
THE EFFECTS OF SELF-DIRECTED LEARNING AND SOCIAL SUPPORT ON THE ACADEMIC RESILIENCE OF NIAS STUDENTS AT LAMBUNG MANGKURAT UNIVERSITY

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Abstract

This study aims to analyze the partial and simultaneous effects of self-directed learning and social support on the academic resilience of students from Nias at Lambung Mangkurat University (ULM). The study employed a quantitative associative approach using total sampling on 51 Nias students at ULM. Data were collected using a Likert scale and analyzed via multiple regression using SPSS Version 25. The t-test results showed that academic self-efficacy ($t = 7.662$; $p = 0.000$) and social support ($t = 7.937$; $p = 0.000$) each had a significant effect on academic resilience. The F-test showed that these two variables had a simultaneous effect ($F = 38.907$; $p = 0.000$) with an Adjusted R-Square value of 0.536 for X1 and 0.554 for X2. The results indicate that the academic resilience of students living away from home can be fostered through the interaction between their ability to independently manage their learning process and social support that partially replaces the family's controlling role. It can be concluded that independent learning and social support are important factors that need to be strengthened simultaneously to enhance the academic resilience of students living away from home. Future research is recommended to use a longitudinal design and expand the sample to include students from other ethnic groups or regions to strengthen the generalizability of the findings.

Kata Kunci

Pembelajaran Terarah;
Dukungan Sosial;
Ketangguhan Akademik

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kemandirian belajar dan dukungan sosial terhadap ketangguhan akademik mahasiswa asal Nias di Universitas Lambung Mangkurat (ULM), baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif asosiatif dengan teknik sampling total terhadap 51 mahasiswa asal Nias di ULM. Pengumpulan data dilakukan melalui skala Likert dan analisis melalui regresi berganda menggunakan perangkat lunak SPSS Versi 25. Hasil uji t menunjukkan bahwa kemandirian belajar ($t = 7,662$; $p = 0,000$) dan dukungan sosial ($t = 7,937$; $p = 0,000$) masing-masing memiliki pengaruh yang signifikan terhadap ketahanan akademik. Uji F menunjukkan bahwa kedua variabel tersebut memiliki pengaruh simultan ($F = 38,907$; $p = 0,000$) dengan nilai R-Square yang Disesuaikan sebesar 0,536 untuk X1 dan 0,554 untuk X2. Hasil

penelitian ini menunjukkan bahwa ketahanan akademik siswa migran dapat terbentuk melalui interaksi antara kemampuan mengelola proses belajar secara mandiri dan dukungan sosial yang menggantikan sebagian peran kontrol keluarga. Dapat disimpulkan bahwa kemandirian belajar dan dukungan sosial merupakan faktor penting yang perlu diperkuat secara bersamaan untuk meningkatkan ketahanan akademik siswa migran. Penelitian selanjutnya disarankan untuk menggunakan desain longitudinal dan memperluas cakupan subjek penelitian dengan memasukkan siswa migran dari etnis atau wilayah lain guna memperkuat generalisasi temuan.

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INTRODUCTION

Higher education, one of the highest levels of education, is a crucial transitional phase. Students are challenged to develop independence, responsibility, and the ability to cope with complex academic pressures. According to students, this phase involves more than just completing responsibilities, exams, and other goals; it also entails facing psychological and social challenges as they adapt to their environment and learn. Failure to overcome these challenges can lead to decreased motivation to learn, academic stress, and even dropout (Anjani et al., 2024; Ridha, 2022). Therefore, an individual's ability to withstand various academic pressures is crucial to academic success, a skill commonly referred to as academic resilience.

Academic resilience is an individual's ability to persevere, bounce back, and remain motivated in the face of stress and failure in the academic process. Students with high academic resilience tend to manage stress, maintain academic performance, and reflect adaptively on experiences of failure (Saufi et al., 2022). Academic resilience in higher education is a crucial indicator of student success in meeting complex academic demands.

