, desire, drive, and also pressure arises from within the individual based on experience with responses that exist when problems arise in academic matters.

Academic resilience is a condition where a student or students who experience difficulties or obstacles, but can still succeed well in the academic field and education in general. Resilience is not only a result, but also a process for students and students to continue to achieve high academic results despite having a high-risk background (Morales & Trotman, 2011). At-risk backgrounds are students who face events or events with high levels of stress but still have high academic competence (Fiorilli et al., 2020; Gordon, 1995).

A student can be determined to have high, medium or low academic resilience in several ways. Researchers do not always agree to use one method that is acceptable to all researchers. Some use the results of learning performance, some use a scale. The learning performance results in question are generally GPA or scores in numeracy and language lessons (Cheung, 2017; Liew et al., 2018; Wills & Hofmeyr, 2019). There are also researchers who use the academic resilience scale (Fiorilli et al., 2020; Mendez & Bauman, 2018; Meneghel et al., 2019).

Self-efficacy

Self-efficacy is also known as social cognitive competence which refers to the belief that each individual is capable of carrying out tasks. The higher the self-efficacy of the individual, the more confident he will be in his ability to succeed. Bandura et al. (1997) describe self-efficacy as a person's belief in his ability to organize and carry out various activities needed to produce something. Baron & Branscombe (2011) talk about self-efficacy, a form of self-assessment of one's own ability to fulfill commitments or responsibilities in order to achieve certain goals and find a way out of existing problems. Wood & Bandura, (1989:407) suggests that self-efficacy is related to belief and belief in one's abilities as a form of cognitive ability to increase motivation and ensure the most effective behavior in situations and conditions. Judge et al., (1999) describe self-efficacy as a positive measure of self-concept. Self-efficacy is an aspect of self-awareness that has a significant impact on a person's daily activities, because it determines the actions needed to achieve goals and anticipate opportunities that may arise.

Gist, (1987) argues that people with high self-efficacy have a certain level of belief that they can complete a task, but unlike people with low self-efficacy, they believe that they cannot complete a task. He can even complete any task given to him. People with lower living standards are more likely to give up under certain conditions. But it's a different story for people who have high self-efficacy and try hard to get the results they want.

Of the many theories put forward by many of the figures above, researchers are trying to reduce the notion of self-efficacy, which refers to the ability to optimally solve many problems that arise in various situations. in the sense that the ability to perform the necessary actions and the level of self-confidence are important in motivating employees to carry out tasks and achieve the desired goals. is one of the elements that will be evaluated for a better self-understanding.

Aspects in self-efficacy are divided into three groups, namely level or magnitude (level of difficulty of the task being carried out), strength (the strength of an individual's belief to be able to complete a task), and generality (the breadth of the behavioral pattern of the individual who obtained from the results of confidence to be used in other activities or situations). (Bandura et al., 1997)

Social Support

According to Sarafino et al., (2014), social support is (received support) or giving perceived support related to the presence of comfort, attention, gratitude, and assistance. Gottlieb et al. (2000) define social support as verbal or non-verbal information, practical advice and support, or actions provided by someone familiar with the subject in the environment or social presence, or as a form of object. This can provide emotional benefits or influence the recipient's behavior. Being in well-being, I feel psychologically safe because I am being cared for and I always get good advice and impressions.

From the description above, we can conclude that social support is assistance from the people around them, who have close social ties with the recipient. This form of support can be in the form of information, specific actions, or materials that make the person receiving the support feel loved, cared for, and valued.

Sarafino et al., (2014) divide social support into four aspects. The four aspects are: (1) Emotional Support is support that includes empathy and compassion to make people feel comfortable, cared for, and loved. (2) Tangible Support, which is direct assistance in the form of physical and material. (3) Informational Support is support in the form of advice, guidance, or feedback on what to do to solve a problem. (4) Companionship Support (communication support) is communication to create a sense of belonging and solidarity with a certain group of people who have the same interests and social activities by giving more time to one person.

