# Self-Esteem and Social Support are Needed to Increase the Resilience of Student's Mothers

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**Abstract:** Resilience is essential for mothers who experience pressure and stress while accompanying their children to take part in distance learning during the COVID-19 pandemic. This study aims to empirically examine the effect of self-esteem and social support on mothers' resilience of Early Childhood Education students during distance learning assistance. This quantitative study uses a sample of 117 mothers of Early Childhood Education students in Bulusari Village, Sayung District, Demak Regency. The sampling technique used is non-probability sampling with a convenience sampling method. The measuring instrument of this study consisted of a self-esteem scale, a social support scale, and a resilience scale with data collection techniques through questionnaires. The data analysis method in this study used multiple linear regression analysis. The study's results showed that self-esteem and social support simultaneously significantly affected resilience with a significance value of 0.000 <0.05 with a contribution of 41.3%. It proves that self-esteem and social support empirically have a role in the resilience of mothers of Early Childhood Education students during distance learning assistance.

**Keywords:** resilience of students' mothers; self-esteem; social support

**Abstrak:** Resiliensi sangat penting bagi para ibu yang mengalami tekanan dan stres saat mendampingi anak-anaknya selama pembelajaran jarak jauh pada masa pandemi COVID-19. Penelitian ini bertujuan untuk menguji secara empiris pengaruh harga diri dan dukungan sosial terhadap resiliensi ibu dari siswa PAUD selama pendampingan pembelajaran jarak jauh. Penelitian ini merupakan penelitian kuantitatif yang menggunakan sampel sebanyak 117 ibu dari siswa PAUD se-Desa Bulusari Kecamatan Sayung Kabupaten Demak. Teknik sampling yang digunakan adalah teknik nonprobability sampling dengan metode convenience sampling. Alat ukur penelitian ini terdiri dari skala harga diri, skala dukungan sosial, dan skala resiliensi dengan teknik pengambilan data melalui kuesioner. Metode analisis data dalam penelitian ini menggunakan analisis regresi linier berganda. Berdasarkan hasil penelitian menunjukkan bahwa harga diri dan dukungan sosial secara simultan berpengaruh signifikan terhadap resiliensi dengan nilai signifikansi 0,000 < 0,05 dengan kontribusi sebesar 41.3%. Hal ini membuktikan bahwa harga diri dan dukungan sosial secara empiris memiliki peran terhadap resiliensi ibu dari siswa PAUD selama pendampingan pembelajaran jarak jauh.

**Kata Kunci:** resiliensi ibu siswa; harga diri; dukungan sosial

## A.  Introduction

Resilience is essential for individuals who experience pressure or problems in daily life so that they are not easily stressed, especially for parents, especially mothers who have to adapt to accompanying their children during distance learning during the COVID-19 pandemic. Resilience is one of the foundations for happiness and success in life.[1] Resilience is seen as an individual's ability.

Distance learning has both positive and negative impacts. The positive effect for children is that they will be safer from transmitting the virus during the COVID-19 pandemic, which is unknown when it will end.[2] At the same time, the positive impact for parents is to make the role of parents in monitoring and supervising the child's learning process more manageable.[3] In addition, parents will become more familiar with their children, especially in their children's academics.[4] Although this distance learning activity aims to break the chain of the spread of COVID-19, this has a negative impact, such as making students easily stressed and tired. The Indonesian Child Protection Commission (KPAI) has received complaints from some parents about distance learning assignments teachers give to children. According to the complaint, children are stressed and exhausted with various daily tasks. [5] Apart from students, parents also experience stress, especially mothers who accompany their children's learning from home, because of multiple problems in the learning process experienced during distance learning.[6]

Palupi's research on the stress of mothers accompanying their children during distance learning shows that 7.86% of mothers experience very low-stress levels. 51.69% of them experience low-stress levels, 30.34% experience

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[1] Karen Reivich and Andrew Shatte, *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles* (New York: Harmony-Rodale, 2003).

[2] Astri Chya Eka Putri, "Dampak Pembelajaran Jarak Jauh bagi Orang Tua dan Anak," Kumparan.com, January 21, 2021, https://kumparan.com/putri-chya/dampak-pembelajaran-jarak-jauh-bagi-orang-tua-dan-anak-1v1R96wsIYj.

