

DAFTAR PUSTAKA

- Amalia, R. (2017). Pengaruh Resiliensi Akademik Dan Motivasi Belajar Terhadap Student Engagement Pada Santri Mukim Pondok Pesantren Nurul Islam Karangcempaka Sumenep. Tesis. Universitas Airlangga.
- Agustiani, H. (2006). Psikologi Perkembangan : Pendekatan Ekologi Kaitannya dengan Konsep Diri dan penyesuaian Diri pada Remaja. Bandung: Refika Aditama.
- Arikunto, S. (2010). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Azwar, S. (2010). Metode Penelitian. Yogyakarta: Pustaka Siswa.
- Azwar, S. (2012). Reliabilitas dan Validitas. Yogyakarta: Pustaka Siswa.
- Barrocas, A. L. (2009). Adolescent Attachment to Parents And Peers.
- Benard, B. (1991). Fostering Resilience in Kids: Protective Factors in the Family, School, and Community. Portland, OR: Northwest Regional Educational Laboratory.
- Cassidy, S., (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7, 1-11.
- Chen, J. J. (2016). Relation of academic support from parents, teachers, and peers to Hong kong adolescents' academic achievement : the mediating role of academic engagement. *Genetic, Social, and General Psychology Monographs*. 131(2).
- Connor & Davidson. (2003). Development of The New Resilience Scale : The Connor-Davidson Resilience Scale (CD-RISC). *Journal of Depression and Anxiety*. 18 (2).
- Depdiknas. (2004). Kerangka Dasar Kurikulum 2004. Jakarta.
- Dewantoro, A & Indriyana, R. (2020). Analysis of Evaluation and Exploratory Studies on Student's Resilience of Online Learning During Pandemic of Covid-19. *Jurnal Bimbingan dan Konseling*. 7 (2).
- Duli, N. (2019). Metodologi Penelitian Kuantitatif ; Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS (Cetakan pertama ed.). Yogyakarta: DEEPUBLISH (Grup Penerbitan CV Budi Utama).
- Fatimah, S. & Umi Mahmudah. (2020). *How E-Learning Affects Students Mental Health During Covid-19 Pandemic: An Empirical Study*. Dwijaya Cendekia. *Jurnal Riset Pedagogik*. 4 (1).

- Ferismayanti. (2020). Meningkatkan Motivasi Belajar Siswa pada Pembelajaran Online Akibat Pandemi COVID-19. *Jurnal Sosial Humaniora Terapan Universitas Indonesia*. 2 (2).
- Firnanda, G & Yulidar, I. (2020). Peer Social Support Relation with Student Academic Stress. *Jurnal Neo Konseling*. 2 (3).
- Furrer, C. J., Skinner, E. A., & Pitzer, J. R. (2014). The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience. *National Society for the Study of Education*, 113 (1).
- Ghozali, I. (2004). "Aplikasi analisis Multivariate dengan Program SPSS", Semarang, Badan Penerbitan Universitas Diponegoro.
- Gilligan, R. (2007) Adversity, resilience and the educational progress of young people in public care. *Emotional and Behavioural Difficulties*, 12.
- Grotberg, E. H. (1999). *Tapping Your Inner Strength : How to Find the Resilience to Deal with Anything*. Oakland, CA : New Harbinger Publications, Inc.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (8th ed). UK: Cengage.
- Hartuti & Mangunsong, F.M. (2009). Pengaruh faktor-faktor protektif internal dan eksternal pada resiliensi akademis siswa penerima bantuan khusus murid miskin (BKMM) di SMA Negeri di Depok. *Jurnal Psikologi Indonesia*, 6(2), 107-119.
- Henderson, A. J. (2003). *The E-learning Question and Answer Book*. New York: American Management Association.
- Henderson, E., & Milstein, M. M. (2003). *Resiliency in School*. Thousand Oaks, CA: Sage Publications.
- Hendriani, W. (2018). *Resiliensi Psikologis; sebuah pengantar*. Jakarta Timur: Prenadamedia Grup.
- Hurlock, E. B. (2003). *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*, Erlangga, Jakarta.
- Hurlock, E. B. (2011). *Psikologi Perkembangan : Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta : Erlangga.
- Irwan, A., W., Dwisona, & Mardi. L. (2020). Psychological Impacts of Students on Online Learning During the Pandemic COVID-19. *Konseli. Jurnal Bimbingan dan Konseling*. 7 (1).
- Istiqomah, & Endang, P. (2020). *Student Optimism Regarding Online Learning During the Covid-19 Pandemic*. International Conference of Psychology. Knowledge E. Vol. 2020.

