

The Effect of Teacher Social Support on Students' Academic Hardiness at SMPN 2 Sindue Tobata

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ABSTRACT

This study aims to determine the effect of teacher social support on students' academic hardiness at SMPN 2 Sindue Tobata. The research employed a descriptive, quantitative approach with saturated sampling, involving all 108 students enrolled in the 2025/2026 academic year. Data were collected using validated Likert-scale questionnaires on teacher social support and academic hardiness, both of which demonstrated good reliability ($\alpha = 0.944$ and $\alpha = 0.780$). Data analysis employed descriptive statistics and simple linear regression using SPSS version 27. The findings revealed that 95.4% of students perceived high levels of teacher social support, and 71.3% exhibited very high academic hardiness. Regression results indicated a positive and significant influence of teacher social support on academic hardiness ($t = 3.885$, $p < 0.05$), with a regression coefficient of 0.460. These results suggest that increased social support from teachers enhances students' ability to manage academic stress, remain committed, and view learning challenges as opportunities for growth. The study underscores the importance of strengthening teacher–student relationships to foster resilience and motivation in learning environments.

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1. INTRODUCTION

Education is essential to human life and an important factor in shaping an individual's character, knowledge, and skills. Support in achieving education plays a very important role, one form of which is teacher support. Teachers, as mentors in learning, play an important role in increasing students' motivation to learn and academic resilience [1]. This encourages students to be more actively engaged in the learning process. Student involvement in the

learning process can improve their critical thinking skills through various learning activities [2]. Teachers' social support is a crucial aspect in the learning process because it can affect students' psychological well-being and academic hardiness. Social support is generally defined as the attention, appreciation, and assistance provided by people close to individuals facing difficulties or pressure, both in academic and social contexts [3], [4]. In this regard, teacher support not only provides academic assistance but also offers emotional reinforcement, nurturing students' sense of belonging and self-efficacy. Hence, teachers' ability to provide consistent and empathetic support can determine the effectiveness of the learning climate.

However, problems are still often found in the quality of education in Indonesia. In a 2018 survey by *the Political and Economic Risk Consultant* (PERC), in the category of education quality in Asia, Indonesia is ranked 12th out of 12 countries. One cause is teachers' low competence. The 2021 Teacher Competency Test (UKG) results show that around 81% of teachers in Indonesia have not reached the minimum score [5]. According to UNESCO data in the 2016 Global Education Monitoring Report, Indonesia ranks 10th out of 14 developing countries in terms of education quality and 14th in terms of teacher quality [6]. The low quality of teachers in Indonesia can be interpreted as a lack of ability and competence among teachers in teaching and managing the teaching and learning process, thereby affecting the overall quality of education in Indonesia, which leads to a decline in student achievement. This means that teachers' roles are vital in determining the quality of learning and students' academic hardiness. These empirical data highlight that improving the quality of education in Indonesia must begin by strengthening teachers' competence and social support capacity, as these factors are directly correlated with student performance and psychological resilience.

Academic hardiness is defined as a student's ability to face stress and various academic challenges with a positive attitude, commitment, and good self-control [7], [8], [9]. Students with high Academic hardiness tend to view academic challenges as opportunities for growth rather than burdens [10]. Conversely, low Academic hardiness can cause academic stress and reduce motivation to learn. A survey by Ayuningtias and Rifani [11] shows that around 17.9% of students experience low Academic hardiness, with the leading causes being heavy workloads, time constraints, and difficulty adapting. This condition arises from low Academic hardiness, which leaves students vulnerable to academic stress because they are unable to transform negative stress into positive stress for optimal development. Therefore, academic hardiness serves as an essential psychological construct that mediates students' ability to persist in learning despite setbacks. Strengthening this construct requires an enabling environment—particularly through supportive teacher–student interactions that foster confidence and perseverance.

This condition is also related to mental health literacy, where students' ability to understand and manage academic pressure greatly affects their learning resilience. Rasido et al. [12] explain that mental health literacy helps individuals recognize and respond to pressure in a more adaptive manner, thereby preventing excessive anxiety when facing academic demands. In addition, heavy workloads and high academic expectations can also potentially lead to learning fatigue if not balanced with adequate environmental support.

Learning conditions that require students to adapt without sufficient support can lead to academic fatigue, resulting in decreased motivation and participation in learning [13]. Thus, the presence of teachers as providers of emotional support, guidance, and encouragement is needed to create a positive learning environment, enabling students to manage academic pressure constructively and maintain their academic resilience. Integrating mental health literacy and teacher social support within the school system could therefore enhance both cognitive and emotional aspects of student development, minimizing the risk of academic burnout.

