

Social Support and Academic Motivation as Factors Forming Students' Psychological Resilience: A Study in Central Bangka Regency

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ABSTRACT

This study examines the factors influencing the psychological resilience of junior high school students in Central Bangka, a region with a high school dropout rate due to illegal tin mining. The research focuses on the relationship between family social support, academic motivation, and psychological resilience. Using a mixed-methods approach with 216 students, the study found a significant positive correlation between both social support and psychological resilience, and academic motivation and psychological resilience. The findings indicate that while both family support and academic motivation are crucial for student resilience, academic motivation has a more dominant influence. The results highlight the need for interventions that promote these internal and external factors to help students in high-risk environments.

Keywords: *Academic Motivation, Social Support, Psychological Resilience, Central Bangka*

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INTRODUCTION

Indonesia is a country rich in natural resources, one of which is tin. As the fourth-largest tin producer in the world, Indonesia contributes significantly to the global tin supply. The main source of tin in the country is located in the Bangka Belitung Islands Province, particularly on Bangka Island (Latest News, 2024). Tin plays a vital role in the province's economy, serving as one of its most prominent commodities and major export products (Putranta, 2016). This economic reliance on tin has shaped the livelihoods of local communities for decades, influencing various aspects of life in the region.

Tin mining in Bangka Island is conducted through both legal and illegal operations. While legal mining contributes to regional income and employment, illegal mining has become a growing concern due to its unregulated nature and wide-ranging impacts. The influence of tin mining extends beyond the economic sector, affecting social structures, environmental sustainability, cultural values, and even educational development. The prevalence of illegal tin mining, in particular, has created socioeconomic challenges that disrupt the education system and threaten long-term human resource development in the Bangka Belitung Islands.

One of the most pressing consequences of illegal tin mining is its impact on education, especially the increasing number of school dropouts in Bangka Belitung. Many students abandon formal education to work in mining activities, drawn by the immediate financial gains and community norms that value mining over schooling. This trend not only limits students' educational attainment but also hampers the region's human capital growth. Over time, the cycle of dependency on mining deepens, reducing opportunities for socioeconomic mobility and perpetuating poverty across generations.

Data from the Central Statistics Agency (BPS) of the Bangka Belitung Islands Province in 2025 reveal that the average length of schooling among individuals aged 15 years and older

in 2024 is still relatively low. The average years of schooling are as follows: Bangka Belitung Islands Province (8.78), Bangka Regency (9.03), Belitung Regency (9.33), West Bangka Regency (7.83), Central Bangka Regency (7.44), South Bangka Regency (7.64), East Belitung Regency (9.18), and Pangkalpinang City (10.92). These figures indicate that Central Bangka Regency has the lowest average length of schooling at 7.44 years—equivalent to approximately the second grade of junior high school (SMP). This statistic highlights a serious educational issue in the region that requires urgent attention.

According to the Minister of Primary and Secondary Education (Mendikdasmen), one of the key reasons behind the high dropout rate in Bangka Belitung is the local culture that prioritizes mining work over education (Aprionis, 2025). Many families encourage their children to work in tin mining instead of pursuing schooling, viewing it as a more practical way to contribute economically. This cultural mindset reflects a lack of academic resilience among students, as they often give up on their education when faced with economic or social pressures. In psychological terms, the ability to withstand and recover from such challenges is referred to as resilience.

Resilience is defined as the capacity to endure and recover from difficult or stressful situations (Hussain et al., 2023). In the educational context, academic resilience refers to students' ability to persist and succeed despite facing academic difficulties or adverse circumstances. Research shows that academic resilience is strongly influenced by social support, especially from families. Students who receive consistent encouragement, guidance, and understanding from their families are more likely to develop confidence and perseverance in overcoming academic challenges (Sundayani et al., 2024). Conversely, when parents place greater importance on immediate economic benefits from mining than on education, their children's academic resilience tends to weaken.

Empirical studies have reinforced the crucial role of family support in fostering academic resilience. For instance, research conducted by Suud et al. (2024) found a significant positive relationship between family social support and students' academic resilience. Similarly, Batthyany and Mokoena (2025) reported that social support in general—whether from family, peers, or teachers—has a substantial impact on students' ability to cope with academic stress and maintain motivation. These findings suggest that building a strong support network is essential in helping students in mining-affected communities remain engaged in education despite external pressures.