Various studies have shown that both internal and external factors influence academic resilience. Learning independence, as an internal factor, plays a role in shaping students' ability to manage their learning process independently, from planning to evaluation. Students with high learning independence exhibit greater initiative, discipline, and responsibility for their academic process (Nugroho, 2019). Previous research has shown that learning independence positively influences academic resilience, including in the context of online learning (Agustin & Handayani, 2021; Permatasari et al., 2021).

In addition to internal factors, social support is also an external factor that influences academic resilience. Social support includes emotional, instrumental, informational, and

esteem support received from family, peers, and the campus environment (Sarafino, 1994). Research shows that students who receive strong social support tend to exhibit greater adaptability in dealing with academic pressure (Febriyola et al., 2023; Alfath et al., 2025). Peers in college not only foster motivation to learn but also provide social support (Fariqah et al., 2026).

The study of independent learning and social support is increasingly relevant for students studying away from their hometowns. The importance of academic and social integration influences students' intentions to persist and familiarize themselves with their new campus environment (Franz & Paetsch, 2023; Supratman & Pebriana, 2025). Furthermore, students traveling from other cities often face common challenges such as cultural adjustment, distance from family, and limited social networks, which can affect their academic performance (Hofhuis et al., 2023). This situation emphasizes the importance of independent learning and social support for students traveling from other cities, compared with those from the same region or province.

Several other relevant studies have shown that emotional regulation and family social support influence students' academic resilience (Putri et al., 2023). However, this research remains limited to the high school level and has not been examined in the context of migrant students in higher education. At the national level, previous research has shown that peer social support positively affects the academic resilience of migrant students (Abdillah & Arifiana, 2023). However, this research is generalized to all migrant students, and there has been no specific research analyzing the effect of learning independence on their academic resilience. Research on a global scale has stated that optimism, emotional intelligence, and learning independence influence academic resilience (Hwang & Kim, 2023). This study also shows that one aspect, namely learning independence, influences academic resilience. However, because this is a foreign study, it certainly has different socio-cultural characteristics from those of students in Indonesia.

Nias students studying at Lambung Mangkurat University (ULM) are migrants who face cultural differences, customs, and local languages, as well as significant distance from their families. These conditions require Nias students to adapt to the socio-cultural environment of South Kalimantan. The distance from their families also requires students to increase their independence in managing their academic journey. Furthermore, social support from peers, the campus community, and the migrant community is crucial in helping them navigate the challenges of adapting to their new environment.

Based on prior research, gaps remain in the study of academic resilience among

migrant students. Most studies focus on students in general, while studies specifically addressing migrant students from minority cultural backgrounds are limited. Furthermore, much of this prior research was conducted in the context of learning during the COVID-19 pandemic; thus, additional studies on the social adaptation of migrant students in post-pandemic settings are needed. Research specifically analyzing the influence of independent learning and social support on the academic resilience of students from specific ethnic groups, particularly students from Nias, is also limited. Based on these gaps, the novelty of this study lies in its focus on Nias students at Lambung Mangkurat University (ULM) as migrant students in South Kalimantan, and the simultaneous analysis of independent learning and social support in academic resilience. This focus offers insight into the development of academic resilience among migrant students navigating cultural and social adaptation challenges.

Based on this, the purpose of this study is to analyze the influence of independent learning and social support on academic resilience, and the combined influence of both on the academic resilience of Nias students at Lambung Mangkurat University. This research is expected to provide theoretical contributions to the field of educational psychology and to provide a basis for developing strategies to improve the academic resilience of students from other regions in higher education.

METHOD

Types of research

This research is classified as quantitative and uses an associative approach. Associative research aims to determine the relationship or influence between two or more variables (Sugiyono, 2019b). Therefore, this study used a quantitative, associative approach to statistically test the influence of learning independence and social support on academic resilience.

Time and Place of Research

The research was conducted from July 13–19, 2026. The locations were Banjarmasin and Banjarbaru. These locations were chosen because they are the residences of Nias students studying at Lambung Mangkurat University.