[3] Putri.

[4] Putri.

[5] Mabruroh, "KPAI: Pembelajaran Daring Buat Anak Stres dan Kelelahan," ed. Andri Saubani, *republika.co.id,* March 18, 2020, https://republika.co.id/berita/q7dme0409/kpai-pembelajaran-daring-buat-anak-stres-dan-kelelahan.

[6] Andri Saubani, ed., "Murid Belajar di Rumah: Stres Orang Tua dan Kendala Lainnya," *republika.co.id,* March 18, 2020, https://republika.co.id/berita/q7dlrn409/murid-belajar-di-rumah-stres-orang-tua-dan-kendala-lainnya.

moderate-stress levels, 39.33% experience high-stress levels, and 2.25% of them experience very high-stress levels.[7]

Based on a survey conducted by researchers on 11 mothers of Early Childhood Education students in Bulusari Village, Sayung District, Demak Regency who accompanied their children during distance learning, namely; as many as 72.72% often feel tired because the pressure becomes heavier when accompanying children to learn, as many as 54.54% admit to being angry more often when attending children to study, 63.63% feel doubt that they can understand children's learning materials, as many as 36.36% feel not sure that they can handle their children who are fussy while studying, as many as 54.54% feel uncomfortable asking for help from others in accompanying their children to learn, as many as 90.90% admit that they can no longer stand distance learning, as many as 27.27% feel difficult in learning to condition children to take part in learning, as many as 36.36% admit that their children prefer to play rather than listen to their orders, 9.09% feel that no one is with them when they feel difficult, and 18.18% admit that they do not have a smartphone to support learning from home.

Early childhood is those in the age range of zero to six years. Participating in the Early Childhood Education (PAUD) program is usually in the age range of two to six years before entering the elementary school level.[8] According to Hurlock, children at an early age tend to experience a crisis in developing such concepts as inaccuracy in understanding something. Limited exposure and vocabulary lead to difficulties in understanding what other people say.[9] In addition, one of the developmental tasks in early childhood is still learning to add vocabulary, pronounce words, and combine words into a sentence.[10]

In this case, children still really need full assistance during the learning process from home. The distance learning system in the COVID-19 pandemic forced the mothers of Early Childhood Education students to play an active role in

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[7] Tri Nathalia Palupi, "Tingkat Stres Ibu dalam Mendampingi Siswa-siswi Sekolah Dasar selama Belajar di Rumah pada Masa Pandemi COVID-19," *Jurnal Psikologi Pendidikan dan Pengembangan SDM* 10, no. 1 (2021): 36–48.

[8] Siti Hikmah, *Psikologi Perkembangan (Tinjauan dalam Perspektive Islam)* (Semarang: CV. Karya Abadi Jaya, 2015).

[9] Elizabeth B. Hurlock, *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan,* ed. Ridwan Max Sijabat, 5th ed. (Jakarta: Erlangga, 2002).

[10] Hurlock.

replacing the teacher's role while studying from home. Replacing the teacher's role in question is that the student's mother also plays a role in conveying and understanding learning material from the teacher during distance learning during the COVID-19 pandemic. It happens because Early Childhood Education students generally have not been able to read and understand learning material from school independently compared to those who have entered the elementary, junior high, and high school levels. In addition, Early Childhood Education students can also not operate the devices needed for distance learning, such as smartphones and applications that support distance learning. During the adaptation period to the changes in the learning system, student mothers are very vulnerable to experiencing various resilience problems such as stress every day.

According to Resnick et al., resilience is an individual's ability to bounce back and recover after experiencing stress or negative events in a previous life[11]. Reivich & Shatte suggest that resilience has seven aspects: emotion regulation, impulse control, optimism, empathy, causal analysis, self-efficacy, and reaching out.[12] Holaday and McPhearson, argue that individuals who can quickly return to conditions before the individual was traumatized and immune or resistant to various negative life events can be resilient[13]. Suppose the mothers of students who experienced stress due to the distance learning system during the pandemic could recover to their original condition and endure negative events while accompanying their children to study from home. In that case, the students' mothers are people who have good resilience.