In addition to external factors like family social support, internal factors such as academic motivation play a critical role in shaping resilience. Students with high academic motivation possess a strong internal drive to achieve their goals, which helps them recover quickly from setbacks and persist in learning despite obstacles (Hastuti et al., 2024; Yang & Wang, 2022). Based on this background, the present study aims to answer three research questions: (1) How do family social support and academic motivation influence students' academic resilience in Central Bangka? (2) What is the current state of social support and academic motivation among students? and (3) What efforts can be made to enhance academic resilience in the region? Addressing these questions will help identify key factors influencing student resilience and provide insights into reducing dropout rates in Central Bangka.

METHOD

The sampling technique used in this study was purposive sampling. Purposive sampling is where the researcher determines the research sample based on several subject characteristics, such as: 1) The sample consists of junior high school students in grades 7-9; 2) Aged 12-16 years; 3) Attending public schools in Central Bangka Regency; 4) No distinction based on ethnicity, religion, or race. The survey method, in the form of a questionnaire, was conducted offline by visiting schools. Meanwhile, the qualitative method used interviews and observations. The research instruments used the academic resilience scale adapted from Ramdani, et al (2020), the Academic Motivation Scale by Natalaya (2018), and an adaptation of The Multidimensional Scale of Perceived Social Support by Zimet, et al (1968). The resilience

measurement tool consists of 27 items and uses a 4-point Likert scale: Strongly Disagree to Strongly Agree. The academic motivation measurement tool consists of 15 items and 6 Likert scales, namely Strongly Disagree to Strongly Agree. Meanwhile, the social support perception measurement tool consists of 12 items and uses a 6-point Likert scale ranging from Strongly Disagree to Strongly Agree.

Part 1 of the questionnaire relates to the subjects' demographics, while part 2 covers measures of academic resilience, academic motivation, and family social support.

Table 1. Blueprint for Academic Resilience Measurement Tools

No	Dimension	Favorable Item	Unfavorable Item
1	Social Skills	1,2,3	4,5
2	Empathy	6,7	8,9,10
3	Problem Solving	11,12,14	13,15
4	Self-efficacy	16,17,18	-
5	Self-awareness	19,20,21,22	23,24
6	Aspiration Goals	25,26,27	-

Table 2. Blueprint of Academic Motivation Scale

No	Dimension	Favorable	Unfavorable
1	Intrinsic Motivation (IM)		
	Intrinsic Motivation to Know (IMTK)	1,8	-
	Intrinsic Motivation to Accomplish Things (IMTK)	5,11,14	-
	Intrinsic Motivation to Experience Stimulations (IMES)	3,9	-
2	Extrinsic Motivation (EM)		
	External Regulation (EMER)	7,10,12	-
	Introjected Regulation (EMIN)	6,15	-
	Identified Regulation (EMID)	2	-
3	Amotivation (AMOT)	4,13	-

Table 3. Blueprint of Multidimensional Scale of Perceived Social Support

No	Dimension	Favorable	Unfavorable
1	Perceived Support From Family	3,4,8,11	-
2	Perceived Support From Friends	6,7,9,12	-
3	Perceived Support From a Significant Other	1,2,5,10	-

The questionnaire will be distributed to students in paper form and will be completed by the subjects. Validity refers to the ability of an instrument or measuring tool to measure what it is intended to measure (Cohen & Swerdik, 2018). Meanwhile, reliability refers to the level of consistency or stability of the instrument used in measuring a variable (Cohen & Swerdik, 2018). Internal reliability usually uses Cronbach's alpha value as a test indicator. A Cronbach's alpha value above 0.6 is considered acceptable, but an instrument has high internal validity if the Cronbach's alpha value is 0.70. Therefore, the accepted Cronbach's alpha value for this study is 0.70. This study uses a mixed method approach (quantitative and qualitative), so data analysis is conducted in an integrated manner to combine the strengths of both approaches. In the quantitative data analysis stage, the data obtained from the questionnaire will be processed using statistical techniques. First, validity and reliability tests will be conducted to ensure that the research instruments are valid and reliable in measuring the variables of academic motivation, social support, and resilience. Next, the data will be analyzed using descriptive analysis to provide an overview of the characteristics of the respondents and the distribution of data. To test the relationship between variables, correlation analysis (such as Pearson or Spearman) and regression analysis will be used to determine the extent to which academic motivation and social support affect resilience.