Digital Literacy Ability

According to Glister & Watson, (Dinata, 2021), the term digital literacy is a person's ability to use computer devices to access various information in the digital space. There are eight components of digital literacy, namely: (1) Functional skills and beyond. It is a digital literacy

component related to skills in using information technology; (2) Creativity. Is a digital literacy component related to creative thinking using ICT in building knowledge; (3) Collaboration. It is a component of digital literacy related to building knowledge through a process of discussion and giving each other input in the digital space; (4) Communications. Is a digital literacy component related to the ability to hear, understand, and convey ideas; (5) The ability to find and select information (select information); (6) Critical thinking and evaluation (critical thinking and evaluating); (7) Cultural and social understanding (understanding of social culture); and (8) E-safety (security) (Hague & Payton, 2010). Of course, these eight components can help smooth lectures in the current era of online learning. According to UNESCO, aspects of digital literacy are Information and data literacy, Communication and Collaboration, Digital content creation, Safety, Problem Solving (Law et al., 2018).

From the understanding that has been stated in the previous paragraph, digital literacy is not just a person's effort to use digital devices, digital literacy is a person's ability to use digital information to meet their needs without compromising electronic security that is dangerous and safe. Including the development of the socio-cultural context.

Several studies on the effect of social support include (Aulia & Ira, 2022) there is a correlation between perceptions of family social support and self-efficacy. Based on the reasoning above, the higher the level of social support offered, the higher the efficacy of students. Vice versa, the less or lower the level of social support provided, the lower the efficacy of students. (Hanapi & Agung, 2018) studies showed that there was a significant relationship between peer social support and self-efficacy. Students with good digital literacy skills have the ability to find the information needed on digital networks/internet to be a factor in the success of academic learning (Dinata, 2021; Fadila et al., 2021). Digital literacy skills will open opportunities for students to think, communicate, and create which ultimately leads to learning success (Dinata, 2021; Sujana & Rachmatin, 2019).

Method

This study uses a quantitative approach with survey methods and path analysis approaches. Data collection in this study was conducted through a questionnaire. The analysis was carried out by examining the relationship between research variables and measuring one variable with another. The population in this study were all students studying at universities in the Depok City area. the number of samples as many as 410 students were taken based on random sampling.

Measuring instrument

The academic resilience instrument grid uses the ARS-30 measuring instrument developed by (Cassidy, 2016) and adapted in the Indonesian version developed by (Kumalasari et al., 2020). This measuring tool is multidimensional, the aspects in the ARS-30 measuring instrument are persistence, reflection and adaptive help-seeking, negative affect and emotional response. The indicators that are implemented into statements in the form of a questionnaire are 30 items with 20 items being favorable and 10 items being unfavorable. From the results of the Validity Test using a sample of 30 students, it is known that there are three invalid items so they are excluded from the instrument. While the other 27 statement items can be said to be valid and the statement items are used for research instruments in the field as outlined in the questionnaire. Reliability Test. The reliability coefficient was obtained from the calculation of the Cronbach Alpha coefficient of 0.957. These results indicate that the instrument variable Academic Resilience has very high reliability.

In this study, the social support variable was measured by a scale developed referring to aspects of Emotional or Esteem Support, Tangible or Instrumental Support, Informational Support, Companionship Support developed by (Sarafino et al., 2014). The indicators that are used as the grid for this research instrument are derived from these four aspects and adjusted to the needs of the research. The statements contained in the questionnaire are 10 items with 5 items being positive (favoriable) and 5 items being negative (unfavorable). From the results of the Validity Test, all statement items $r_{count} > r_{table}$ so that all statement items are said to be valid and all statement items are used for research instruments as outlined in the questionnaire. Based on Reliability Test Results, the reliability coefficient is obtained from the calculation of the Cronbach Alpha coefficient of 0.805. These results indicate that the Social Support instrument has very high reliability.