As described in Sharma and Bali, self-esteem is a critical resilience index[14]. Branden suggests that self-esteem is an individual's belief in his ability to think, overcome life's challenges, be successful, be happy, feel worthy, fulfil needs and desires, achieve self-worth and enjoy the results of his efforts.[15] Self-esteem has

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[11] Barbara Resnick, Lisa P. Gwyther, and Karen A. Roberto, eds., *Resilience in Aging*, 2nd ed. (Cham: Springer International Publishing, 2018), https://doi.org/10.1007/978-3-030-04555-5.

[12] Reivich and Shatte, *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*.

[13] Margot Holaday and Ruth W. McPhearson, "Resilience and Severe Burns," *Journal of Counseling & Development* 75, no. 5 (1997): 346–56, https://doi.org/10.1002/j.1556-6676.1997.tb02350.x.

[14] Anita Sharma and Deepika Bali, "Self-Esteem and Well-being as the Major Indicators of Resilience to Stress," *Indian Journal of Health and Wellbeing* 4, no. 2 (2013): 386–92, https://doi.org/10.15614/ijpp/2013/v4i2/49876.

[15] Nathaniel Branden, *The Six Pillars of Self-Esteem* (New York: Bantam Books, 1995), 4.

four aspects: significance, strength, competence, and obedience to virtu. [16] Individuals with high self-esteem can quickly recover from mental and physical crises, naturally, bounce back from adverse situations, and improve negative moods towards high self-restraint to stress.[17]

In addition to self-esteem, one of the factors that can affect a person's resilience is social support. According to Cobb, social support also takes the form of attention, appreciation, comfort, and assistance given to others.[18] According to Sarafino & Smith, there are four aspects of social support: emotional support, instrumental support, informative support, and companionship support.[19] In dealing with pressures in life, a person needs social support.[20] According to Cobb, individuals who feel that they get social support can make a person go through a period of crisis, protect against various pathological disorders, and speed up their recovery.[21]

A review of existing theories and research shows that self-esteem and social support are essential in creating a person's resilience when experiencing difficult times. Similarly, suppose the self-esteem of the student's mother is high. In that case, it is expected to make the student's mother more resilient, likewise, with the social support received by mothers of high school students. It is hoped that they will also be able to increase the resilience of students' mothers in difficult and stressful times, especially when accompanying their children to take distance learning during the COVID-19 pandemic.

This study empirically examines the effect of self-esteem on resilience, the effect of social support on resilience, and the effect of self-esteem and social support on mother's resilience of Early Childhood Education students during distance learning mentors. This research is expected to provide information about self-esteem, social support, and mother's resilience of Early Childhood

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[16] Stanley Coopersmith, *The Antecedents of Self-Esteem* (Sanfrancisco: WH. Freeman, 1967), 83.

[17] Sharma and Bali, "Self-Esteem and Well-Being as the Major Indicators of Resilience to Stress."

[18] Sidney Cobb, "Social Support as a Moderator of Life Stress," *Psychosomatic Medicine* 38, no. 5 (1976): 300–314, https://doi.org/10.1097/00006842-197609000-00003.

[19] Edward P. Sarafino and Timothy W. Smith, *Health Psychology Biopsychosocial Interactions* (New York: John Willey & Sons I, 2014), 81–82.

[20] Refi Efrida, Andhita Dyorita K., and Annisa Warastri, "Hubungan antara Dukungan Sosial dengan Kecemasan dalam Mengahadapi Dunia Kerja pada Siswa SMK," [Undergraduate Thesis] (Universitas 'Aisyiyah Yogyakarta, 2022).

[21] Cobb, "Social Support as a Moderator of Life Stress."

Education students during distance learning assistance. In addition, it is hoped that students' mothers will be able to overcome resilience problems by increasing self-esteem and social support during distance learning assistance to students.

## B.   Method

This research is quantitative. The population in this study were 195 mothers of Early Childhood Education students in Bulusari Village, Sayung District, Demak Regency, who participated in accompanying their children during distance learning and still had husbands. The sample used was 60% of the total population, namely 117 mothers of Early Childhood Education students as the research sample. This sampling technique uses a non-probability sampling technique with a convenience sampling method.

