

## THE EFFECT OF SPRITUALITY AND SOCIAL SUPPORT FROM THE FAMILY TOWARD FINAL SEMESTER UNIVERSITY STUDENTS' RESILIENCE

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Many university students face various stressors in the process of finishing their study where they are demanded to have high resilience. This study aims to empirically examine the effect of spirituality and social support from family toward final semester students' resilience. The subjects were 241 final semester students (semester IX, XI, and XIII) from UIN (State Islamic University) Walisongo Semarang, Central Java, Indonesia, selected by stratified random sampling technique. Data was collected by using questionnaires. Analysis was done by applying double regression technique. Result showed there insignificant effect of spirituality and social support toward final semester students' resilience. The higher spirituality and social support are the higher students' resilience will be. Vice versa, the lower spirituality and social support are, the lower students' resilience. It is suggested that the university should organize events which can increase students' spirituality and for the family, they have to be more supportive for the success of students' final project.

**Keywords:** Resilience, Spirituality, Family Social Support, Final Semester Students.

### 1. INTRODUCTION

It is well known that final semester students face psychological pressure from both themselves and their surroundings due to the demand to complete their study. These demands can become students' stressor. In order to cope with the stressor, they are required to have high resilience. Resilience is one's ability to solve and to adapt to any problematic condition in one's life (Reivich & Shatte, 2002). Hitayahubessy(2015) explains that resilience is an individual's skill in adapting and surviving for both life pressure and trauma.

Individuals with high resilience have some mental skills or characteristics, for example: (1) Emotion regulation which is ability to keep calm under threatening condition; (2) Impulse control which is ability to control desire, impulse, interest and pressure coming from inside oneself; (3) Optimism which belief that things can get better; (4) Causal analysis which is ability to accurately identify source of problem; (5) Empathy which is ability to care and to feel others' feeling; (6) Self efficacy which belief in one self; (7) Reaching out which is ability to gain positive aspect and to take lesson from unfortunate events (Reivich & Shatte, 2002). If final

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semester students have these features, they are capable to survive and adapt with demanding circumstances. They will be able to accomplish their final assignment well to complete their studies.

It is clear now that resilience is important in one's life especially in coping with difficult situation. So, it is important to create researches related to factors influencing resilience. Some previous researches on this topic were: the influence of personality type resilient, self-esteem, social support, and resilience in adolescent survivors of the earthquake in Yogyakarta (Munawaroh, 2008); the influence of religious beliefs on students' academic resilience (Javanmard, 2013); the effect of family support toward teenage deaf (Kusuma, 2013); spirituality contributions toward poor families' resilience (Rosalina, Pudjiati, & Aswanti, 2013); relation between social support with poor middle age youths' resilience (Purnama & Chusairi, 2014); the effect of social support toward LapindoSidoarjo mud flow victims' resilience (Setiawan & Pratitis, 2015).

Based on those researches, it was discovered that the factors affecting resilience is complex and involves more than one. However, there is no previous study discussing the effect of spirituality and social support toward resilience. Moreover, many previous studies are not associated with final semester students. That is why, this research investigates the effect of spirituality and social support toward final semester students' resilience.

Spirituality is human internal strength, sources for decision making and stimulus for each human attitude and behavior. Spirituality is one's awareness in the context of oneself, humanity, universe, life journey, and God, becoming faith and norm base and also influence attitude and behavior for everyday life (Samiyanto, 2011).

Spirituality can be embodied in one's attitude and behavior in any kind of environment including the university campus. Thus, someone who has high spirituality will use his spirituality in every aspect of life through attitude and behavior. On campus, spirituality can contribute in problem coping. Muhammad, Wisnieski, Aska, and Syed (2004) state that the stronger one's personal spiritual factor, the more tolerant they will be from failure and less susceptible to negative situations. A study by Javanmard (2013) denotes that there is effect of spirituality toward students' academic resilience.