Digital literacy ability in this study was measured based on aspects developed by UNESCO which were adapted and in accordance with the needs of this research. The aspects of digital literacy are Information and data literacy, Communication and Collaboration, Digital content creation, Safety, Problem Solving (Law et al., 2018). The indicators which are derived from existing aspects and implemented into statements in the questionnaire are 20 items with 11 items being favorable and 9 items being unfavorable. From the results of the validity test using a sample of 30 students, it is known that the r_{count} value of item no.3 (0.164) and item no. 10 (0.286) < from r_{table} (0.361) and 18 other statement items have a value of $r_{count} > r_{table}$. This result shows item no.3 and no. 10 is invalid so it is excluded from the instrument. While the other statement items can be said to be valid and the statement items are used for research instruments in the field as outlined in the questionnaire. After items no. 3 and no. 10 are issued, a reliability test is carried out. The reliability coefficient was obtained from the calculation of the Cronbach Alpha coefficient of 0.931.

These results show that the Digital Literacy Ability instrument has very high reliability. The final instrument used for the variable Digital Literacy Ability uses 18 items

The instrument used to measure the self-efficacy variable is the development of the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1993) which was adapted into Indonesian by Novrianto et al., (2019). In making the questionnaire in this study, it was adjusted to the research objectives. Indicators which are derived from existing aspects and implemented into statements in the form of a questionnaire totaling 10 items with 6 items being favorable and 4 items being unfavorable. From the results of the Validity Test using a sample of 30 students, the results obtained for all statement items $r_{count} > r_{table}$ so that all statement items are said to be valid and all statement items are used for research instruments as outlined in the questionnaire. Reliability Test Results, the reliability coefficient obtained from the calculation of the Cronbach Alpha coefficient of 0.926. These results indicate that the self-efficacy instrument has very high reliability.

The assessment of the instrument uses a rating scale, namely: STS (Strongly Disagree), TS (Disagree), N (Neutral), CS (Quite Agree), SS (Strongly Agree). Assessment with a Likert scale that using a numbering approach of 1 to 5, where for items that are positive STS: 1, TS: 2, N: 3, CS: 4, SS; 5 and negative STS : 5, TS : 4, N : 3, CS : 2, SS : 1. Where the level of achievement of respondents can be divided into five categories.

Table 1. Level of achievement respondent category

No	INTERVAL (%)	CATEGORY
1	20 - 36	Very Not Good
2	36 -52	Not good
3	52 -68	Pretty good
4	68 -84	Good
5	84 -100	Very good

Data analysis

Because this study uses a questionnaire with a Likert scale, first converting ordinal data into intervals by using Method Successive Interval Tools (MSI) to convert ordinal data into intervals. Furthermore, the steps of data analysis and hypothesis testing were carried out through the statistical data processing approach of IBM SPSS 26 for windows.

Research Result

Descriptive Analysis

This descriptive analysis intends to describe the characteristics of each research variable. By presenting the data into a frequency distribution table, calculating the average score, total score, and the respondent's level of achievement (LAR) and interpreting it. This analysis does not relate one variable to another and does not compare one variable with other variables. To find the level of achievement of respondents' answers, the following formula is used:

$$RLA = \frac{average\ score}{maximum\ score} \text{ x } 100$$

RLA = Respondent's Level of Achievement

In this study, the largest score was 5. while the smallest score was 1. so the largest percentage value was (5/5) x 100% = 100%, while the smallest percentage value was (1/5) x 100% = 20%. Thus the range of values is 100% - 20% = 80%. If it is divided into five categories, then the percentage interval value is 80 : 5 = 16%. The principle of categorization of the number of respondents' response scores was adopted from Arikunto (2008: 353). Thus the level of achievement of respondents (RLAR) can be categorized as in the following table,

Table 2. Respondent's Level of Achievement Category

No	INTERVAL (%)	CATEGORY
1	20 - 36	Very Not Good
2	36 -52	Not good
3	52 -68	Pretty good
4	68 -84	Good
5	84 -100	Very good