Teachers' social support can take various forms, namely emotional support, appreciation, instrumental support, information, and social network [14], [15]. This support includes comfort, a sense of appreciation, and assistance provided by the social environment, such as family, friends, or teachers [16]. In the context of education, teachers are among the main sources of social support, providing empathy, appreciation, guidance, and mentoring to help students face various academic and non-academic difficulties [17]. Unlike previous studies that examined social support in general, such as that conducted by Amseke [18] on the Influence of Social Support on Academic *Flow* and that conducted by Keo [19], who researched “The Effect of Teacher Social Support on the Academic Resilience of Junior High School Students”, whereas teacher social support and academic hardiness are still relatively new concepts. Thus, this study yields new insights into how teacher social support can influence students' Academic hardiness and how to improve students' Academic hardiness through teacher social support. This research is expected to bridge the gap between theoretical understanding and practical application by empirically testing the direct impact of teacher support on students' academic hardiness within the junior high school context.

Based on initial observations at SMPN 2 Sindue Tobata, some students showed low academic hardiness. This was evident from the students' habit of not doing their assignments or homework properly, with some not doing them at all; giving up easily and becoming discouraged when faced with difficulties; feeling stressed and anxious when faced with academic challenges; and not participating in activities in or outside the classroom. The principal assessed that this was related to a lack of social support from teachers, especially in terms of emotional support, appreciation, information, and instrumental assistance. To overcome this, the principal has made several efforts, including providing training and guidance to teachers and implementing a system to monitor student learning progress regularly. Thus, this study aims to examine whether teacher social support significantly influences students' academic hardiness. This study offers the hope of providing theoretical contributions to guidance and counseling, as well as practical contributions to enhance teachers' roles as a supporting factor in student academic hardiness. Accordingly, this study is not only relevant for understanding the psychological mechanisms underlying learning persistence but also for designing effective school-based interventions to strengthen teacher–student relationships and academic resilience.

2. METHOD

a. Participants

This research is a quantitative descriptive study, an appropriate approach for systematically and factually describing phenomena using numerical data. [20]. This study included all students in grades VII-IX at SMPN 2 Sindue Tobata, totaling 108 students. Because the population was relatively small, Saturated sampling was used in this study, treating the entire population as the sample. [21]. Data collection was conducted by delivering questionnaires and documentation. The use of saturated sampling was intended to minimize sampling bias and ensure that every student's perception was proportionally represented in the data analysis. This approach also allows for a comprehensive understanding of the relationship between teacher social support and academic hardiness across all grade levels, thereby strengthening the internal validity of the research findings.

b. Instruments

The instrument used was a Likert scale questionnaire consisting of two parts: (1) Teacher social support, adopted from Ningrum's [22] research, consists of 20 items; (2) Academic hardiness, adopted from Aprililla's [23] research, consists of 25 items. Both instruments have undergone validity and reliability testing using Pearson's product-moment and Cronbach's alpha. The reliability test results show Cronbach's alphas of 0.944 for teacher social support and 0.780 for academic hardiness. The validity test was conducted to ensure that each item accurately measured the intended construct, while the reliability test confirmed the instrument's internal consistency. Each statement item was rated on a five-point scale from "strongly disagree" to "strongly agree," allowing researchers to quantify variations in students' perceptions. The high Cronbach's alpha values indicate that the measurement tools used in this study have excellent reliability and can be relied upon for further statistical analysis.

c. Procedure

This research procedure was carried out in four stages. First, the preparation stage, which included developing the instruments, determining the research subjects, and testing the questionnaire's validity and reliability. Second, the data collection stage, which involved distributing questionnaires on teacher social support and academic hardiness to all students at SMPN 2 Sindue Tobata. Third, the data processing stage which involved scoring the questionnaire responses and classifying the data into value categories. Fourth, the data analysis stage, which used descriptive analysis and simple linear regression to determine the effect of teacher social support on student academic hardiness, and then drew conclusions based on the analysis results. Before distributing the questionnaires, the researchers obtained the school principal's permission and provided instructions to ensure that all participants clearly understood the study's purpose and confidentiality. Responses were collected within one week under the supervision of classroom teachers to prevent response bias and maintain data accuracy. All collected data were verified and cleaned before being entered into the SPSS database to avoid missing or duplicate entries.

d. Data Analysis

Data analysis was conducted in two stages: descriptive analysis and simple linear regression. Descriptive analysis was conducted to classify the levels of social support and academic hardiness among teachers and students as very high, high, low, or very low. Meanwhile, simple linear regression analysis was used to determine whether teacher social support affected students' academic hardiness. SPSS version 27 was used in data processing. Descriptive statistics, including mean, percentage, and standard deviation, were calculated to describe the overall trends of the variables.