Next, social support is the presence of specific people who personally giving advice, motivate, direct, encourage, and show a way out when having problems and also when having difficulty in achieving their goals (Bastaman, 2006). Aspects of social support includes: first, emotional concern. Each individual needs empathy. If one is able to respect, trust, and to appreciate oneself better, he or she will be open to new aspects of life. Second, is instrumental assistance. Providing essential necessities to assist work will lessen one's burden and is related to not only object, but also time. Third, provision of information which is aimed to assist problem solving both related to work or private life. It can be in the form of advice, guidance

and information giving. Fourth, is assessment which include support for job, achievement, and social roles consist of feedback, social comparison, and affirmation (House, 1981).

Social support is necessary in recovering one's mental condition. Furthermore, it is also essential in coping with fear and anxiety from occurring problems (Bukhori, 2012). A study from Purnama and Chisairi (2014) and another one from Setiawan and Pratitis (2015) reveal that there is positive significant link between social support and resilience.

From the discussion, a hypothesis can be deduced that final semester students' resilience is influenced by spirituality and social support. In other words, higher spirituality and social support means higher resilience of final semester student will be. Conversely, the lower spirituality and social support, the lower students' resilience will be.

## **2. METHOD**

### **2.1. Subject**

The subjects were 241 final semester students (semester IX, XI, and XIII) from UIN (State Islamic University) Walisongo Semarang, Central Java, Indonesia. They were selected by stratified random sampling technique with a system of random selection between groups (levels) in a population (Creswell, 2002).

### **2.2. Measure**

1) Resilience. Resilience is final semester students' capacity in assisting them in surviving and being firm facing various stressors in order to finish their studies. Data measurement tool was a questionnaire consisting of 32 items selected from 42 items. The items were developed from specific aspect which comprised of: (1) Emotion regulation. (2) Impulse control. (3) Optimism. (4) Causal analysis. (5) Empathy. (6). Self efficacy. (7). Reaching out based on a theory by Reivich & Shatte (2002). Selected items had empirical validity level (correlation with total score) more than  $r = 0.30$ . Overall this instrument's reliability level was  $\alpha = 0.919$  which very high. The score that could be achieved by main research subject were about 32 to 128, with theoretical average of 80. A high score would show high resilience of final semester students.

2) Spirituality. Spirituality is a way of being and experiencing something obtained with certain values in relation to self, others, the universe, and something that is seen as God (The Ultimate). In measuring this data variable, a questionnaire adapted from Samiyanto (2011) was used. It is composed of 35 items from 45 items in the pilot study. The items were developed from some aspects such as: (1) Self awareness. Selected items had more than  $r = 0.30$  empirical validity level (correlation with total score). Overall, this instrument's reliability level was

$\alpha = 0.946$  which is very high. Possible score that could be achieved by the research subject is 35 to 140, with theoretical average of 88. High score showed high spirituality of final semester students.

3). Social support from family. Social support is an interpersonal relationship in which family provides assistance form final semester students. In order to measure data from this variable, a questionnaire consisting of 31 items which were eliminated form 32 items through the pilot study was used. Those items were developed for different aspects, which were: (1) Emotional attention. (2). Instrumental assistance. (3). Provision of information. (4). Rate, which was set based on the theory by House (1981). The empirical validity level (correlation with total score) of selected item was high, more than  $r = 0.30$ . In general, the instrument has very high reliability level,  $\alpha = 0.962$ . The, possible score achieved by the students would be between 31 to 124, with theoretical average of 78. The higher the score meant the higher the level of social support toward subjects.

### **2.3. Data Analysis**

Data were analyzed using double regression techniques. Double regression analysis techniques is intended to determine whether there is influence of spirituality and family social support to the resilience of final semester students. Based on these tests known to contribute effectively predictor (spirituality and family support) against the criterion (resilience), so that it can be seen the extent to which spirituality and social support affects the resilience of families of final semester students. Technique for analysis was conducted by using SPSS 16.0.