Data from the recapitulation of the research instrument for the Academic Resilience variable, measured through 27 instrument items, it was found that the percentage of achieving the total score to the ideal score was 81.3%. Thus, a conclusion can be drawn that based on the respondents' responses, the Respondent's Level of Achievement on the Academic Resilience is included in the Good category.Based on the responses to the 10 items of the self-efficacy instrument, it was found that the percentage of achieving the total score against the ideal score was 72.45%. So that the level of Respondents' Achievement on the Self-Efficacy variable is included in

the Good category.Based on respondents' responses to the 10 items of the Social Support instrument, it was found that the percentage of achieving the total score against the ideal score was 72.13%. Thus, the level of Respondents' Achievement on the Social Support variable is included in the Good category.Based on respondents' responses to 18 items of the Digital Literacy Ability instrument, it was found that the percentage of achieving the total score against the ideal score was 75.28%. Thus, a conclusion can be drawn that based on the respondents' responses, the Respondent's Level of Achievement on the Digital Literacy Ability variable is in the Good category.

Normality test

Table 3. Kolmogorov Smirnov. Normality Test Results

Parameter	Value	Category
Asymp. Sig. (2 tailed)	0,200	**Normal Distribution**

The normality test in this study uses the Kolmogorov Smirnov normality test which is part of the classical assumption test. Based on the SPSS calculation with the One Sample Kolmogorov Smirnov Test, the significance value is 0.200. This value is greater than 0.05 (0.200 > 0.05). Thus it can be concluded that the data has a normal distribution.

Linearity Test

Table 4. Linearity Test Results Table

Variable Relationship	Linearity Value	Category
Academic resilience on Social Support	0,334	Linear
Academic resilience on Digital Literacy Ability	0,728	Linear
Academic resilience on self-efficacy	0,266	Linear

Based on the table above, it can be concluded that there is a linear relationship between Academic Resilience Variables on Social Support Variables, Digital Literacy Ability Variables and Linear Self-Efficacy Variables.

Multicollinearity Test

Table 5.Multicollinearity Test Results

Variable	Tolerance	VIF
Social Support	0,825	1,212
Digital Literacy Ability	0,763	1,310
Self Efficacy	0,790	1,265

The result can be concluded that in the regression model there is no multicollinearity, meaning that there is no correlation between the independent variables, and the regression model there is no multicollinearity, meaning that there is no correlation between the independent variables (free).

Heteroscedasticity Test Results

Table 6. Heteroscedasticity Test Results

Variable	Sig Value	Description
Social Support	0,334	There is no heteroscedasticity
Digital Literacy Ability	0,318	There is no heteroscedasticity
Self Efficacy	0,114	There is no heteroscedasticity

It can be concluded that the regression model in this study has no symptoms of heteroscedasticity. This means that the analysis of this regression model can be continued.

Goodness of Fit Test

Based on the results of the model fit test, the Chi-square value = 0.0 with degrees of freedom = 0 and p value = 1. because the p value = 1 > 0.50 or there is no significant difference between the theoretical correlation matrix and the empirical correlation matrix, thus The model obtained matches or matches the empirical data so that the fit model is classified as very good.

1. **Correlation coefficient**

Correlation Test aims to see the level of closeness of the relationship between variables expressed by the correlation coefficient (r). The type of relationship between variables can be positive or negative.

Table 7. The correlation coefficient of the variables

	Academic Resilience	Social Support	Digital Literacy Ability	Self-Efficacy
Pearson Correlation				
Academic Resilience	1,000	0,489	0,504	0,625
Social Support	0,489	1,000	0,372	0,328
Digital Literacy Ability	0,504	0,372	1,000	0,418
Self Efficacy	0,625	0,328	0,418	1,000
Sig. (1-tailed)				
Academic Resilience	.	0,000	0,000	0,000
Social Support	0,000	.	0,000	0,000
Digital Literacy Ability	0,000	0,000	.	0,000
Self Efficacy	0,000	0,000	0,000	.