The data collection method in this study used a questionnaire sheet containing a scale made by the researcher; the resilience scale is based on the resilience aspect proposed by Reivich and Shatte.[22] The self-esteem scale is based on the self-esteem aspect proposed by virtue Coopersmith[23], and the social support scale is based on the social support aspect proposed by Sarafino & Smith[24]. Data analysis in this study used multiple linear regression analysis, which was processed using IBM SPSS Statistics 25 software.

The hypotheses in this study are: 1) there is an effect of self-esteem on the mother's resilience of Early Childhood Education students during distance learning assistance, 2) there is an effect of social support on the mother's resilience of Early Childhood Education students during distance learning assistance, and 3) there is an influence between self-esteem and social support on the mother's resilience of Early Childhood Education students during distance learning assistance.

## C.   Results and Discussion

The results of the data description test explained that the self-esteem variable showed a minimum value of 48, a maximum value of 107, an average value of 82.12, and a standard deviation of 10.977. The results were obtained

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[22] Reivich and Shatte, *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles.*

[23] Coopersmith, *The Antecedents of Self-Esteem.*

[24] Sarafino and Smith, *Health Psychology Biopsychosocial Interactions.*

from respondent data using a self-esteem scale with the lowest score of 48 and the highest of 107. At the same time, the social support variable shows a minimum value of 73, a maximum value of 127, an average value of 101.82, and a standard deviation of 10,802. The results were obtained from respondent data using the social support scale, with the lowest score of 73 and the highest score of 127. Then the resilience variable shows a minimum value of 73, a maximum value of 127, an average value of 101.82, and a standard value—deviation of 10,802. The results obtained from respondent data using the social support scale have the lowest score of 73 and the highest of 127.

Based on Table 1, can be found that the categorization of self-esteem, social support, and mother's resilience of Early Childhood Students is as shown in Table 2.

Table 2 shows that 17.9% of the mothers of students who are the research subjects, namely 21 mothers of Early Childhood Education students with low self-esteem levels, as many as 66.7% or 78 mothers of Early Childhood Education students with medium levels of self-esteem. As many as 15.4 % or 18 mothers of Early Childhood Education students have high self-esteem.

Table 1
Descriptive Test Results of Self-Esteem, Social Support, and
Mother's Resilience of Early Childhood Education Students

| Variables | N | Min. | Max. | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Self-Esteem | 117 | 48 | 107 | 82.12 | 10.977 |
| Social Support | 117 | 73 | 127 | 101.82 | 10.802 |
| Resilience | 117 | 101 | 168 | 127.71 | 11.966 |

Table 2
Category of Mother's Self-Esteem of Early Childhood Students

| Frequency | | Percents | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Low | 21 | 17.9 | 17.9 | 17.9 |
| Medium | 78 | 66.7 | 66.7 | 84.6 |
| High | 18 | 15.4 | 15.4 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Table 3 shows that 17.1% of the mothers of students who are the subject of the study, namely 20 mothers of Early Childhood Education students who have a low level of social support, as many as 70.1% or 82 mothers of Early Childhood Education students who have a medium level of social support. As many as 12.8 % or 15 mothers of Early Childhood Education students have high social support.

Table 4 shows that 14.5% or 17 of the students' mothers have a low level of resilience, 72.6% or 85 of the students' mothers have medium levels of resilience, and 12.8% or 15 of the students' mothers have a high level of resilience.

Table 3
Categories of Mother's Social Support of Early Childhood Students

| Frequency | | Percents | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Low | 20 | 17.1 | 17.1 | 17.1 |
| Medium | 82 | 70.1 | 70.1 | 87.2 |
| High | 15 | 12.8 | 12.8 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Table 4
Category of Mothers' Resilience of Early Childhood Education Students

| Frequency | | Percents | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Low | 17 | 14,5 | 14,5 | 14,5 |
| Medium | 85 | 72,6 | 72,6 | 87,2 |
| High | 15 | 12,8 | 12,8 | 100,0 |
| Total | 117 | 100,0 | 100,0 | |

Here are the results of the Assumption Test to make sure there are no errors in the data (see Table 5). Table 5 of the normality test results show that the existing data on self-esteem, social support, and resilience yield a significance value of 0.200, greater than 0.05 (0.200 > 0.05). From the results of the normality test, it can be said that the distributed data is normal.