Several classical assumption tests were conducted before performing regression analysis, including a normality test (Kolmogorov–Smirnov, $p = 0.200$), a heteroscedasticity test ($p = 0.658$), and a linearity test ($p = 0.870$), all of which were satisfied. The Kolmogorov–Smirnov test was performed to assess the normality of the data. The heteroscedasticity test used the Glejser method to verify that the residual variance remained constant, while the linearity test confirmed that the relationship between the independent (teacher social support) and dependent (academic hardiness) variables was linear. Decision criteria were based on a p -value < 0.05 , indicating a significant effect of the independent variable on the dependent variable. All statistical analyses were conducted at the 95% confidence level to ensure robustness and accuracy of the conclusions. Adhering to classical assumptions strengthens the reliability of regression results, ensuring that the observed relationships are statistically valid and free of major analytical bias.

3. RESULT AND DISCUSSION

3.1. RESULT

3.1.1 Descriptive Research Result

a. Description of Teacher Social Support Levels

Table 1. Classification and Percentage of Teacher Social Support

Classification	Frequency (<i>f</i>)	Percentage (%)
Very High	2	1,8 %
High	103	95,4 %
Low	3	2,8 %
Very Low	0	0 %
Total	108	100 %

Based on the descriptive analysis results, the level of social support provided by teachers to students at SMPN 2 Sindue Tobata was high. Of the 108 respondents, 1.8% of students received teacher social support in the very high category, 95.4% in the high category, 2.8% in the low category, and none in the very low category. These findings indicate that the majority of students perceive their teachers as consistently providing positive and supportive interactions during the learning process. The high percentage of students in the “high” category suggests that teachers at SMPN 2 Sindue Tobata have successfully built an educational climate that emphasizes empathy, appreciation, and assistance in both academic and non-academic contexts.

b. Description of *Academic Hardiness*

Table 2. Classification and Percentage of *Academic Hardiness*

Classification	Frequency (<i>f</i>)	Percentage (%)
Very High	77	71,3
High	31	28,7
Low	0	0 %
Very Low	0	0 %
Total	108	100 %

According to the descriptive analysis, the level of academic hardiness shows that 71.3% of students are in the very high category, 28.7% in the high category, and none are in the low or very low categories. This means that most students have strong academic hardiness in facing academic pressures and challenges at school. The high proportion of students with strong academic hardiness demonstrates that they possess the persistence, commitment, and positive attitudes necessary to overcome academic obstacles. This result also reflects the effectiveness of the school's learning environment and teacher support system in fostering resilience and adaptability among students.

3.1.2 Assumption Test

a. Normality Test

The Kolmogorov-Smirnov test was used in this study to assess normality. The results showed that the significance value was 0.200, which is greater than the critical value of 0.05. Therefore, the data were deemed normally distributed.

Table 3. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		108
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,69387711
Most Extreme Differences	Absolute	,057
	Positive	,033
	Negative	-,057
Test Statistic		,057
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality test results confirmed that the residuals followed a normal distribution, allowing the regression analysis to proceed without bias due to data skewness. This indicates that students' responses regarding teacher support and academic hardiness were spread evenly across the sample, reflecting reliable measurement consistency.

b. Heteroscedasticity test

A Glejser test was performed to check for heteroscedasticity. The result was a significance value of 0.658, which is greater than the critical value of 0.05. Therefore, there were no signs of heteroscedasticity in the regression model. Therefore, the model was deemed suitable for use.

Table 4. Results of the Heteroscedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,332	4,545		,733	,465
	Dukungan sosial guru	,031	,071	,043	,444	,658

a. Dependent Variable: Abs_RES

The non-significant result ($p > 0.05$) indicates that the residual variance remained constant across observations. This confirms that the regression estimates are homoscedastic and unbiased, strengthening the validity of the subsequent regression findings.

c. Linearity test

The linearity test produced a Sig. Deviation from Linearity value of 0.870 > 0.05, indicating that there is a linear relationship between the teacher's social support variable and academic hardiness.

Table 5. Linearity Test Results

ANOVA Table			
			Sig.
<i>Academic hardiness</i> * Dukungan sosial guru	Between Groups	(Combined)	,240
		Linearity	,000
		Deviation from Linearity	,870
	Within Groups		
	Total		

These results verify that the relationship between teacher social support and academic hardiness follows a linear pattern, fulfilling one of the primary assumptions of linear regression analysis. This linearity indicates that increases in teacher social support correspond proportionally with improvements in students' academic hardiness levels.

d. Simple Linear Regression Analysis

This analysis was used to determine the effect of teacher social support on students' academic resilience. The test results are attached in the following table:

Table 6. Simple Linear Regression Test Results

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49,449	7,611		6,497	,000
	Dukungan sosial guru	,460	,118	,353	3,885	,000

a. Dependent Variable: *Academic Hardiness*

The regression equation obtained is:

$$Y = 49,449 + 0,460X$$

The constant value of 49.449 indicates that when teacher social support is zero, the level of student academic hardiness is 49.449. The regression coefficient of 0.460 indicates that every one-unit increase in teacher social support will increase academic hardiness by 0.460. The significance value (0.000) < 0.05 and the t-value (3.885) > the t-table (1.983) indicate that teacher social support has a positive and significant effect on student academic hardiness. This means that teacher social support is directly proportional to students' academic resilience. The positive direction of the coefficient confirms that higher levels of teacher empathy, appreciation, and guidance are associated with stronger student perseverance and self-regulation. This result supports the theoretical assumption that teachers' social support acts as an external protective factor, enhancing students' ability to handle academic challenges effectively. Hence, the regression model provides empirical evidence that improving teacher–student social interactions can significantly strengthen students' academic hardiness.