Data analysis:

Based on Table 7. it is known that the Social Support has a correlation coefficient of 0.489 to the Academic Resiliencewith sig. 0.000. Because the value of sig. 0.000 <0.05 and the correlation coefficient 0.489 is between 0.41 to 0.60, it can be interpreted that the Social Support variable has a significant relationship to the Academic Resilience with a moderate degree of correlation.The variable of Digital Literacy Ability has a correlation coefficient of 0.504 to the Academic Resilience with sig. 0.000, it can be interpreted that the Digital Literacy Ability has a significant relationship to the Academic Resilience with a moderate degree of correlation.The self-efficacy has a correlation coefficient of 0.625 to the Academic Resilience with sig. 0.000. It can be

interpreted that the Self-Efficacy has a significant relationship to the Academic Resilience with a strong degree of correlation.

The Social Support has a correlation coefficient of 0.372 to the Digital Literacy Ability with sig. 0.000, it can be interpreted a weak degree of correlation.The Social Support has a correlation coefficient of 0.328 to the Self-Efficacy with sig. 0.000.It can be interpreted that the Social Support has a significant influence on the Self-Efficacy with a weak degree of correlation.

Digital Literacy Ability has a correlation coefficient of 0.418 to the Self-Efficacy variablewith sig. 0.000, it can be interpreted that the Digital Literacy Ability has a significant relationship to the Self-Efficacy with a moderate degree of correlation.

Table 8. Summary Model of Linear Regression

Model	R	R Square	Sig. F
2	0,720	0,518	0,000

Based on the table. can be analyzed as follows,

1) Value of Sig. F change of 0.000. where 0.000 <0.05 can be interpreted as Social Support. Digital Literacy Ability and Self-Efficacy Simultaneously there is a correlation to Academic Resilience .
2) The magnitude of the influence of the Social Support, Literacy Ability and the Self-Efficacy simultaneously have an effect of 0.518 or 51.8% on the Academic Resilience .
3) The remaining effect can be calculated by 1-R square (1-0.518) = 0.482 or 48.2%, meaning that the Academic Resilience 48.2% is influenced by other variables outside of this study.
4) Error factor e2 countable e2 = $\sqrt{1 - R\ Square} = \sqrt{1 - 0{,}518}$= 0,694
5) The degree of closeness of correlation or relationship can be seen with the value of R square = 0.518. So that the category of the value of the determination of the closeness of the relationship is included in the medium category.

2. Path Analysis

Table 9. Path Coefficient

Variable	Path coefficient	t	Sig.
Social Support	0,261	6,878	0,000
Digital Literacy Ability	0,220	5,570	0,000
Self-Efficacy	0,448	11.566	0,000

Based on Table9. Sig value. Social Support is 0.000. where 0.000 <0.05, it can be concluded that the Social Support has a direct and significant effect on the Academic Resilience. The path coefficient is 0.261 and the t_{count}value is 6.878 and the t_{table} value is 1.96. so the value is 6.878 > 1.96 so it can be interpreted that there is a significant direct positive effect of the Social Support on the Academic Resilience Thus it is proven that Social Support has a direct effect on Academic Resilience. Digital Literacy Ability Sig value. 0.000. where 0.000 <0.05, it can be concluded that the Digital Literacy Ability has a direct and significant effect on the Academic Resilience. The path coefficient is 0.220 and the t_{count}value is 5.570 and the t_{table} value is 1.96. so the value is 5.570 > 1.96, it can be interpreted that there is a significant direct positive effect of the Digital Literacy Ability~~)~~ on the Academic Resilience. Thus, it is proven that Digital Literacy Ability has a direct effect on Academic Resilience. Sig value of Literacy Ability 0.000. where 0.000 <0.05, it can be concluded that the self-efficacy has a direct and significant effect on the Academic Resilience The path coefficient is 0.448 and the tcount value is 11.566 and the t_{table} value is 1.96. the value is 11.566 > 1.96, it can be interpreted that there is a significant direct positive effect of the Self-Efficacy on the Academic Resilience). Thus, it is proven that Digital Literacy Ability has a direct effect on Academic Resilience. The magnitude of the path coefficient can be described as follows

