

School Resilience and Social Support as Predictors of Academic Resilience among Full-Day Islamic School Students

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Abstract. This study examines the influence of school resilience and social support on students' academic resilience in Islamic full-day junior high schools. Academic resilience is increasingly important in intensive learning environments where students face prolonged academic and spiritual demands. It was hypothesized that school resilience and social support would significantly predict academic resilience, both partially and simultaneously. A quantitative correlational survey was conducted with 269 students selected through proportionate stratified random sampling. Data were analyzed using hierarchical regression. The results showed that school resilience significantly predicted academic resilience, particularly through teacher support and school safety. Social support also contributed significantly, although only family support showed a direct effect. Simultaneously, both predictors explained a meaningful proportion of variance in academic resilience. These findings highlight the importance of strengthening supportive school systems and family involvement to enhance students' academic resilience.

Keywords: academic resilience, family support, school resilience, social support.

A. INTRODUCTION

The transformation of 21st-century education requires students not only to achieve cognitive excellence but also to develop adaptive capacity and psychological resilience in navigating increasingly complex learning dynamics. Heightened academic demands, curriculum reforms, and performance pressures make the ability to regulate stress, recover from setbacks, and sustain learning motivation essential competencies for long-term success. Contemporary education emphasizes critical, creative, and adaptive thinking skills to enable students to respond effectively to multidimensional challenges (Agenda, 2016). Consequently, academic achievement is no longer determined solely by

intellectual ability, but also by individuals' capacity to cope with academic pressures.

This condition becomes even more relevant in full-day Islamic schools, where students engage in extended academic and religious activities throughout the day. The full-day school system is designed to cultivate independent and morally grounded learners through the integration of academic and religious programs (Qatrunnada et al., 2021). However, the high intensity of daily activities may increase the risk of academic fatigue and psychological strain. Normatively, schools are expected not only to transmit knowledge but also to strengthen students' capacity for academic resilience.

Within this context, academic resilience emerges as a crucial construct. Academic resilience refers to an individual's capacity to overcome obstacles and pressures encountered in the learning process while maintaining satisfactory academic performance (Martin & Marsh, 2003). This capability enables students to regulate stress, enhance adaptability, and develop constructive strategies when facing academic challenges (Mahama et al., 2024). Conversely, low levels of academic resilience are associated with greater vulnerability to stress, anxiety, and depression among adolescents (Afifah & Wardani, 2023). Empirical evidence further indicates that academic resilience is positively correlated with academic achievement (Sridevi, 2024; Khan et al., 2025) and is strengthened by support from educators (Cai & Meng, 2025). These findings underscore that academic resilience does not develop in isolation but is shaped by contextual influences.

From an ecological perspective in education, school resilience reflects an institution's capacity to create a safe, supportive, and adaptive learning environment that responds to students' needs (Llistosella et al., 2023). Academic support, positive social relationships, and a sense of safety have been shown to contribute to students' academic outcomes, with academic support emerging as the most influential factor (Daily et al., 2019). Furthermore, the quality of teacher-student relationships and supportive instructional practices play a significant role

in strengthening academic resilience (Ye et al., 2022).

Beyond institutional factors, social support as an interpersonal resource also plays a critical role in fostering academic resilience. Social support contributes to resilience through the mediation of emotion regulation (Sun, 2024). Positive peer interactions (Triningtias & Qalbi, 2022), family involvement (Suud et al., 2024), and teacher support that enhances students' emotional engagement (Azpiazu et al., 2024) function as protective factors that reinforce students' capacity to cope with academic pressures.

However, most previous studies have examined school resilience and social support separately, with limited research investigating their simultaneous effects, particularly within full-day Islamic school contexts. In fact, the integration of religious values in such settings may enrich the conceptualization of resilience. From the perspective of Islamic psychology, emotional regulation, optimism, and self-efficacy are considered dimensions strengthened by spiritual values (Nur Faizi & Ichsan, 2023). Values such as *ikhtiar* (active striving), *tawakal* (trust in God), and *sabr* (patience) are also believed to contribute to the development of students' resilience (Fauziah et al., 2023). Nevertheless, empirical evidence remains limited, and few studies have integrated institutional and social variables within a single quantitative model.