Research Variables

This study has three main variables: two independent variables and one dependent variable. The independent variables are Learning Independence and Social Support, while the dependent variable is Academic Resilience. Learning independence is assessed using six main indicators: active in learning, independent of others, able to control oneself, confident in

learning, disciplined in learning, and responsible in learning (Rahayu & Mujdalipah, 2021). Social support is assessed using five main indicators: emotional support, esteem support, instrumental support, informational support, and social network support (Sarafino, 1994). Meanwhile, academic resilience is assessed based on three main indicators: (a) perseverance, (b) reflecting and adaptive help-seeking, and (c) negative affect and emotional response (Cassidy, 2016).

Data collection technique

The data collection technique used in this study was the distribution of questionnaires to research respondents. Questionnaires were distributed to analyze human opinions, preferences, attitudes, and behavior (Lei et al., 2024). The following is a description of the distributed questionnaires, based on the variables and indicators used (see Table 1).

Table 1. Total Questionnaire Statement Variables

Variables	Total Statement
Learning Independence	12
Social Support	15
Academic Resilience	12

Sampling Techniques

The sampling technique in this study was Total Sampling. Total sampling is a sampling technique that uses all members of the population as research samples (Sugiyono, 2019a). The researcher used a holistic sample because the population surveyed was less than 100 people. Thus, the total sample size in this study was 51. The data source in this study was primary data derived from the distribution of questionnaires, assessed on a 4-point Likert Scale with 4 response options for each statement: strongly disagree, disagree, agree, strongly agree (Erinsyah et al., 2024).

Data Analysis Techniques

The data analysis in this study used inferential analysis. Inferential analysis is used to examine the influence or relationship between variables in a study (Jailani & Saksitha, 2024). This analysis examined the relationship and influence of learning independence and social support on the academic resilience of Nias students at Lambung Mangkurat University. The inferential analysis was conducted through three main stages: 1) instrument testing (validity and reliability); The instrument is declared valid if the calculated r value is greater than the table r ($r_{\text{calculated}} > r_{\text{table}}$) and the significance value is less than 0.05 ($p < 0.05$), the instrument is said to be reliable if the Cronbach's Alpha value is ≥ 0.70 (Fadli et al., 2023), 2) regression analysis prerequisite test; Prerequisite tests are conducted before hypothesis testing

to ensure that statistical assumptions, including normality, linearity, multicollinearity, and heteroscedasticity, are met. Data are normally distributed if the significance is > 0.05 , linear if the ANOVA significance is < 0.05 , and free from multicollinearity if the VIF is < 10 and the Tolerance is > 0.10 . Heteroscedasticity is tested using Glejser and is declared absent if the significance is > 0.05 (Putri et al., 2023; Habibzadeh, 2024; Ilori & Tanimowo, 2022; Ntumi, 2021; Owoyemi, 2024); 3) hypothesis testing: Hypothesis testing includes the t-test (partial), the F-test (simultaneous), and the coefficient of determination (R^2). The t-test and F-test are declared significant if the p-value is < 0.05 , while the R^2 indicates the ability of the independent variable to explain the dependent variable; the closer it is to 1, the stronger the effect (Prasmono & Ahdika, 2023).

RESULTS AND DUSCUSSION

The results of this study are divided into three main sections: validity and reliability test results, prerequisite test results, and hypothesis test results. The following is a description of the results obtained in this study using SPSS version 25 software.

Validity and Reliability Test Results

The following is a summary of the validity test results for each variable, based on data obtained in this study (Table 2).

Table 2. Summary of Instrument Validity Test Results

Learning Independence	12	12	0
Social Support	15	15	0
Academic Resilience	12	10	2

Source: Processed Researcher Data (2026)

Based on the data presented in Table 2, the validity test results for the study's variable instruments showed that 12 statements in the learning independence variable and 15 in the social support variable were declared valid. In comparison, only 10 of the 12 statements in the academic resilience variable were declared valid. Therefore, all variables declared valid were worthy of proceeding to the next stage of analysis. In addition to the validity test, the reliability test was also analyzed in this study, with the following results (Table 3).