$$Y= 0.261\ X_1 + 0{,}220\ X_2 + 0{,}448\ X_3 + 0{,}694$$

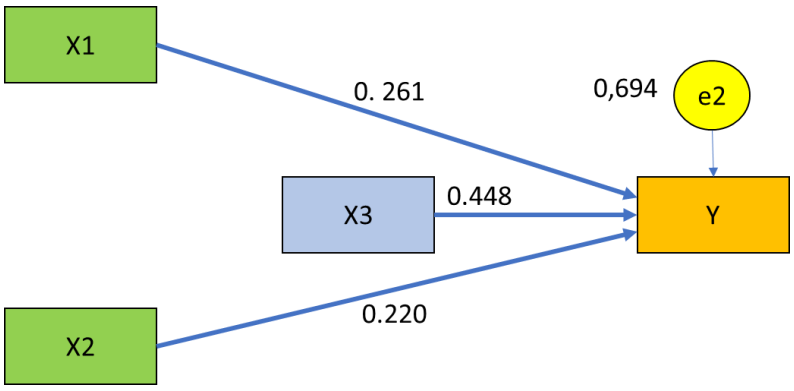

Fig 1. Path Structure Drawing

Discussion

a. Direct Effect of Social Support on Student Academic Resilience

Based on the results of the path analysis of the influence of social support on academic resilience, the path coefficient is 0.261, the value of sig. 0.000. Thus, it can be interpreted that Social Support has a significant positive direct effect on Academic Resilience. The magnitude of

the influence of Social Support on Student Academic Resilience is 26.1%, the remaining 73.9% is influenced by other variables not examined in this study.

Depok City was the first city where residents exposed to COVID-19 were found in March 2020. Since then the order of individual and social life has changed very quickly and drastically, mobility and social interaction have been greatly reduced, as well as the world of education at all levels of education. forced to do distance learning through online learning methods, so the interaction between students and students with lecturers is very limited. In such conditions, the effect of social support on academic resilience is 26.1%, indicating that parents, peers, lecturers and special people still give good attention and support to students in dealing with academic problems. The value of this influence is higher than the results of research (Pariartha & Eva, 2021) where the effect of social support on resilience in new students is 6.9%, as well as research results (Linggi et al., 2021) whose results are 11.8%, but smaller than the results of research (Almun & Ash-Shiddiqy, 2022) where the effect is 68.2% and (Mufidah, 2017) which results are 30.0%. All of the above studies show that social support has a positive and significant effect on students' academic resilience.

Because the effect of social support on resilience is positive, the way to increase resilience in terms of social support is to increase the respondent's achievement of indicators that are still low. The result of this study is that the lowest indicator is having someone who can provide feedback on problem solving, where 130 (32%) respondents feel that lecturers rarely provide feedback on the results of the tasks they collect. While 169 (41%) are neutral and 111 (27%) disagree. This condition needs to be a concern for lecturers in order to improve the academic resilience of their students. Because in the educational environment social support is obtained from teachers, employees, peers. Besides that, in carrying out the Tridarma of higher education, lecturers have a role as: (a). Facilitators and resource persons in student learning; (b) Researchers and experts in their respective fields of science for the development of science, technology, culture and art; (c). Servant/servant of the community with the effort/way of applying his expertise for the welfare of the community and the progress of humanity.

Research conducted (Ahmed et al., 2018) on students, found the importance of lecturer social support for the process of changing students for the better, making students work harder in completing their assignments, and making students academically resilient. Furthermore, the study found significant results regarding the impact of lecturer's social support on students' academic resilience. When students can reflect their positive perception of lecturers regarding the support that lecturers provide, they tend to be able to increase their effective academic behavior so as to increase their academic resilience. Research (Wulandari & Kumalasari Dewi, 2022) saw a significant

relationship between academic resilience variables and perceptions of lecturers' social support. It can be said that the higher the social support provided by the lecturers, the higher the academic resilience of students. When students are faced with difficulties from all academic problems, then students are given social support from lecturers, students will be able to overcome these problems and will become students who have academic resilience.

b. Direct Effect of Digital Literacy Ability on Student Academic Resilience

Based on the results of the path analysis of the influence of digital literacy skills on academic resilience, path coefficient of 0.220, the value of sig. 0.000. Thus, it can be interpreted that digital literacy skills have a significant positive direct effect on Academic Resilience. The magnitude of the influence of digital literacy skills on Student Academic Resilience is 22.0%, the remaining 78.0% is influenced by other variables not examined in this study.