Based on the identified conceptual and empirical gaps, this study aims to examine the effects of school resilience and social support on junior high school students' academic resilience in a private full-day Islamic school, while accounting for demographic factors as control variables. This research is expected to contribute theoretically to the development of a contextually grounded model of academic resilience and to offer practical implications for educational policies and guidance programs within Islamic educational settings. Based on the theoretical framework and prior empirical findings, it is hypothesized that school resilience and social support, both individually and simultaneously, significantly predict

junior high school students' academic resilience.

B. THEORETICAL FOUNDATION

Academic Resilience

Academic resilience refers to students' capacity to persist, adapt, and maintain functional academic performance when confronted with pressure, obstacles, or failure within educational contexts. Martin and Marsh (2009) define academic resilience as students' ability to effectively manage academic setbacks and stress. Expanding this view, Cassidy (2016) emphasizes that academic resilience is reflected not merely in high achievement, but in adaptive cognitive, affective, and behavioral responses when facing academic challenges. From a systemic perspective, Masten (2019) conceptualizes resilience as a dynamic developmental process emerging from interactions between internal capacities and external resources. Similarly, Ungar et al. (2021) argue that thriving is shaped not only by individual characteristics but also by access to supportive environmental systems. Thus, academic resilience can be understood as a multidimensional construct resulting from the interaction between students' personal adaptive capacities and the quality of their surrounding social environment.

School Resilience

Within the ecological framework of education, schools function as institutional systems that significantly influence students' adaptive development. School resilience refers to the capacity of educational institutions to create learning environments that are safe, structured, and responsive to students' needs. Vinogradov et al. (2022) explain that resilient schools are able to maintain stable academic functioning even under challenging social conditions. Likewise, Silva and Da Silva (2022) conceptualize schools as adaptive ecosystems capable of enduring and evolving in response to internal and external pressures.

Henderson and Milstein (2003) identify key characteristics of resilient schools, including supportive relationships, high academic expectations,

meaningful student participation, and structured, safe environments. Empirical findings further indicate that positive school climate, teacher support, and high-quality relational dynamics within schools significantly contribute to the development of students' academic resilience (Romano et al., 2021; Llistosella et al., 2023; Jiang et al., 2025). Therefore, school resilience functions as a structural protective factor that strengthens students' adaptive responses to academic stress and enhances their capacity to sustain engagement in learning.

Social Support

Beyond institutional factors, social support as an interpersonal factor also plays a significant role in fostering academic resilience. Social support is understood as individuals' perceptions of the availability of emotional, instrumental, and informational assistance from significant others in their surroundings (Zimet et al., 1988). In educational contexts, social support functions as a psychosocial resource that helps students manage academic pressure and enhance emotional well-being (Ni'maturrohmah et al., 2023; Acoba et al., 2024). Family support provides an emotional foundation and sense of security that enable students to cope with academic stress (Zimmer-Gembeck et al., 2023). Peer support strengthens students' sense of belonging and psychological resilience (Zakaria & Khalid, 2023), while teacher support acts as a mediator between personal resilience and academic engagement (Romano et al., 2021). In the context of full-day Islamic schools, social support also encompasses spiritual and communal dimensions that reinforce students' attachment to school values and culture.

Context of Islamic Full-Day School

Islamic full-day schools represent a distinctive educational context characterized by the integration of academic instruction and religious formation within extended school hours. The structured full-day system intensifies students' daily academic and social engagement, combining formal instruction, character education, and extracurricular programs within a cohesive institutional

environment (Kurniawan et al., 2024). This extended structure not only increases learning duration but also reinforces discipline, value internalization, and sustained relational interaction.