FINDINGS AND DISCUSSION

The study involved 270 junior high school students in two subdistricts in Central Bangka Regency, namely Sungaiselan Subdistrict and Pangkalanbaru Subdistrict. Of the 270 participants, 54 did not complete the questionnaire, so their data was discarded. Therefore, the data used in this study came from 216 participants. The participant data is as follows:

Tabel 4. Gambaran Data Demografi Partisipan

Category	Total	Percentage
Gender		

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Male	107	49.5%
Female	109	50.5%
School		
SMP X Sungaiselan	47	21.8%
SMP Y Sungaiselan	60	27.8%
SMP X Pangkalanbaru	60	27.8%
SMP Y Pangkalanbaru	49	22.7%
Grade		
8	145	67.1%
9	71	32.9%
Parental Income		
Less than 1 million	77	35.6%
1-3 million	71	32.9%
3-5 million	43	19.9%
More than 5 million	25	11.6%
Keterlibatan Siswa Dalam Tambang		
Never	104	48.1%
Ever	75	34.7%
In Progress	37	17.15

In addition, there are levels of psychological resilience, academic motivation, and social support among participants as follows.

Table 5. Overview of Participants' Psychological Resilience, Academic Motivation, and Social Support Levels.

Category	Total	Percentage
Academic Resiliency		
Low	49	22.7%
Medium	109	50.5%
High	58	26.9%
Dukungan Sosial		
Low	61	28.2%
Medium	91	42.1%
High	64	29.6%
Motivasi Akademik		
Low	49	22.7%
Medium	114	52.8%
High	53	24.5%

Based on the data above, the majority of students fall into the moderate category for all three variables, indicating that most students have sufficient capacity and resources to face challenges. However, the significant proportion in the low category also warrants attention. These findings are consistent with existing literature. A total of 50.5% of students have moderate psychological resilience, a result that is in line with the findings of Yaman, et al. (2022), who also found that student resilience tends to be at a moderate level. However, the existence of 22.7% of students with low psychological resilience indicates that there is a vulnerable group that needs further support to be able to adapt well.

Analysis of social support shows that 42.1% of students feel moderate levels of support. This underscores the importance of the social environment, especially the family, in shaping student well-being. As emphasized by Septianmar, et al. (2022), family social support is a strong predictor of resilience, providing a crucial sense of security and emotional encouragement. This finding is also supported by research by Tawfik & Dini (2020), which found a significant relationship between social support and adolescent resilience.

Furthermore, academic motivation data shows that 52.8% of students are in the moderate category. This indicates that students' motivation to learn is quite good, but could be improved. The proportion of students with low motivation reached 22.7%, indicating that some students may lack initiative or intrinsic motivation to participate in the learning process. On the other hand, 24.5% of students had high academic motivation, reflecting a group of students who had a strong enthusiasm for learning and ambition to achieve their academic goals.

Table 6. Test of the Relationship between Academic Motivation and Social Support on Psychological Resilience

Variable	r	p	Description
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Academic Motivation and Psychological Resilience	0.573	0.000	Very Significant
Social Support and Psychological Resilience	0.196	0.004	Very Significant

Table 7. Multiple Linear Regression Test

Variable	B	p	R ²
Academic Motivation and Psychological Resilience	0.356	0.000	0.329
Social Support and Psychological Resilience	0.088	0.004	0.038

The correlation test results show a $r = 0.573$ $p = 0.000$. This strong positive correlation coefficient indicates a significant relationship between Academic Motivation and Psychological Resilience. This means that the higher the students' academic motivation, the stronger their psychological resilience. This finding is consistent with the latest literature. A study by Rahim (2017) shows that learning motivation has a significant relationship with resilience in students. The internal drive to achieve academic goals helps students view obstacles as challenges that can be overcome, rather than failures. This was also confirmed by Susanto (2025), who found that learning motivation contributes greatly to shaping academic resilience. This underscores that inner strength, such as motivation, is the main asset for building resilience.