The rapid development of technology and information in the 21st century has created many changes and challenges in society, including the world of education. The learning process which since March 2020 has changed from face-to-face learning to online learning, in adapting to these changes, of course, there are many obstacles faced by students, this is what underlies researchers to find out the relationship between digital literacy skills and students' academic resilience. Digital literacy skills are very important to be mastered by students as internet users, both in terms of time management, the ability to find valid data sources, ethics in using social media, the ability to protect personal security, device security to the ability to use devices.

The results of the study show a positive influence, meaning that increasing digital literacy skills will have an effect on increasing student academic resilience. There are several things that need to be a concern for stakeholders to give treatment in order to improve digital literacy skills. First, 218 (53%) respondents who agreed to use their smartphone more than 12 hours a day, only 75 (18%) responded that they did not agree. This means that most students interact with devices more than half of their life, it is interesting to study further about the impact of prolonged use on physical and mental health. Several studies on the impact of excessive use of gadgets were carried out (Chaidirman, Diah Indriastuti, 2020; Sadikin & Hamidah, 2020) whose results are known including the effects of radiation that can interfere with health, sleep pattern disorders, emotional problems and social behavior such as impaired social interaction with the environment and reduced physical activity due to gadget addiction.

The second is that 95 (23%) respondents still find it difficult to learn online. The obstacles faced by students in online lectures need to be studied more deeply, both in the online learning ecosystem and the constraints on the ability of students or lecturers. The results of this study are in

line with the research of Ririen & Hartika (2021) where in their research found many students and educators who were overwhelmed when carrying out the online learning process. In the study (Hernawan et al., 2021) it was seen that 82.4% of students felt that online learning during this pandemic was very difficult. Difficulties in the form of internet quota, network, availability of learning tools, level of understanding of the material, understanding of reference search, understanding of application use, accumulation of tasks, decreased physical health, unsupportive home and environmental conditions also determine the effectiveness of online learning, even interesting is the presence of friends as motivation to learn. Student discomfort due to limited digital literacy and the absence of physical human involvement (Carolan, 2020). Bauer (2019), asserts that losing focus is the most cited reason why students are not successful in online lectures and do assignments according to schedule. For this reason, lecturers need to be creative in designing lecture activities even though they do not do them directly on campus.

The third is the issue of digital skills, where 97 (24%) still find it difficult to operate applications such as making different page numbers in one word document, or making presentations by including video or animation. How to improve student skills in the use of learning support applications needs to be the attention of stakeholders. This condition is in line with the results of research (Ririen & Daryanes, 2022) where students' ability to communicate online, critical thinking skills and ethics in using technology are in the sufficient category. However, it is different from the research results (Dinata, 2021).

Regarding the effect of digital literacy ability on academic resilience with all aspects of digital literacy, until this research was conducted, no similar research was found, generally research links some of the digital literacy indicators such as online learning with academic resilience. Several similar studies were carried out (Afriyeni et al., 2021). From the results of the Pearson correlation test of 0.473 and P <0.000, the relationship between academic resilience and online learning satisfaction was obtained. (Kumalasari & Akmal, 2020) Good academic resilience makes individuals have better online learning readiness which will then increase satisfaction in online learning. The results of the study (Hernawan et al., 2021) show that the percentage of academic resilience of students is dominantly high at 74.4%. Online learning has a high impact on student academic resilience during the Covid-19 pandemic. Utami (2021) in his research stated that the higher the satisfaction of online learning, the higher the academic resilience of students.

c. Direct Effect of Self-Efficacy on Student Academic Resilience

The effect of self-efficacy on Academic Resilience based on the results of path analysis obtained a correlation coefficient of 0.625, a path coefficient y3 of 0.448, the value of sig. 0.000

where the value is 0.000 < 0.05. Thus, it can be interpreted that self-efficacy has a significant positive direct effect on academic resilience. The magnitude of the effect of self-efficacy on student academic resilience is 44.8%, the remaining 55.2% is influenced by other variables not examined in this study. Given the many variables that affect student academic resilience, the value of 44.8% according to the researcher is a fairly dominant factor as a predictor of academic resilience.