## **3. RESULTS**

The result of the effect of spirituality and social support toward final semester students' resilience data analysis shows that coefficient F influence is 95.077 with a significance value (pvalue) of 0.000. From that result, it can be concluded the hypothesis, spirituality and social support influence final semester students' resilience, is accepted. The result of the analysis shows that t-count probability scores for spirituality variable is 0.00. It denotes that partially, spirituality does influence final semester students' resilience. Next, probability score t-count for social support variable is 0.00. Thus, it indicates that social support also partially influence final semester students' resilience. In addition, adjusted R square of 0.439 indicates that the level of influence or contribution of spirituality and social support variables toward final semester students' resilience are 43.9%. The other 56.1% is explained as other predictors and errors (error sampling and non sampling). Therefore, it can be concluded that the higher spirituality and social support, the higher resilience level is. On the other hand, the lower spirituality and social support are, the lower the level of resilience.

#### 4. DISCUSSION

After testing the hypothesis, it is found that there is significant influence of spirituality and social support toward final semester students' resilience. The higher spirituality and social support are, the higher resilience of final semester students. On the other hand, the lower spirituality and social support are, the lower their level of resilience. This finding is supported by another analysis result stating that spirituality and social support also effect partially on final semester students' resilience. In addition, the level of contribution of both variables toward final semester students' resilience is 43,9% while the other 56,1% is explained as other predictors and errors (error sampling and non sampling).

Those outcomes support other opinions and research results from previous studies. Muhammad *et al.* (2004) states that the stronger the spirituality of a person, the more tolerant he is against failures and less susceptible to stress. In line with that, Javanmard's research results in the fact that there is effect of spirituality toward students' academic resilience. A research by Rosalina, Pudjiati, & Aswanti (2013) also indicates that spirituality contribution affects poor families' resilience. Based on previous studies, it can be concluded that the higher one' spirituality, the higher the resilience, and vice versa if one's spirituality is low, resilience will also be low.

As for spirituality aspects are: (1) self-awareness; (2) humanity awareness; (3) Universe awareness; (4) Life journey awareness; and (5) Awareness of God. Self-awareness is one's capability to comprehend and acknowledge her/himself well both mentally and physically. It will help them gain high awareness so they can adjust themselves according to the situation to prevent stress. Final semester students with high self awareness will be able to adjust themselves so that they can cope with pressure and difficult situations. They will be capable in comprehending the meaning behind failure to lessen the risk of depression and anxiety. In other words, any adjustments created by final semester students will help them increase their resilience.

The second aspect of spirituality is humanity awareness, which is the ability to comprehend human's value and dignity, the need to treat other humanly, helping one another, and understanding other's kindness. Human awareness is important for the continuation of human lives since a person cannot live without interaction with others. If interaction between student-student and student-lecturer is successful, good characters such as feeling of respect, kindness of giving and needing one another, will be born which later lead to a calm, peaceful, happy mental condition, avoiding stress. That is to say that mutual respects, mutual help, and mutual kindness can prevent stress as well as increase resilience.

The third aspect is universe awareness, the awareness related to understanding and belief about the importance of balance and preservation of nature for human life. Someone who has a high spirituality is always aware that they are part of the environment and realizes that he/she needs to maintain and care for their

environment. They will not perform actions that could upset the balance of nature, because they realize that by destroying the balance of nature will have an impact on the natural damage that may adversely affect human life. Balance and preservation of nature is very important for human life, because it significantly impacts the harmony and welfare of human life and other living creatures. With the harmony and welfare, peace and happiness will result in tranquility and happiness, which in turn can improve resilience. Ashardianto's study (2012) showed that there is a link between happiness with resilience.

The fourth aspect is the awareness of spirituality journey of life, the awareness related to the understanding and beliefs about life after death. Someone who has a high awareness of life's journey believes that the ultimate goal of everything in this world, including humans, is going back to Him. With that belief, they will continue to do positive actions (Hidayat, 2006). In addition, they are also able to regulate themselves, to control, and are able to keep the actions and attitudes with no escape from the realization that God is a creator of all. In addition, they are also able to constantly maintain and preserve the peace of the soul.