- Jowkar, B., Kojuri, J., Kohoulat, N., & Hayat, A. A. (2014). Academic resilience in education: the role of achievement goal orientations. *Journal of Advances in Medical Education and Profesionalism*, 2(1), 33-38.
- Kemedikbud. (2020). Kemendikbud Imbau Pendidik Hadirkan Belajar Menyenangkan Bagi Daerah yang Terapkan Belajar di Rumah. Diakses Pada Tanggal 24 Maret 2021 Pukul 14.00 Dari <https://www.kemdikbud.go.id/main/blog/2020/03/kemendikbud-imbau-pendidik-hadirkan-belajar-menyenangkan-bagi-daerah-yang-terapkan-belajar-di-rumah>.
- Kemendiknas. (2010). Pengembangan Pendidikan Budaya dan Karakter Bangsa. Jakarta: Kementerian Pendidikan Nasional.
- Krori, S.B. (2011). Developmental Psychology. *Journal Homeopathic*. 4 (3).
- Kumalasari, D., & Sari, Z. A. (2020). Resiliensi Akademik dan Kepuasan Belajar Daring Di Masa Pandemi COVID-19: Peran Mediasi Kesiapan Belajar Daring. *Jurnal Psikologi Indonesia*. 9 (2).
- Kutlu, Ö., & Yavuz, & H. Ç. (2016). Factors That Play a Role in the Academic Resilience of Academicians 1. *Journal of Educational Sciences Research*, 6(2), 131–150.
- LaFromboise TD, Hoyt DR, Oliver L, Whitbeck LB. (2006). Family, community and school influences on resilience among American Indian adolescent in the Upper Midwest. *Journal of Community Psychology* 34 (2).
- Laursen, E. K. (2005). Rather Than Fixing Kids - Build Positive Peer Cultures. Reclaiming Children and Youth. *ProQuest Education Journal*. 14 (3).
- Livana, P. H., Mubin, M. F., & Basthomi, Y. (2020). "Learning Task" Attributable to Students' Stress During the Pandemic Covid-19. *Jurnal Ilmu Keperawatan Jiwa*. 3 (2).
- Lubis, N.L. Hasnida. (2009). Dukungan Sosial Pada Penderita Kanker, Perlukah?. Medan : Usupress.
- Martiasuti, K. (2012). Resiliensi Remaja Berdasarkan Jenis Kelamin, Jenis Sekolah Dan Tipologi Wilayah. Tesis. Pascasarjana Institut Pertanian Bogor.
- Martin, A.J. (2002). Motivation And Academic Resilience: Developing A Model For Student Enhancement. *Australian Journal Of Education*. 46 (1).
- Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring 'everyday' and 'classic' resilience in the face of academic adversity. *School Psychology International*, 34.