Moreover, the integration of religious practices such as congregational prayers and *tahfidz* (Qur'an memorization) fosters a spiritually oriented climate that strengthens students' sense of belonging and communal connectedness (Wahyuni et al., 2023). Continuous interaction between teachers and students throughout the extended school day provides broader opportunities for emotional, academic, and instrumental support, which have been associated with enhanced academic engagement and positive learning experiences (Ramadhanti et al., 2025). Within this context, institutional resilience (school resilience) and interpersonal resources (social support) interact intensively, creating a multidimensional protective system. Consequently, Islamic full-day schools offer a particularly relevant setting for examining how structural and relational factors jointly contribute to the development of students' academic resilience.

C. RESEARCH METHODS

Research Participants

The population of this study consisted of 891 students enrolled in a private full-day Islamic junior high school in Sragen District. A total of 269 students were selected as research participants using proportionate stratified random sampling based on grade level to ensure proportional representation. The sample size was determined using the Isaac and Michael formula with a 5% margin of error. This sampling technique was applied to enhance representativeness and reduce sampling bias across grade levels.

Measurement Tools

Data were collected using three Likert-type scales adapted from standardized instruments. Academic resilience was measured using the Academic Resilience Scale (ARS-30) developed by Cassidy (2016). School resilience was assessed using the Resilience Scale of Schools – Youth Version (RSS-Y) developed

by Silva and Da Silva (2022). Perceived social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988).

The adaptation process followed the cross-cultural adaptation procedures proposed by Beaton et al. (2000), including translation, back-translation, expert review, and pilot testing to ensure conceptual and linguistic equivalence. Construct validity was evaluated using corrected item–total correlation with a minimum threshold of ≥ 0.30 , while reliability was assessed using Cronbach’s Alpha with a criterion of ≥ 0.70 , indicating acceptable internal consistency.

Research Procedures

This study employed a quantitative approach with a correlational survey design to examine the effects of school resilience and social support on students’ academic resilience (Creswell & Guetterman, 2019). Data were collected online through Google Forms. Prior to participation, students were informed about the purpose of the study and assured of confidentiality and anonymity. Participation was voluntary.

Data Analysis Techniques

Data analysis was conducted using SPSS. Descriptive statistics were first performed to examine the distribution and central tendencies of the variables. Prior to hypothesis testing, classical assumption tests—including normality, multicollinearity, and heteroscedasticity—were conducted to ensure that regression requirements were met. Hierarchical regression analysis was then performed in three models: (1) control variables (gender and grade level), (2) the inclusion of school resilience, and (3) the inclusion of social support. Statistical significance was determined at the 0.05 level using F-tests to examine

simultaneous effects and t-tests to examine partial effects.

D. RESEARCH RESULTS

Descriptive Results

This study involved 269 students from a private full-day Islamic junior high school. Descriptive statistics were computed to summarize the distribution of scores for each research variable prior to inferential analysis.

Table 1. Presents the descriptive statistics of the study variables
Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
School Resilience	269	17	82	63.96	7.63
Social Support	269	12	60	46.19	6.53
Academic Resilience	269	61	115	87.97	9.58
Age	269	12	16	13.46	.98
Gender	269	1	2	1.54	.50

The descriptive statistical results indicate that, overall, students demonstrate relatively favorable levels of school resilience, social support, and academic resilience. The mean score for school resilience was 63.96 (SD = 7.63), suggesting that students perceive their school environment as sufficiently supportive and adaptive. Social support yielded a mean of 46.19 (SD = 6.53), indicating that the majority of students perceive support from family, teachers, and peers. Meanwhile, academic resilience had a mean score of 87.97 (SD = 9.58), reflecting that students are generally capable of coping with academic pressures and demands.