Table 3. Summary of Instrument Reliability Test Results

Learning Independence	0.744	Tall
Social Support	0.661	Currently
Academic Resilience	0.805	Tall

Source: Processed Researcher Data (2026)

Based on the results of the instrument reliability test (Table 3), the study shows that each variable has a different level of reliability. The learning independence variable has a reliability of 0.744 (high), the academic resilience variable has a reliability of 0.805 (high),

and the social support variable has a reliability of 0.661 (moderate). Although one of the three variables measured is classified as moderate or below (≥ 0.70), it can still be used because it is still considered moderate. Therefore, overall, the results of the validity and reliability tests are suitable for proceeding to the next stage of analysis.

Prerequisite Test Results

Prerequisite analyses were conducted to ensure that the research data met the necessary assumptions before performing multiple linear regression. These tests included normality, multicollinearity, linearity, and heteroscedasticity. The results of the normality tests in this study are as follows (Table 4).

Table 4. Normality Test		
N		51
Normal Parameters	Mean	.0000000
	Standard Deviation	2.72462974
Most Extreme	Absolute	.054
	Positive	.054
	Negative	-.047
Test Statistics		.054
Asymp. Sig. (2-tailed)		.200d

Source: Researcher Data Processing (2026)

Based on the results of the normality test shown in Table 4 above, the sample size is 51 students, with an unstandardized residual of 0.000000. The highest extreme difference value is obtained from the absolute value of 0.054, a positive value of 0.0054, and a negative value of -0.047. The significance value is 0.2, which is greater than 0.05, so the residual data in this study are normally distributed. Next, the analysis carried out is the linearity test, as shown in Table 5 below.

Table 5. TestLinearity							
Y * X1	Between Groups	(Combined)	1121,564	20	56,078	5,461	.000
		Linearity	804.118	1	804.118	78,302	.000
		Deviation from Linearity	317,445	19	16,708	1,627	.113
	Within Groups		308,083	30	10,269		
Total			1429,647	50			

Source: Researcher Data Processing (2026)

Based on the linearity test conducted in SPSS, the results are shown in Table 5. The results show that learning independence and academic resilience deviate from linearity, with

a sum of squares of 317.445, df of 19, mean square of 16.708, F of 1.627, and significance of 0.113. The significance value of this test is greater than 0.05, indicating that the relationship between learning independence and academic resilience is linear. Furthermore, the analysis carried out is a multicollinearity test, as shown in Table 6 below.

Table 6. Multicollinearity Test

Model	Unstandardize d Coefficients	Unstandardize d Coefficients	Standardized Coefficients			Collinearit y Statistics	Collinearit y Statistics
	B	Std. Error	Beta	t	Sig	Tolerance	VIF
(Constant)	1,679	4,259		.394	.695		
X1	.434	.163	.387	2,655	.011	.374	2,677
X2	.464	.153	.443	3,040	.004	.374	2,677

Source: Processed Researcher Data (2026)

Based on the multicollinearity test results in Table 6, the learning independence and social support variables have a tolerance of 0.374. Both X variables also have the same VIF value of 2.677. The Tolerance and VIF values can be summarized as follows: Tolerance > 0.10 and VIF < 10, indicating that neither variable showed any signs of multicollinearity. Next, the analysis carried out was the Heteroscedasticity test, as shown in Table 7 below.

Table 7. Test Heteroscedasticity

Model	Unstandardized Coefficients	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta	t	Sig.
(Constant)	5,808	2,333		2,490	.016
X1	.085	.090	.218	.954	.345
X2	-.141	.084	-.385	-1,684	.099

Source: Processed Researcher Data (2026)

Based on the results of the heteroscedasticity test using the Glejser method, as shown in the table above, the significance values are 0.345 for the learning independence variable and 0.099 for the social support variable. Both results show a p-value greater than 0.05, indicating no evidence of heteroscedasticity in the regression model. Overall, all prerequisite test results in this study are suitable for use in a multiple regression model.

