

The Effect of Spirituality and Social Support on Student Resilience during the Covid-19 Pandemic Situation

Yuanita Prihantini

Fuad Nashori*

Department of Psychology, Faculty of Psychology and Socio-Cultural Sciences,
Universitas Islam Indonesia

*Corresponding author email: fuadnashori@uii.ac.id

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Abstract: This study aimed to observe the correlation and the effects of spirituality and social support on university students' resilience during COVID-19 pandemic. 190 participants from various universities in Yogyakarta were involved in this study. The data in this study were obtained using purposive sampling with a number of specific criteria. The variable of resilience was measured using ARS30 (academic resilience scale) by Cassidy, spirituality was measured using SOI scale (spiritual orientation inventory) by Wahyuningsih, and social support was measured using MSPSS (multidimensional scale of perceived social support) scale by Zimet. The correlation coefficient of the research hypothesis was 0,000 ($P < 0,05$). This value showed a significant correlation between spirituality and social support on the resilience of university students in the situation of COVID-19 pandemic. The higher the spirituality and social support, the higher the competence of its resilience. Conversely, the lower the level of the spirituality and social support, the lower the competence of its resilience.

Keywords: spirituality, social support, resilience, university students, pandemic Covid-19

1. Introduction

The World Health Organization (2020) states that the COVID-19 pandemic has an impact on the mental and psychosocial health of the community, including students (Newby et al, 2020). This is especially experienced by students who live in areas with high COVID-19 cases, e.g. red or orange zones/areas. These students need the ability to adapt, so they can optimize their potential in achieving their academic targets. The ability or



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endurance of students in dealing with difficult situations that may concern the academic process they are experiencing is referred to as academic resilience (Martin & Marsh, 2009). Missasi and Izzati (2019) stated in their research that resilience is influenced by several factors, i.e. spirituality, self-efficacy, optimism, self-esteem, and social support. Nashori and Saputro (2021) added parenting, socioeconomic level, religiosity, coping strategies, gratitude, emotional intelligence, personality, parenting patterns, age, and gender as other protective resilience factors.

This study selected two variables from these factors, namely spirituality and social support to test their effects on the quality of life. Based on the results of research, partner spirituality and social support can have a major influence on human mentality by enabling humans to adapt to various difficult situations in life (Vinkes et al, 2020). The ability to adapt in difficult situations is called resilience (Connor & Davidson, 2003). Social support has also been tested for its correlation with the level of resilience in individuals who survived the tidal flood disaster in Semarang. The results of the study show that individuals who have the opportunity to share their feelings with other individuals are better able to adapt and survive even in difficult post-disaster conditions (Jannah & Rohmatun, 2018).

Spirituality also has a big role in developing a resilient character, namely by working as a coping strategy in dealing with unpleasant situations in life (van Dyke & Elias in Siddiqa & Jahan, 2018). Individuals with good coping strategies will be more resilient even in difficult situations (Sarafino & Smith, 2013). This coping function also makes spirituality able to increase resilience in students who are working on a thesis (Cahyani & Akmal, 2017). It is through these aspects that individual resilience in facing various life challenges can be formed. Based on the scientific explanation above, this study intends to test the hypothesis about the effect of spirituality and social support on student resilience during the COVID-19 pandemic.

2. Literature Review

According to Cassidy (2016), resilience is a process to adapt in the academic situation for students. It depends on the individual reasons of some aspect that influences the resilience in any situation. According to Snyder and Lopez (Nashori & Saputro, 2021), the process of forming resilience in individuals occurs through two models. Based on the first model, which is the person-focused model, resilience is a process of experiencing life's challenges. The second one is the variable-focused model, in which resilience is formed from the presence of protective factors. The more protective factors exist, the greater the resilience ability can develop.

Social support and spirituality give the strong effect on students' resilience by increasing human adaptation ability (Vinke et al, 2020). Sarafino and Smith (2013) state that social support is an attitude of caring, help, and appreciation given by an individual or group to someone or some people who need it. Therefore, Zimet (2016) maps out that social support can be seen from three aspects namely family, friends, and significant others. These three sources are those that generally have an emotional influence on certain individuals.

Good social support can help reduce the adverse effects of stress, thereby increasing the individual's resilience in facing challenges in life (Taylor in Raisa & Ediati, 2016). This is because individuals who receive social support will feel loved and cared for by parties other than themselves in the form of attention, advice, physical assistance, and social involvement (King in Marni & Yuniawati, 2015) and can affect their psychological condition of individuals to become more empowered. This is what makes social support also an influential factor and is needed to form a resilient person (Baltaci & Karataz, 2015).

Spirituality is an awareness that reaches the existence of transcendent power and is characterized by the application of values in life that can be accepted by individuals, and others and are natural in life (Wahyuningsih, 2009). Elkins (1999) states that spirituality is like a breath and a spirit for human life which has 9 dimensions, i.e. transcendent dimensions, meaning and purpose of life, life mission, the sanctity of life, spiritual satisfaction, altruism, idealism, awareness of suffering, and the fruits obtained from spirituality.

Spirituality encourages individuals to avoid despair actions, as Allah SWT says in the Quran surah number 87, "*And do not lose hope in the mercy of Allah, for no one loses hope in Allah's mercy except those with no faith*". The urge that arises from the transcendent dimension creates strength that is built on the belief in Allah that after hardship there will be relief. As Allah says in the Quran Surah Al-Insyirah number 5, "So verily, with the hardship, there is relief". According to Connor and Davidson (2003) the belief that creates positive understanding due to belief in the power of Allah in any condition is main characteristic of resilient people.