Hypothesis Testing Results

Prior to testing the hypotheses, assumption tests were conducted to verify the suitability of the regression model. The Normal Q-Q Plot indicated normally distributed residuals. Multicollinearity diagnostics showed a tolerance value of 0.698 and a Variance Inflation Factor (VIF) of 1.433, indicating no multicollinearity. The residual scatterplot suggested homoscedasticity. Thus, the data met the

assumptions required for hierarchical regression analysis.

Hierarchical regression analysis was conducted in three stages to examine the contribution of the predictor variables to students' academic resilience. In the first stage, control variables (age and gender) were entered into the model. This model was significant ($R^2 = 0.031$; $p = 0.015$), indicating that demographic factors accounted for 3.1% of the variance in academic resilience.

In the second stage, school resilience was added to the model. The results indicated a significant increase in the coefficient of determination ($\Delta R^2 = 0.210$; $p < 0.001$), resulting in a total R^2 of 0.241. This means that school resilience contributed an additional 21% to the variance in academic resilience after controlling for demographic variables. Partially, teacher and school figure support ($\beta = 0.231$; $p < 0.01$) as well as school facilities and safety ($\beta = 0.188$; $p < 0.05$) had significant effects on academic resilience, whereas the inclusion and participation dimension did not show a significant effect.

In the third stage, social support was incorporated into the model. The results demonstrated a significant additional increase of 3.8% ($\Delta R^2 = 0.038$; $p = 0.004$), yielding a final R^2 value of 0.280 ($p < 0.001$). This indicates that school resilience and social support simultaneously accounted for 28% of the variance in students' academic resilience. Partially, only family support had a significant effect on academic resilience ($\beta = 0.213$; $p = 0.001$), while teacher support and peer support did not show significant effects. A summary of the hierarchical regression results is presented in Table 2.

Table 2. Hierarchical Regression Analysis Predicting Academic Resilience

Model	R	R ²	ΔR^2	F	p
Model 1 (Control)	.177	.031	-	4.299	.015
Model 2 (+ School Resilience)	.491	.241	.210	16.738	.000
Model 3 (+ Social Support)	.529	.280	.038	12.612	.000

Overall, the findings indicate that school resilience contributes more substantially

than social support in explaining the variance in students' academic resilience. Nevertheless, family support remains a significant interpersonal factor in strengthening students' academic resilience within the context of full-day Islamic schools.

E. DISCUSSION

The Influence of School Resilience on Academic Resilience

Conceptually, school resilience is understood as an institution's capacity to create an environment that is safe, supportive, and responsive to students' needs. A number of studies indicate that dimensions such as teacher and school figure support, as well as school facilities and safety, are significant aspects in strengthening students' academic resilience. Warm pedagogical relationships, clarity of instructional guidance, and the presence of responsive adult figures play an essential role in helping students interpret academic difficulties as part of the learning process (Romano et al., 2021; Luo et al., 2023). From a developmental ecological perspective, schools as part of the microsystem exert a direct influence on the formation of students' adaptive responses through repeated and consistent interactions (Bronfenbrenner, 1979).

The role of school facilities and safety also demonstrates strong significance in supporting students' academic resilience. A structured and secure environment enables students to allocate their cognitive and emotional resources to meet academic demands without being disrupted by physical or psychological insecurity. Studies on schools categorized as resilient schools show that consistent school strategies, high and transparent academic expectations, and individualized student support can create conditions that foster the development of academic resilience, even within socially disadvantaged contexts (Pinskaya et al., 2018).

In the context of full-day Islamic schools, this condition becomes increasingly relevant because students spend extended periods within the school environment. Consequently, the quality of the school climate, structure, and support systems serves as a crucial foundation for the development of academic

resilience. However, not all dimensions of school resilience contribute directly to academic resilience. Academic resilience is more closely related to students' capacity to respond adaptively to pressure, failure, and academic demands (Cassidy, 2016). This implies that factors functioning as resources for coping with academic stress tend to exert a stronger influence than aspects related solely to social comfort. Therefore, although inclusion and participation are important for students' well-being, these dimensions do not necessarily strengthen academic perseverance directly.