Hypothesis Test Results

Hypothesis testing was conducted to determine the effects of learning independence (X_1) and social support (X_2) on academic resilience (Y), both separately and jointly. The following are the results of the partial t-test of the effect of variable X_1 on Y (Table 8).

Table 8. Results of the t-test of X_1 against Y

Model	Unstandardized Coefficients	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta	t	Sig.
(Constant)	7,761	4,063		1,910	.062
X_1	.827	.108	.738	7,662	.000
(Constant)	3,527	4,453		.792	.432
X_2	.785	.099	.750	7,937	.000

Source: Processed Researcher Data (2026)

The partial t-test results of X_1 against Y in Table 8 have a t-value of 7.662 and a significance value of 0.000. The significance value obtained confirms that learning independence has a significant effect on academic resilience. These results support the research hypothesis that learning independence is an internal factor that shapes the academic resilience of migrant students.

The partial t-test results of X_2 against Y in Table 8 have a t-value of 7.937 and a significance value of 0.000. The significance value obtained confirms that social support has a significant effect on academic resilience. These results support the research hypothesis that social support is an external factor that shapes the academic resilience of migrant students. To determine whether learning independence and social support simultaneously influence the academic resilience of Nias students at ULM, the following F-test results are presented in Table 9 below.

Table 9. F Test Results

Regression	884,218	2	442,109	38,907	.000b
Residual	545,429	48	11,363		
Total	1429,647	50			

Source: Processed Researcher Data (2026)

The results of the F test in Table 10 show an F value of 38.907 with a significance of 0.000. This significance value is smaller than 0.05. means independence and social support simultaneously have a significant effect on academic resilience. These findings demonstrate

that both independent variables contribute significantly to academic resilience when considered simultaneously, rather than individually. These results also reinforce the need to consider both external and internal factors together to support the academic resilience of migrant students. To determine the extent to which independent learning and social support explain variations in academic resilience among Nias students at ULM, the results of the Coefficient of Determination (R^2) test are presented in Table 11 below.

Table 10. Results of the Coefficient of Determination (R^2) Test		
Y*X1	0.536	Influential/Strong
Y*X2	0.554	Influential/Strong

Source: Processed Researcher Data (2026)

The results of the coefficient of determination (R^2) test in Table 11 show that learning independence in academic resilience has an Adjusted R-Square value of 0.536, indicating explanatory power. Meanwhile, learning independence on academic resilience has an Adjusted R-Square value of 0.554. These values indicate that variable X1 can explain Y by 53.6%, while variable X1 can explain Y by 55.4%. Both values obtained indicate that learning independence and social support strongly explain the academic resilience of Nias students at ULM.

Overall, the findings in this study consistently indicate that independence and social support significantly contribute to the academic resilience of Nias students pursuing higher education at ULM, both in partial ($t_{X1} = 7.662$, $t_{X2} = 7.937$; $p = 0.000$) and simultaneous ($F = 38.907$; $p = 0.000$) analyses. The results of this study strengthen the argument that academic resilience is not solely an innate psychological factor but rather the result of the interaction between an individual's internal and external resources (Mwangi et al., 2015). This is consistent with the conditions of students living away from home, especially Nias ULM students, who must build academic resilience without direct parental supervision, so that the ability to manage oneself and build social relationships becomes a key support in undergoing college.

Partially, learning independence (X1) was found to have a significant effect on the academic resilience of Nias ULM migrant students, with a B coefficient of 0.827 and a Beta of 0.738. The greater the student's ability to manage their learning independently, the greater their academic resilience. This also strengthens the results of previous research indicating that students with high learning independence will have initiative, discipline, and greater responsibility in their academic process (Nugroho, 2019; Rahayu & Mujdalipah, 2021). This

finding aligns with the situation of Nias students, who are far from family supervision and thus must be more independent in their studies.