3. Method

This research is a type of correlational research that uses three variables with two independent variables and one dependent variable.

3.1. Sample

The subjects in this study were 190 university students with the following characteristics. (1) Indonesian citizens, (2) active students at universities in Yogyakarta, (3) Muslims, (4) had attended online classes for at least 1 month, and (5) had been in Yogyakarta during the pandemic for at least 1 month starting from the day of filling out the questionnaire.

3.2. Measurement Tools

The measurement tools of this research are three questionnaires (ARS-30, SOI, and MSPSS).

3.2.1. Academic Resilience Scale (ARS-30)

ARS-30 (Academic resilience scale) was developed by Cassidy (2016) with a reliability value of 0.90 which is composed of favorable and non-favorable items. This scale was used to measure academic resilience for students.

3.2.2. Spirituality Orientation Inventory (SOI)

SOI measures the spirituality level of university students. This scale was developed by Wahyuningsih (2009) with an adaptation of spiritual characteristic's people in Indonesia. The value of validity and reliability of the spirituality scale is 0.934.

3.2.3. Multidimensional Scale of Perceived Social Support (MSPSS)

This scale was developed by Zimet (2016) with an item validity and reliability value of 0.913 and used to measure the level of social support for university students.

3.3. Data analysis method

The research analysis technique used is parametric analysis with multiple regression. Multiple regression analysis is intended for correlational research that uses more than one independent variable in its hypothesis (Rusman, 2015).

4. Results and Discussion

This study was conducted with the aim of knowing the effect of spirituality and social support variables on student resilience during the Covid-19 pandemic. The results of the research hypothesis test conducted showed that spirituality and social support had a positive effect on increasing student resilience in this COVID-19 pandemic situation (the significancy value 0,000 ($p < 0,05$)).

Table 1. R value of hypothesis

R value	R square	F	Sig
0,601	0,361	52,877	0,000

Table 2. R value of every variable

Variable	R value
Spirituality	0,522
Social support	0,258

Table 3. Multiple regression correlation hypothesis

	B	Beta	T	P
(Constant)	38.224		5.205	0.000
Social support	2.116	0.221	3.654	0.000
Spirituality	0.433	0.052	8.374	0.000

The R table shows that both spirituality and social support are impacted 60,1% of university students resilience. Additional analysis shows that only some aspects of spirituality and social support have a significant correlation to students' resilience. There is sanctity of life with positive correlation and transcendent with negative correlation for spirituality. There are significant others and family with positive correlation for the social support variable.

Table 4. Analysis of spirituality dimensions

Dimension	B	p
<i>(Constant)</i>	74,622	0,000
The sanctity of life	0,684	0,000
Alturism	0,22	0,941
Idealism	1,089	0,032
The meaning and purpose of life	0,511	0,398
Transcendent dimension	-1,576	0,021
Awareness/cognition	-0,891	0,243

Table 5. Correlation analysis of social support aspects on resilience

Aspect	B	Beta	T	P
<i>(Constant)</i>	93,975		27,718	0,000
Family	0,824	0,413	5,037	0,000
Friends	-0,284	-0,140	-1,621	0,107
Significant other	0,269	0,167	2,165	0,032

The research hypothesis related to the relationship between social support and resilience in college students is proved significant based on its partial correlation. Students with good quantity and quality of social support can improve their resilience abilities during this pandemic.

Mufidah (2017) made a similar statement in explaining the protective function of social support in building specific resilient characters among students. Based on this research, students with good social support can complete academic targets well. The strength to survive academic challenges is obtained from the support in the form of information and appreciation from certain parties. The additional analysis specifically shows aspects of social support that have a significant effect on the resilience of Yogyakarta students during this pandemic. The results of the analysis indicate that support from family and significant others have a significant influence on increasing student resilience. The research of Irianto, Purwadi, and Yuzarion (2019), for example, explains that support from family has a positive impact on increasing individual resilience. Family support does not only come from parents but also applies to support from a life partner for married individuals. Hurlock (1980) explains that the support that comes from the family can have an effect because of the emotional bond. Based on the results of the comparison of demographic data for the variable "residing partner" the second-highest resilience in students is owned by students who live with their siblings.

Significant other's support is also an aspect of the source of support that significantly affects the resilience level of students, especially among students who migrate far from their families. Based on the results of the comparative data on the "residing partner" variable, relatives are the biggest source of support that affects student resilience. Previous research has also found that students more dominantly feel support from significant other groups (Khansa, Egi, Azzahra & Rohmadini, 2019). Based on the results of statistical analysis and support from the results of scientific research that has been done previously with the same variables, the research hypothesis can be declared accepted. As research conducted on humans, this research also has limitations. The use of the purposive sampling technique in determining research subjects makes the results of this study cannot be generalized to all students in Yogyakarta (Etikan, 2016). The results of this study are valid, but can only be generalized to the subjects of this study or individuals with similar criteria. Based on this scientific research, spirituality and social support have been proven to increase student resilience with certain criteria in this pandemic situation.

5. Conclusion

Based on the analysis and discussion process carried out from this research data, it can be concluded that spirituality and social support have an effect on student resilience during the COVID-19 pandemic. The results of the correlation analysis state that the higher the level of spirituality and the quality of social support they receive, the higher the level of resilience in students during the pandemic.

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