Furthermore, the correlation test results show a $p = 0.196$; $r = 0.004$. Although the coefficient value is smaller, indicating a weak relationship, the significance value proves that the relationship is statistically significant. This means that social support, despite its smaller influence, still has a real relationship with psychological resilience. These findings are supported by existing authentic research. Studies by Hidayati and Nurdin (2023) and Rauf and Purba (2024) both show that social support plays an important role in increasing adolescent resilience. Support from the environment, such as family and friends, acts as an emotional safety net that helps individuals cope with stress. In this case, it can be concluded that both internal (motivation) and external (social support) factors play a role in shaping resilience, but internal factors have a more dominant influence.

In addition, the results of multiple linear regression analysis show that academic motivation and social support both have a positive and significant effect on students' psychological resilience. Specifically, each one-unit increase in academic motivation will increase psychological resilience by 0.356 units, with a highly significant relationship ($p = 0.000$). In addition, 32.9% of the variation in psychological resilience can be explained by academic motivation. Meanwhile, social support also has a positive effect, where each unit increase will increase resilience by 0.088 units ($p = 0.004$), although only 3.8% of the variation in resilience is explained by social support. Based on a comparison of the regression coefficient (B) and R^2 values, the influence of academic motivation is proven to be far more dominant and stronger than social support in shaping students' psychological resilience.

In addition, based on thematic analysis of the interview results, six main themes were identified, namely (1) family social support as a pillar, (2) intrinsic and extrinsic academic motivation, (3) manifestations of psychological resilience, (4) the influence of illegal tin mining activities as a risk factor, (5) the interaction between family support and academic motivation in shaping resilience, and (6) the role of schools and communities as additional supporters. Family support emerged in three forms: emotional, instrumental, and informational. One student said, "When I was tired and wanted to quit school, my mother always told me that studying is an investment. That made me strong again" (S03, female, 16 years old). Similar support was also expressed by another student, "My father doesn't talk much, but every morning he takes me to school. That form of attention makes me enthusiastic" (S08, male, 17 years old). In terms of instrumental support, several students emphasized the importance of financial support despite their limitations. "If I don't have money for transportation, my father always finds a way for me to get to school" (S11, male, 17 years old). Another student said, "Sometimes my mother sells cakes so that I have money for snacks and books. That means a lot" (S06, female, 16 years old). Meanwhile, informational support comes in the form of advice, as expressed by one student: "My parents told me that after graduating from high school, I could go to college and get a better job, so I study hard" (S07, male, 15 years old). This is

reinforced by the statement, "My grandmother often tells me that school can change your fate. That became my motivation" (S12, female, 17 years old).

This is in line with Cohen and Wills' (1985) buffering effect theory, which states that social support acts as a buffer against external stress. The interview results show that emotional support (encouragement and attention), instrumental support (economic assistance), and informational support (advice and guidance) can strengthen students' resilience. In line with Masten's (2001) findings, the family acts as the "first ecological system" that nurtures resilience in children and adolescents. Recent research by Sormanti and Shibusawa (2020) confirms that family support increases adolescents' capacity to manage social and economic pressures.

Students' academic motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation is reflected in their interest in learning, as expressed by one student: "I like chemistry, I feel satisfied when I can solve difficult problems" (S02, male, 16 years old). Another student added, "Learning English makes me happy; I feel open to the outside world" (S09, female, 16 years old). On the other hand, extrinsic motivation is also dominant. One student said, "I want to graduate quickly so I can help my family with work" (S14, female, 17 years old). This statement was reinforced by another student: "I want to go to college so I can work in an office, not in a mine like most people here" (S05, male, 17 years old). Self-Determination Theory (Ryan & Deci, 2000) explains that intrinsic motivation arises from interest and satisfaction in learning, while extrinsic motivation is often related to instrumental factors such as employment or social status. In this study, intrinsic motivation was demonstrated by students through their love of the subject, while extrinsic motivation was demonstrated in the form of a desire to help the family economy. A recent study by Schunk et al. (2022) confirms that intrinsic motivation strengthens learning sustainability, while positively directed extrinsic motivation can strengthen academic resilience, especially in challenging socio-economic contexts.