The results of this study are in line with research (Linggi et al., 2021) from a study of 151 overseas students in Salatiga, it is known that academic self-efficacy has an influence of 40.2% on student resilience. Similar results were also found in research (Ahmed et al., 2018; Fresen & Fakhrurrozi, 2020; Mahesti & Rustika, 2020).

Self-efficacy is one of the internal factors that can affect the performance of academic resilience, where self-efficacy refers to an individual's self-confidence in his skills or ability to do his job. Self-efficacy is also a protective factor which means a protective factor that protects an individual from the negative impact of pressure caused by unpleasant situations and conditions. This protective factor is also a supporting factor in the development of academic resilience for students (JowkarA et al., 2014).

Like social support and digital literacy skills, self-efficacy has a positive effect on academic resilience, so to improve student academic resilience in terms of self-efficacy, it is necessary to increase indicators that are still considered low. In this study, 111 (27%) respondents felt less able to find a way to solve the problem if there was something that hindered the goal. And 96 (23%) feel less able to solve various problems even though they really do it. Researchers see that these two things are the effects of anxiety from drastic changes in conditions due to the COVID-19 pandemic. D. A. Sari & Khoirunnisa (2022) in their research proves that there is a negative relationship between self-efficacy and academic anxiety. A negative value can be interpreted that the higher a person's self-efficacy, the lower the academic anxiety he has. Conversely, if the efficacy is low, the academic anxiety that a person has will be high or increase.

The experience of facing difficulties can also form better student self-efficacy, because the factors that influence self-efficacy include direct and indirect experiences. As stated by (Bandura et al., 1997) that self-efficacy can be formed when individuals experience a difficult challenge, so that individuals will be more persistent and work hard in solving these challenges. Individuals who successfully complete a challenge, the successful experience can support the development of self-efficacy, otherwise a failure can reduce self-efficacy.

d. Direct Effects of Social Support, Digital Literacy Ability, Simultaneous Self-Efficacy on Student Academic Resilience

Based on the results of the path analysis of the influence of social support, digital literacy ability and self-efficacy simultaneously on academic resilience, the path coefficient is 0.518. Value of Sig. F change. 0.000 where the value is 0.000 <0.05. Thus, it can be interpreted that social support, digital literacy skills and self-efficacy simultaneously have a positive and significant direct effect on academic resilience. The amount of social influence, digital literacy ability and self-efficacy simultaneously on student academic resilience is 51.8%, the rest is influenced by other variables not examined in this study.

From the results of this study, it can be proven that social support from family, friends, lecturers and their social environment is an external factor that directly influences the formation of student academic resilience. Digital literacy skills are part of the internal factors of student academic resilience that affect communication & collaboration, empathy, problem solving abilities, self-efficacy, self-awareness, aspirations and goals. Meanwhile, self-efficacy is an internal factor that has a positive and significant impact on students' academic resilience. Social support, digital literacy skills and self-efficacy in influencing resilience are positive so that they can be categorized as protective factors.

Conclusion

Based on the analysis and discussion of research results regarding the effect of social support, digital literacy skills, and self-efficacy on student academic resilience in the Depok City area, the following conclusions can be drawn.

1. Social support has a significant positive direct effect on academic resilience.
2. Digital literacy skills have a significant positive direct effect on academic resilience.
3. Self-efficacy has a significant positive direct effect on academic resilience
4. Social support, digital literacy skills and self-efficacy simultaneously have a positive and significant direct effect on academic resilience.
5.

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