The next aspect of spirituality is awareness of God. The awareness related to understanding and belief about God and the central role in the journey of one's life. Someone who has high awareness of divinity always feels that God is always watching, looking after, and accompany him wherever he is. Therefore, final semester students with high awareness of God is always able to control the passions and the nature of arbitrariness in them, so that they can live in peace (Jazuli, 2006), even they are always ready to face any catastrophe that will happen (Najati, 1985). In other words, awareness of divinity can foster the way prisoners cope when experiencing anxiety in prison life. Coping is the way a person responding and adjusting to the problem (Bukhori, 2006).

Next, from the result of analysis, it is discovered that beside spirituality, final semester students' resilience is also affected by social support from their families. This finding supports previous studies. A study by Grotberg (1999) states that one of the sources of resilience is external support, for instance, support from closest people such as parents, spouse, child, or other loved one. This is in line with a research by Kusuma (2013) where discovered that there is link between family social supports with deaf teenagers' resilience. Purnama & Chusairi (2014) in a study conclude that there is relation between social supports with poor middle age youths' resilience. Setiawan and Pratitis (2015) also summarize that social support influences Lapindo Sidoarjo mud flow victims' resilience. Those research support a notion that the higher social support, the higher resilience, and vice versa the lower social support, the lower resilience will be.

As we know, final semester students are facing many stressors. In that condition, family support is necessary to help the students return to their normal mental state. In addition, family support for students is also important to eliminate the fear and

anxiety of problems faced. Family support can also be a source of motivation for final semester students to be able to survive and is expected to help them in accepting the condition they are going through (Salwa, Kuncoro, & Setyaningsih, 2010).

As for the aspect of family support are: (1). Emotional attention. (2). Instrumental assistance. (3). Provision of information. (4). Assessment. The first aspect of family support is emotional attention which is support that involves empathy, feeling of company, warmth, and being paid attention. The emotional attention will make people have a feeling of safety, comfort, confidence, cared and loved by sources of social support so that individuals can cope with problems better. In her study, Nurriqzi (2016) finds that there is significant effect of emotional support toward resilience.

Another aspect of family support is instrumental assistance; this assistance is in the form of providing materials, facilities or devices, money, food, and services needed by final semester students. Assistance can lessen students' burden who are struggling to finish their study. The provided facilities and devices can also be used by the students to live a better life. Providing needed tools and facilities can also help solve students' problems related to material possession. Moreover, the instrumental support of the family may also increase the meaningfulness of students' lives, because they feel valued, cared for and loved.

Provision of information is the next aspect of family support. It is aimed so that information can be used to resolve personal problems or working related issue. Giving information includes the provision of needing advice and particular guidance. By providing information, the students can be helped to recognize and address the problems faced. Other than that, the release of such information could also help students in selecting an effective coping strategy when they have to cope with stress. Coping strategies are usual patterns applied to adapt or to face stressful condition (Brink & Wood, 2001). Strategy performed by final semester students in doing their final task in the university is one of the mediators for the occurrence of resilience.

The fourth aspect of family social support is the assessment, which is a positive appreciation toward ideas or feelings of others. Assessment can shape positive judgment, reinforcement (justification) to do something, giving feedback or showing social comparison insightful for people facing difficult situation. That can increase final semester students' resilience.

Based on the description, it can be found that both spirituality and social support give significant effect toward final semester students' resilience. In general, the result of this research indicates that research subjects who have high spirituality and high social support have good resilience. In other words, if students' spirituality and social support are high, their survival in difficult situation of finishing their final semester will be better. They will gain ability to positively adapt to the situation to solve problems.

## 5. CONCLUSION AND SUGGESTIONS

It can be concluded that: there is significant effect of spirituality and social support toward resilience. The higher spirituality and social support, the higher resilience will be and vice versa the lower spirituality and social support, the lower resilience will be.

The authors suggest that universities should hold activities that can help increase final semester students' resilience. Second, students' families should provide support for final semester students. Finally, for future researchers, there are more variables to be investigated in the case of aspects affecting resilience such as social economic level, religiosity, gender and age.

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