- Martin, A. J., Marsh, Herbert. (2006). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of Psychology*, 46 (1).
- Martin, A. J., & Marsh, H. W. (2006). Academic Resilience and its Psychological and Educational Correlates: A Construct Validity Approach. *Psychology in The Schools*, 45.
- Maslihah, S. (2011). The study of relationships between social support and social adjustment in the school environment and academic achievement of students of assyfa boarding school Subang Jawa barat. *Jurnal Psikologi Undip*. 10 (2).
- Mbangata, L. & Obono, E. S. (2019). *A Review of Academic Performance Factors in the Context of E-Learning: Theories and Empirical Studies*. *Journal of Theoretical and Applied Information Technology*. 97.
- Mead, S., Hilton, D., & Curtis, L. (2001). Peer support: a theoretical perspective. *Psychiatric Rehabilitation Journal*, 25(2), 134–141.
- Muhammad, F., Dkk. (2018). Pengaruh Dukungan Sosial Teman Sebaya Terhadap Resiliensi Remaja Di SMA Banda Aceh. *Jurnal Bimbingan Konseling*. 3 (1).
- Mwangi C.S & Anthony. M. (2017). Gender Differences in Academic Resilience And Academic Achievement among Secondary School Student in Kiambu County, Kenya. *International Journal of Psychology and Behavioral Science*, 5(5).
- Mwaura, P.M., Kinai, T., & Oyoo, S.A. (2018). Academic Resilience as a Predictor of Academic Burnout among Form Four Students in Homa-Bay County, Kenya., *International Journal of Education and Research*, 6 (3).
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human Development Perkembangan Manusia*. Jakarta: Salemba Humanika.
- Patria, L. & Kristianus Yulianto. (2010). Pemanfaatan Facebook untuk Menunjang Kegiatan Belajar Online secara Mandiri. Tangerang: Universitas Terbuka.
- Putri Wening. C & Ade Nursanti. (2020). The Relationship Between Peer Social Support and Academic Resilience of Young Adult Migrant Student In Jakarta. *International Journal of Education*. 13 (2).
- Purba, S. A. BR. (2020). *Tingkat Stres Pada Siswa Yang Bersekolah Dengan Media Daring di Madrasah Aliyah Negeri 2 Model Medan*. Skripsi.
- Purwoto, A. (2007). *Panduan Laboratorium Statistik Inferensial*. Jakarta: Gramedia Widiasarana Indonesia.
- Ratoran, S, & Phlainoi. S. (2014). Promoting resilience in school children in urban slums. *Journal of Social Sciences and Humanities*, 1(1).

- Riley, J. R., & Masten, A. S. (2005). Resilience in context. In R. DeV. Peters, B. Leadbeater, & R. J. McMahon (Eds.), *Resilience in children, families, and communities: Linking context to practice and policy* (pp. 13-25). New York: Kluwer Academic/Plenum.
- Rojas, F. L. (2015). Factors affecting academic resilience in middle school students: a case study. *Gist Education and Learning Research Journal*, 11(11).
- Romano, L., dkk. (2021). Between Academic Resilience and Burnout: The Moderating Role of Satisfaction on School Context Relationship. *European Journal of Investigation in Health, Psychology and Education*. 11
- Rosyidah N. (2010). Perbedaan tingkat resiliensi pada remaja ditinjau dari urutan kelahiran. Surabaya: Fakultas Psikologi Universitas Airlangga. Skripsi
- Santrock, J.W. (2002). *Life Span Development (Perkembangan Masa Hidup, Jilid 2, Penerjemah: Chusairi dan Damanik)*. Jakarta: Erlangga.
- Santrock, J. W. (2003). *Adolescence. Perkembangan Remaja. Edisi Keenam*. Jakarta: Erlangga.
- Santrock, J. W. (2004). *Live-Span Development: Perkembangan Masa Hidup*. Jakarta: Erlangga.
- Sari, S. P., Januar, E. A., Kurnia. S. (2020). Resiliensi Mahasiswa dalam Menghadapi Pandemi Covid 19 dan Implikasinya Terhadap Proses Pembelajaran. *Indonesia Journal of Guidance and Conseling: Theory and Application*. 9 (1).
- Smkcitramadani. (2021). Benarkah Anak IPA Lebih Stres Dari Anak IPS? Ini Kata Psikolog. Diakses Pada Tanggal 12 Oktober 2021 melalui <https://www.smkcitramadani.sch.id/berita/benarkah-anak-ipa-lebih-stres-dari-anak-ips-ini-kata-psikolog/>
- Sofyana & Abdul. (2019). Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun. *Jurnal Nasional Pendidikan Teknik Informatika*. 8.
- Solomon, O. (2013). *Exploring The Relation Between Resilience, Perceived Stress and Academic Achievement*. Manchester Metropolitan University.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Suharti Veni. (2020). Dukungan Sosial Dan Resiliensi Akademik Dengan Efikasi Diri Akademik Sebagai Mediator Pada Siswa SMK Yang Mengikuti Pembelajaran Jarak Jauh/Daring. Tesis. Universitas Islam Indonesia.