The Influence of Social Support on Academic Resilience

In addition to institutional factors, this study also indicates that social support contributes to academic resilience, albeit with a smaller effect size. Specifically, only family support was found to have a significant influence. This finding underscores the role of the family as a source of emotional stability and values that shape students' attitudes toward learning and failure. Consistent parental support helps students develop adaptive coping strategies and sustain learning motivation. This result is consistent with the findings of Al-Hassan et al. (2024), which demonstrate that parental involvement is associated with increased resilience and more positive attitudes toward school.

Conversely, peer support and teacher support did not demonstrate a direct effect on academic resilience when analyzed partially within the model of this study. This finding does not imply that these forms of support are unimportant, as previous research has shown that teacher support contributes positively to students' academic resilience (Hu, 2022). The non-significant results in this model may indicate that the influence of teacher and peer support operates through broader mechanisms or has been encompassed within the construct of school resilience. Thus, when school resilience is included in the model, the contribution of interpersonal support becomes relatively smaller because part of its effect is

already represented within the systemic dimensions of the school.

The Influence of School Resilience and Social Support on Academic Resilience

Simultaneously, school resilience and social support explained 28% of the variance in students' academic resilience. This finding reinforces the view that academic resilience is the product of interaction between structural and relational factors. School resilience provides an ecological framework consisting of institutional structures, values, and practices that support the learning process, whereas social support offers emotional reinforcement that helps students manage academic pressure. This perspective aligns with the social-ecological approach, which emphasizes that individual resilience is formed through dynamic interactions between individuals and their environments (Bronfenbrenner, 1979; Ungar, 2011).

In the context of full-day Islamic schools, the synergy between a well-structured school system and strong family support emerges as a key factor in shaping students' academic resilience. The integration of academic and religious activities, the habituation of religious values, and the intensity of social interactions throughout the day create a comprehensive learning experience. This condition illustrates that strengthening academic resilience requires an integrated approach between school and family as two primary and complementary systems.

Overall, this study enriches the literature by demonstrating that institutional factors contribute more dominantly than interpersonal factors in explaining academic resilience within the context of full-day Islamic schools. These findings underscore the importance of developing school policies and practices that focus on strengthening pedagogical relationships, ensuring environmental safety, and fostering sustained collaboration between schools and families to support students' academic resilience.

Integration of Findings

The findings of this study integrate the roles of institutional and interpersonal ecosystems in fostering student success. Overall, the results

demonstrate that academic resilience is not merely an individual trait but a result of a synchronized interaction between the school's systemic resilience and the family's social support. In the unique environment of full-day Islamic schools, institutional structures—such as safety, pedagogical warmth, and religious habituation—serve as the primary foundation for students' adaptive capacities. This institutional framework is further reinforced by family support, which provides the emotional stability necessary to navigate academic challenges. Together, these factors create a holistic support system where structural safety and emotional reinforcement converge to enable students to persist through academic pressure and maintain long-term learning motivation.

F. CONCLUSION

This study concludes that school resilience and social support contribute to the development of academic resilience among junior high school students in private full-day Islamic schools. School resilience provides a more dominant contribution than social support, particularly through the dimensions of teacher and school figure support as well as school facilities and safety. Meanwhile, within the domain of social support, only family support demonstrated a significant effect on academic resilience.

These findings affirm that academic resilience is not merely an individual capacity but is shaped through the interaction between a supportive school system and consistent family support. Theoretically, this study reinforces the social-ecological approach, which conceptualizes academic resilience as the result of the integration of institutional and relational factors. Practically, the results highlight the importance of strengthening a safe and supportive school climate and enhancing collaboration between schools and families to foster students' academic perseverance. Future research is recommended to examine potential mediating or moderating mechanisms that may further explain the relationships among variables, as well as to extend the investigation to different educational levels and

school characteristics.

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