3.2. DISCUSSION

This study found that teacher social support has a positive and significant effect on student Academic hardiness at SMPN 2 Sindue Tobata. This was determined through a simple linear regression analysis with a significance value of 0.000 (less than the critical value of 0.05) and a t-value of 3.885 (greater than the t-table value of 1.983). Thus, the research hypothesis was accepted. This means that teacher social support is directly proportional to students' academic hardiness. Thus, the researchers found that teacher social support is an important external factor that can strengthen students' academic hardiness across educational levels [24]. These findings empirically demonstrate that teachers' psychological and emotional presence serves as a stabilizing factor for students in managing academic stress and developing persistence in the learning process. The consistency between

statistical outcomes and theoretical expectations supports the notion that teacher social support plays both preventive and promotive roles in students' academic adaptation.

This study is supported by Sarafino & Smith's theory [25], which states that social support is the attention, assistance, comfort, and appreciation that a person receives from others. The social support that students receive from teachers can foster personal confidence by fostering feelings of love, attention, and appreciation, making them feel valued [26]. This encourages students to remain committed to their academic tasks, exercise good self-control in managing stress, and view learning challenges as opportunities for growth. These attitudes are the main characteristics of Academic hardiness, as described by Ayuningtias & Rifani [11]: commitment, control, and a positive view of challenges. With teacher support, students tend to be better able to face academic challenges, reduce stress, increase self-confidence, and motivation to learn, which ultimately lead to more optimal learning outcomes and a higher quality education [27]. In line with this theory, the current research emphasizes that the teacher's role extends beyond cognitive instruction—it encompasses emotional regulation, mentoring, and modeling adaptive coping behaviors that students internalize over time. The formation of academic hardiness, therefore, depends not only on internal student traits but also on continuous reinforcement from a supportive and responsive educational environment.

This study is supported by Hasbi's [28] research, which shows that social support positively influences hardiness among students working on their theses. This study is also supported by Syafira's [29] research, which shows that social support significantly influences student *hardiness*. Similar to junior high school students, students who receive social support are better able to cope with academic pressure and complete their academic tasks well. These consistent findings across different educational levels indicate that social support functions as a universal psychological buffer, protecting students from burnout and disengagement. Furthermore, the congruence between the present results and previous studies underscores the robustness of the relationship between supportive teacher–student interactions and the development of academic resilience across contexts.

This study shows that teacher social support influences Academic hardiness, as in other studies. Although the study confirms a significant link between teacher social support and academic hardiness, it is limited by its cross-sectional design and single-school sample, which may restrict generalization. Future studies could use longitudinal or multi-site designs to capture temporal changes. Integrating teacher mentoring and peer-support systems within schools may enhance students' resilience and long-term learning motivation. The limitation regarding research scope suggests that contextual factors—such as school culture, socio-economic background, and teacher workload—could moderate the strength of this relationship. Therefore, subsequent research should adopt mixed-methods or longitudinal approaches to explore causal mechanisms and dynamic changes in students' academic hardiness over time. In practice, schools are encouraged to institutionalize teacher social-emotional support training and peer mentoring programs, as these interventions could amplify both teacher efficacy and student psychological resilience.

4. CONCLUSION

The study concludes that teacher social support significantly influences students' academic hardiness at SMPN 2 Sindue Tobata. Statistical results ($t = 3.885$, $p < 0.001$) confirm that higher levels of emotional, instrumental, and informational support from teachers foster students' persistence, self-control, and positive perception of academic challenges. These findings underscore the importance of cultivating supportive teacher–student relationships as a foundation for enhancing resilience and learning outcomes. Educational institutions should implement programs that train teachers in social–emotional support strategies to sustain student engagement and mental well-being. Future research should expand to multi-context samples and explore mediating variables such as motivation or self-efficacy. For further research, it is recommended to use a longitudinal design or involve several schools with varying characteristics to gain a more comprehensive understanding of the development of academic hardiness over time. Further research could also include other variables, such as family support or personality factors, to examine a more complete picture of how these factors interact to shape learning resilience. Thus, this study contributes to the general public by increasing awareness of the importance of teacher support in shaping academic resilience and student well-being.

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