- Sun. J, & Stewart. D. (2007). Age And Gender Effects on Resilience In Children And Adolscents. *International Jurnal of Mental Health Promotion*, 9(4).
- Taylor, S. E. (2012). *Health psychology* (8th ed.). Singapore: McGraw-hill.
- Tempo.co. (2021). Dampak Negatif Dan Positif Pembelajaran Jarak Jauh Selama Pandemi Covid-19. Diakses Pada Tanggal 23 Februari 2021 Pukul 20.40 Dari <https://metro.tempo.co/read/1391861/dampak-negatif-dan-positif-pembelajaran-jarak-jauh-selama-pandemi-covid-19>.
- Thompson, B., & Mazer, J.P. (2008). How college freshmen communicate student academic support: A grounded theory study. *Communication Education*, 57(1), 123-144.
- Thompson, B., & Mazer, J. P. (2009). College student ratings of student academic support: Frequency, importance, and modes of communication. *Communication Education*, 58(3), 433-458.
- Umar, H. (2011). *Metode Penelitian Untuk Skripsi dan Tesis Bisnis Edisi 11*. Jakarta: PT Raja Grafindo Persada.
- Wasonga. T, Christman. DE, Kilmer. L .(2003). Ethnicity, Gender And Age: Predicting Resilience And Academic Achievement Among Urban High School Students. *American Secondary Education*. 32(1).
- Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*. 35(3).
- Whiteman, S. D., Barry, A. E., Mroczek, D. K., & Wadsworth, S. M. (2013). The development and implications of peer emotional support for student service members/veterans and civilian college students. *Journal of Counseling*. 60 (2).

LAMPIRAN

Lampiran 1 Skala *Peer Social Support*

No	Item
1.	Siswa lain menjelaskan kepada saya bagaimana cara menyelesaikan masalah yang spesifik.
2.	Siswa lain menerangkan kepada saya bagaimana cara mengerjakan tugas.
3.	Siswa lain membantu saya mengerjakan tugas.
4.	Siswa lain membantu saya memahami materi siswaan lebih jelas.
5.	Siswa lain menjelaskan sesuatu dari kelas kepada saya.
6.	Siswa lain membantu saya mendapatkan nilai yang lebih baik dalam tugas.
7.	Siswa lain membantu saya menaikkan kepercayaan diri saya di sekolah.
8.	Siswa lain membuat saya merasa lebih baik di sekolah.
9.	Siswa lain meningkatkan harga diri saya melalui dukungan yang berkaitan dengan akademik.
10.	Siswa lain mendorong saya untuk belajar.
11.	Siswa lain membantu saya tetap fokus pada tugas sekolah saya.
12.	Siswa lain memastikan saya masuk kelas.
13.	Siswa lain mendengarkan keluh kesah saya tentang peajaran yang membuat saya frustrasi.
14.	Siswa lain mendengarkan keluh kesah saya tentang guru yang membuat saya frustrasi.

Lampiran 2 Skala *Academic Resilience*

No	Item
1.	Saya akan menggunakan umpan balik untuk meningkatkan kualitas tugas / pekerjaan saya
2.	Saya akan menggunakan situasi ini untuk memotivasi diri saya sendiri
3.	Saya akan melihat situasi ini sebagai tantangan
4.	Saya akan berusaha semaksimal mungkin untuk berhenti memikirkan hal-hal negatif
5.	Saya akan melihat situasi ini sebagai kondisi sementara
6.	Saya akan belajar lebih keras
7.	Saya akan mencoba memikirkan solusi baru
8.	Saya akan tetap berusaha
9.	Saya tidak akan mengubah tujuan dan ambisi jangka panjang saya
10.	Saya berharap dapat menunjukkan bahwa saya dapat meningkatkan nilai saya
11.	Saya akan menggunakan kesuksesan saya sebelumnya untuk membantu memotivasi diri saya
12.	Saya akan mulai memantau dan mengevaluasi pencapaian dan upaya saya
13.	Saya akan mencari bantuan dari dosen saya
14.	Saya akan memberikan dukungan untuk diri saya sendiri
15.	Saya akan mencoba berbagai cara yang berbeda untuk belajar
16.	Saya akan menetapkan tujuan yang ingin saya capai
17.	Saya akan mencari dukungan dari keluarga dan teman-teman saya
18.	Saya akan mencoba untuk lebih memikirkan kekuatan dan kelemahan saya untuk membantu saya bekerja lebih baik lagi
19.	Saya mungkin akan merasa terganggu
20.	Saya akan mulai berpikir kesempatan saya untuk sukses di universitas adalah kecil
21.	Saya mungkin akan mengalami depresi
22.	Saya akan merasa sangat kecewa
23.	Saya akan mulai berpikir bahwa kesempatan saya untuk mendapat pekerjaan kecil
24.	Saya akan merasa semuanya hancur dan salah