Table 5
Normality Test Results of Self-Esteem, Social Support, and Resilience

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | Unstandardized Residual |
| N | | 117 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 9.08935293 |
| Most Extreme Differences | Absolute | .053 |
| | Positive | .053 |
| | Negative | -.041 |
| Test Statistic | | .053 |
| Asymp. Sig. (2-tailed) | | .200[c,d] |

Table 6
Linearity Test Results of Independent Variables with Dependent Variables

| No. | Variables | Test for Linearity | Deviation from Linearity | Description |
|---|---|---|---|---|
| 1 | Self-Esteem* Resilience | 0.000 | 0.71 | Linear |
| 2 | Social support* Resilience | 0.000 | 0.540 | Linear |

Based on Table 6, the results of the linearity test, namely self-esteem and resilience, there is a linear relationship. Likewise, there is a linear relationship between social support and resilience.

Table 7
Multicollinearity Test Results between Independent Variables

| Independent Variables | Collinearity Statistics | | Description |
|---|---|---|---|
| | Tolerance | VIF | |
| Self-Esteem | 0.731 | 1.368 | No Multicollinearity |
| Social Support | 0.731 | 1.368 | |

Based on Table 7, there is no multicollinearity between the study's independent variables.

Table 8
Partial Regression Coefficient Test Results

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 53,656 | 8,471 | | 6,334 | 0,000 |
| Self-Esteem | 0,462 | 0,091 | 0,424 | 5,092 | 0,000 |
| Social Support | 0,355 | 0,092 | 0,320 | 3,848 | 0,000 |
| Dependent Variable: Resilience | | | | | |

In Table 8, can be seen that the effect of self-esteem on resilience has a t-count value of 5.092 > 1.980 (t-table) and a significance value of 0.000 <0.05. These results indicate that the first hypothesis in this study is accepted; namely, self-esteem significantly affects mothers' resilience of Early Childhood Education students during distance learning assistance and contributes 46.2%.

Then from Table 8 shows that social support's effect on resilience has a t-count value of 3.848 > 1980 (t-table) and a significance value of 0.000 <0.05. These results indicate that the second hypothesis in this study is also accepted: social support significantly affects the mother's resilience of Early Childhood Education students during distance learning assistance and contributes 35.5%.

Table 9
Simultaneous Regression Coefficient Test Results

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 7024,625 | 2 | 3512,312 | 41,781 | 0,000[b] |
| Residual | 9583,495 | 114 | 84,066 | | |
| Total | 16608,120 | 116 | | | |

In Table 9, the effect of self-esteem and social support simultaneously on resilience has an F-arithmetic value of 41.781 > 3.08 (F-table) and a significance value of 0.000 < 0.05. These results indicate that the third hypothesis is accepted: self-esteem and social support significantly affect mothers' resilience to Early Childhood Education students during distance learning assistance.

Table 10
Coefficient of Determination Test Results

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0.650[a] | 0.423 | 0.413 | 9.169 |

Table 10 shows the effect of self-esteem and social support on resilience, having an Adjusted R Square value of 0.413. It shows that self-esteem and social support can contribute to the mother's resilience of Early Childhood Education students by 41.3%, while other variables outside this research model influence the remaining 58.7%.

Based on the regression test results on the first hypothesis, the t value was 5.092 > 1.980 (t-table) and had a significance value of 0.000 < 0.05. These results indicate that the first hypothesis in this study is accepted; namely, self-esteem significantly affects mothers' resilience of early childhood education students during distance learning assistance. The regression coefficient value in this study is 0.462 or has an effect of 46.2%. It shows that the influence in this study is positive, which means that the higher the self-esteem, the higher the resilience. Vice versa, the lower the self-esteem, the lower the resilience.

This research is in line with what has been stated by Resnick et al., that maintaining good self-esteem can support individuals against difficult situations that will come to remain in a resilient state.[25] When the student's mother has meaning, strength, competence, and obedience to herself while accompanying her child during distance learning, she can help her mother through the difficult times she is facing. This significance is the acceptance of other people toward the student's mother. Acceptance is indicated by friendliness, interest, and liking.[26] Strength is shown by the recognition and respect that student's mothers receive from those around them for their opinions and rights. This recognition will create a growing respect for his views and the ability to resist pressure to conform without considering his needs and opinions.[27] Competence, in this case,

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[25] Resnick, Gwyther, and Roberto, *Resilience in Aging*.