Social support (X2) also proves that this variable has a significant effect on the academic resilience of Nias ULM students. The B coefficient value is 0.785, and the Beta value is 7.937, which is greater than that of learning independence. This finding is consistent with the supporting indicators of social support, namely emotional, esteem, instrumental, informational, and social network support (Sarafino, 1994). This is further supported by prior research indicating that social support from peers plays a crucial role in shaping academic resilience (Abdillah & Arifiana, 2023). Interactions with peers and campus friends can be a source of support in dealing with academic pressure, both in this case, studying in a cross-country context, and in a different regional environment such as at FKIP ULM (Suud et al., 2024; Fariqah et al., 2026). This is in line with the number of ULM students studying at FKIP ULM, which is greater than in other faculties. Social support for them is a systematic need that can replace some of the functions of family support when family members are physically unavailable.

The results of the F-test (simultaneous) showed that learning independence and social support simultaneously influenced academic resilience ($F = 38.907$; $p < 0.001$), with adjusted R-square values of 0.536 and 0.554, respectively, categorized as strong. Previous research has found that optimism, emotional intelligence, and learning independence simultaneously predict academic resilience (Hwang & Kim, 2023). Previous research and findings in this study demonstrate that fostering academic resilience can be examined not only in isolation but also alongside other relevant factors. Therefore, the significant contribution of the simultaneous test in this study strengthens the argument that efforts to maintain academic resilience should not focus solely on a single variable but rather on an integrated pattern of variable reinforcement.

The findings of this study become even more meaningful when linked to the unique characteristics of Nias students as a migrant group, with geographical distance and cultural backgrounds that differ significantly from those in South Kalimantan. Migrant students typically face common challenges such as cultural adaptation, distance from family, and limited social networks, which can impact their academic competence (Hofhuis et al., 2023). A study of migrant students at the Faculty of Social and Political Sciences, UIN Raden Fatah Palembang, also confirmed that communication adaptation is key to their success in navigating academic life in a new environment (Supratman & Pebriana, 2025). Although Nias ULM students have minimal parental and family supervision, they have a strong

community, the South Kalimantan Nias Student Association (HIMANIAS KALSEL), which demonstrates that independent learning and social support both play a strong role in maintaining academic resilience.

Ultimately, the results of this study confirm the importance of interventions that address both internal and external aspects—learning independence and social support—to foster the academic resilience of migrant students. This can be achieved by strengthening independence through time management training and independent learning strategies. At the same time, social support can be implemented by strengthening the existing HIMANIAS KALSEL community and by providing mentoring for migrant students by the university. Universities can consider peer mentoring programs and regional community forums that can provide emotional support and information for migrant students, both from the Nias ethnic group and from other regions.

CONCLUSION

Based on the data and facts obtained from this study, it is concluded that learning independence influences the academic resilience of Nias students at Lambung Mangkurat University ($p = 0.000$), which indicates that students' ability to manage their learning process independently is an important element in maintaining resilience when there is minimal family control. Social support also has a significant influence on the academic resilience of Nias students at Lambung Mangkurat University ($p = 0.000$), indicating that this finding aligns with the HIMANIAS KALSEL community's role as a substitute for family support that is physically unavailable. Simultaneously, the two independent variables have a significant influence on the academic resilience of Nias students at Lambung Mangkurat University ($F = 38.907$; $p = 0.000$), with Adjusted R-Square values of 0.536 and 0.554, which are classified as strong. Thus, the academic resilience of Nias ULM students can be formed through the interaction of integrated factors, namely internal factors (learning independence) and external factors (social support), which complement each other.

SUGGESTION

For universities, it is recommended to develop mentoring programs and training in independent learning management for migrant students, while also strengthening regional communities, such as HIMANIAS KALSEL, as a forum for sustainable social support. For Nias students studying at ULM, it is recommended to actively use community networks and peers while continuing to practice discipline and responsibility in their studies to maintain their academic resilience. For future researchers, it is recommended to use longitudinal or

mixed-methods research designs and expand the sample to migrant students from other ethnicities or regions so that the results can be generalized more widely.

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