Lampiran 3 Uji Asumsi

3.1 Uji Normalitas

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		253
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.3609621
Most Extreme Differences	Absolute	.048
	Positive	.045
	Negative	-.048
Kolmogorov-Smirnov Z		.756
Asymp. Sig. (2-tailed)		.617

a. Test distribution is Normal.

b. Calculated from data.

3.2 Uji Linearitas

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
AcaTotal * PeerTotal		(Combined)	4927.793	46	107.126	.790	.828
	Between Groups	Linearity	2541.491	1	2541.491	18.301	.001
		Deviation from Linearity	4580.836	45	101.796	.750	.874
		Within Groups	27945.195	206	135.656		
		Total	32872.988	252			

Lampiran 4 Uji Validitas Skala Academic Resilience

		Correlations																								
		Aca01	Aca02	Aca03	Aca04	Aca05	Aca06	Aca07	Aca08	Aca09	Aca10	Aca11	Aca12	Aca13	Aca14	Aca15	Aca16	Aca17	Aca18	Aca19	Aca20	Aca21	Aca22	Aca23	Aca24	AcaTotal
Aca01	Pearson Correlation	1	.194	.328	.098	.309	.170	.176	.126	.139	.159	.102	.223	.273	.113	.224	.202	.304	.184	.006	.009	.040	.084	.042	-.004	-.037
	Sig (2-tailed)		.002	.000	.119	.000	.007	.005	.046	.027	.044	.107	.000	.000	.073	.000	.001	.000	.003	.918	.884	.222	.182	.511	.850	.568
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca02	Pearson Correlation	.194	1	.573	.484	.301	.578	.522	.589	.366	.544	.529	.609	.500	.543	.493	.538	.200	.517	.166	.166	-.071	.032	-.052	.010	.153
	Sig (2-tailed)	.002		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.008	.008	.262	.616	.411	.875	.015
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca03	Pearson Correlation	.328	.573	1	.470	.461	.594	.571	.445	.523	.533	.593	.469	.353	.593	.499	.269	.508	.066	.176	-.016	.037	.009	.041	.130	.139
	Sig (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.292	.005	.800	.563	.891	.511	.039
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca04	Pearson Correlation	.098	.484	.470	1	.395	.605	.694	.584	.517	.617	.551	.606	.632	.538	.505	.634	.338	.623	.053	-.261	.038	.077	.126	.122	.168
	Sig (2-tailed)	.119	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca05	Pearson Correlation	.309	.301	.461	.395	1	.422	.335	.470	.360	.374	.388	.416	.413	.395	.347	.408	.204	.419	-.075	.063	.000	.019	.062	.043	.048
	Sig (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.233	.316	.888	.758	.324	.500
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca06	Pearson Correlation	.170	.573	.594	.605	.421	1	.750	.764	.480	.738	.642	.685	.500	.500	.608	.610	.692	.318	.597	.086	.222	-.000	.003	.020	.066
	Sig (2-tailed)	.007	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca07	Pearson Correlation	.176	.523	.536	.604	.335	.750	1	.602	.593	.714	.639	.653	.578	.478	.531	.601	.373	.621	.113	.281	.030	.075	.130	.153	.107
	Sig (2-tailed)	.005	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca08	Pearson Correlation	.126	.589	.571	.584	.403	.480	.470	1	.400	.787	.627	.704	.500	.629	.542	.712	.333	.648	.114	.203	-.053	.066	.088	.127	.206
	Sig (2-tailed)	.046	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca09	Pearson Correlation	.139	.366	.445	.517	.368	.480	.583	.488	1	.584	.551	.627	.412	.399	.494	.634	.213	.493	.039	-.220	.057	.093	.171	.107	.145
	Sig (2-tailed)	.027	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca10	Pearson Correlation	.129	.544	.523	.617	.374	.738	.717	.787	.584	1	.695	.677	.571	.606	.529	.735	.320	.590	.035	-.322	.017	.135	.087	.092	.142
	Sig (2-tailed)	.044	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca11	Pearson Correlation	.102	.529	.533	.551	.388	.642	.639	.692	.551	.695	1	.678	.565	.503	.644	.635	.230	.585	.030	-.267	-.021	.059	.014	-.018	.138
	Sig (2-tailed)	.107	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca12	Pearson Correlation	.223	.609	.592	.606	.416	.685	.652	.704	.627	.677	.678	1	.577	.537	.551	.658	.306	.820	.118	-.268	-.000	.044	.041	.067	.151
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca13	Pearson Correlation	.273	.500	.499	.622	.413	.599	.570	.580	.412	.571	.566	.577	1	.526	.515	.540	.360	.610	-.055	-.170	-.026	.045	.105	.097	.185
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca14	Pearson Correlation	.113	.543	.392	.538	.295	.568	.470	.628	.339	.600	.601	.537	.526	1	.443	.602	.298	.600	.002	.212	-.140	.043	.028	-.000	.106
	Sig (2-tailed)	.073	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca15	Pearson Correlation	.224	.483	.503	.505	.347	.510	.523	.542	.404	.520	.544	.511	.515	.443	1	.596	.371	.514	-.055	.249	.014	.024	.087	.060	.104
	Sig (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca16	Pearson Correlation	.202	.538	.489	.634	.408	.693	.687	.712	.634	.735	.635	.658	.545	.602	.595	1	.387	.659	.095	-.264	-.048	.029	.118	.038	.130
	Sig (2-tailed)	.031	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Aca17	Pearson Correlation	.304	.260	.389	.338	.204	.318	.373	.333	.219	.320	.230	.306	.360	.289	.371	.387	1	.403	-.014	-.063	-.083	.023	.057	.053	.