Psychological resilience is evident in coping strategies and future orientation. One student said, "When I have a problem, I talk to my guidance counselor. It makes me feel relieved and I get a solution" (S10, female, 16 years old). Another student expressed a similar sentiment: "When I get bad grades, I study again with my friends. So I don't get discouraged" (S04, male, 17 years old). Future orientation is an important aspect. "I imagine going to college; that makes me endure hard work now" (S05, male, 17 years old). Another student added, "My dream is to become a nurse. If I drop out of school, all of that will be lost" (S13, female, 16 years old). Findings on psychological resilience support the definition of resilience as a dynamic process, not a fixed trait (Ungar, 2019). Students facing economic pressures and the lure of illegal tin mining were still able to persevere by developing adaptive coping strategies and maintaining a future orientation. This is consistent with the research by Herrman et al. (2021), which emphasizes that resilience in adolescents is influenced by the interaction between internal resources and external support.

Almost all students mentioned illegal tin mining as a major temptation. One student said, "Many of my friends dropped out of school because they joined the mines; the money comes quickly" (S01, male, 17 years old). This was confirmed by another student, "Some of my friends are used to helping out in the mines; they say it's more important to earn money" (S16, female, 17 years old). However, some students choose to stay in school. "If you join the mines, you can earn money, but I see many who end up sick. I choose school" (S15, male, 16 years old). The main risk factor found is illegal tin mining, which provides quick economic rewards but has negative implications for education. This context supports the ecological resilience framework (Bronfenbrenner, 1979; Ungar, 2019), in which environmental factors can pose a major threat to the continuity of adolescent education. Similar research in mining areas by Zakaria and Yusuf (2021) found that local economic pressures often encourage children to drop out of school in order to contribute financially. However, this study shows that the interaction between family support and academic motivation acts as a protective factor that keeps students from such temptations.

Students who have a combination of family support and academic motivation are more resilient. "My mother always told me not to drop out of school, and I also really like studying. That made me strong enough to refuse the offer to work in the mines" (S18, female, 17 years old). Another student expressed a similar sentiment: "My father supports me in going to college, while I want to repay my parents. So I remain enthusiastic about school" (S09, female, 16 years old). In addition to family, the role of the school is also a source of support. One student said, "The guidance counselor often gives advice to focus on the future, which helps a lot" (S10, female, 16 years old). Another student added, "If there are financial difficulties, teachers sometimes help find scholarships" (S12, female, 17 years old). However, limitations remain. "The school helps with motivation, but the family's economic problems remain difficult" (S07, male, 15 years old). Ultimately, the role of schools and communities becomes a significant additional source of support. Counseling services, scholarships, and moral support from teachers help students overcome obstacles. This is consistent with recent research by Fergus and Zimmerman (2020), which emphasizes the importance of school-based protective factors in supporting adolescent resilience.

CONCLUSIONS

Although this study has provided valuable insights into the roles of family social support and academic motivation in shaping students' psychological resilience, several limitations present opportunities for further exploration. Conducted among students in Bangka Tengah—a region challenged by illegal tin mining as a competing social and economic activity—the findings could be expanded through studies in diverse regions with different cultural, economic, and educational contexts to enhance generalizability. Comparative research between rural and urban or mining and non-mining communities may also deepen understanding of contextual influences on resilience. Moreover, future longitudinal studies are needed to examine how family support, academic motivation, and resilience evolve over time, capturing developmental and causal dynamics. Expanding the model to include additional protective and risk factors such as peer support, teacher involvement, community engagement, and socioeconomic conditions would further enrich the theoretical framework. Since academic motivation emerged as the strongest predictor, future work could test specific motivational interventions like goal-setting workshops, mentorship programs, or self-determination-based curricula through experimental designs. Qualitative research should also include perspectives from parents, teachers, and policymakers to strengthen triangulation and depth of analysis. Practically, schools should implement programs that nurture intrinsic motivation, families should be educated on providing supportive environments, and policymakers must design context-sensitive education policies and allocate resources for resilience-building initiatives. Cross-sector collaboration among schools, families, and governments is therefore vital to create a comprehensive ecosystem that equips students with the mental resilience needed to navigate social and economic challenges.

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