Peer12	Pearson Correlation	.232**	.279**	.405**	.421**	.262**	.431**	.461**	.474**	.441**	.466**	.502**	1	.391**	.394**	.633**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Peer13	Pearson Correlation	.303**	.403**	.381**	.433**	.248**	.427**	.477**	.458**	.418**	.312**	.460**	.391**	1	.643**	.646**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
Peer14	Pearson Correlation	.246**	.366**	.326**	.390**	.214**	.395**	.452**	.411**	.361**	.358**	.438**	.394**	.643**	1	.611**
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
PeerTotal	Pearson Correlation	.609**	.691**	.647**	.769**	.624**	.782**	.772**	.781**	.758**	.725**	.784**	.633**	.646**	.611**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253

** . Correlation is significant at the 0.01 level (2-tailed).

Lampiran 6 Uji Reliabilitas

6.1 Skala *Academic Resilience*

Reliability Statistics

Cronbach's Alpha	N of Items
.879	24

6.2 Skala *Peer Social Support*

Reliability Statistics

Cronbach's Alpha	N of Items
.921	14

Lampiran 7 Uji Hipotesis Regresi Linear Sederhana

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451 ^a	.204	.190	13.083

a. Predictors: (Constant), PeerTotal

b. Dependent Variable: AcaTotal

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2541.491	1	2541.491	19.612	.000 ^b
	Residual	32526.031	251	129.586		
	Total	32872.988	252			

a. Dependent Variable: AcaTotal

b. Predictors: (Constant), PeerTotal

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	145.311	19.685		7.381	.000
	PeerTotal	.895	.416	.451	2.151	.033

a. Dependent Variable: AcaTotal