[26] Coopersmith, *The Antecedents of Self-Esteem*.

[27] Coopersmith.

can be interpreted as a student's mother's ability to perform tasks optimally when accompanying her child to learn from home. Then the obedience of the student's mother in virtue can be in the form of carrying out the goodness of a moral, ethical or religious when facing difficult times during distance learning assistance.

This study strengthens Margareth's research with the results of a significance value of 0.000 <0.05.[28] It indicates a significant relationship between self-esteem and resilience and has a positive direction. So, the lower the self-esteem of middle school students, the lower their resilience, and vice versa.

Another research is research conducted by Hanani with the results of a significance value of 0.000 <0.05.[29] This study indicates that self-esteem affects resilience in first-year students of the Medical Study Program and has a positive relationship direction. So, if the level of self-esteem in students is high, then the level of resilience in students is also high. On the other hand, if the self-esteem level is low, the student's level of resilience is also low.

Further research was also conducted by Lete et al., which shows the results of a significance value of 0.02 < 0.05.[30] These results indicate a significant relationship between self-esteem and resilience in adolescents at the Bhakti Luhur Orphanage in Malang and have a positive relationship direction. Thus, it can be said that the higher the self-esteem in adolescents, the higher their resilience.

Based on the theory and the research that has been done, self-esteem is empirically proven to have an essential role in a person's resilience. With good self-esteem maintenance, one can recover and rise from adversity when experiencing various pressures and difficult times.

Then on the results of the second hypothesis test, the t-count value was 3.848 > 1980 (t table) and had a significance value of 0.000 <0.05. These results

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[28] T. Venessa Margareth, "Hubungan antara Self Esteem dengan Resiliensi pada Siswa Sekolah Menengah pasca Bencana Banjir dan Tanah Longsor di Daerah Batu Gajah Ambon," [Undergraduate Thesis] (Universitas Kristen Satya Wacana, 2016).

[29] Chadiza Ayumas Hanani, "Pengaruh Self-Esteem terhadap Resiliensi pada Mahasiswa Tahun Pertama Program Studi Kedokteran," [Undergraduate Thesis] (Universitas Negeri Jakarta, 2019).

[30] Gregorius Reda Lete, Farida Halis Dyah Kusuma, and Yanti Rosdiana, "Hubungan antara Harga Diri dengan Resiliensi Remaja di Bhakti Luhur Malang," *Nursing News Universitas Tribhuwana Tunggadewi Malang* 4, no. 1 (2019): 20–28, https://doi.org/10.33366/nn.v4i1.1436.

indicate that the second hypothesis in this study is also accepted: social support significantly affects the mother's resilience of Early Childhood Education students during distance learning assistance. The value of the regression coefficient in this study is 0.355, or an effect of 35.5%. It shows that the influence in this study is positive, which means that the higher the social support, the higher the resilience. Vice versa, the lower the social support obtained by the student's mother, the lower the resilience.

This study is in line with what was stated by Resnick et al. that one of the factors that influence resilience is the existence of social support[31]. In research on HIV-positive survivors, identifying unique social support groups contributes to the resilience of members of HIV-positive survivors.[32] According to Sarafino & Smith, social support refers to actions that are taken by others to get support[33]. Social support for students' mothers can be obtained from several sources such as husbands, family, teachers, friends, and the government. Individuals who get social support will believe they are valued, loved, and feel part of social networks such as community organizations or families who can help when needed[34]. Suppose students' mothers in distance learning assistance receive social support in the form of emotional support, instrumental support, informative support, and companionship support. In that case, it will make facing difficult times easier for students' mothers. That way, students' mothers will have good resilience when conducting distance learning assistance.

This study also strengthens previous research conducted by Sari & Indrawati with a significance result of 0.000 < 0.001.[35] This study's results indicate a significant relationship between peer social support and academic resilience and have a positive relationship direction. Thus, the higher the peer social support obtained by final-year students, the higher the academic resilience.

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[31] Resnick, Gwyther, and Roberto, *Resilience in Aging*.

[32] Resnick, Gwyther, and Roberto.

[33] Sarafino and Smith, *Health Psychology Biopsychosocial Interactions*.

[34] Sarafino and Smith.

[35] Paundra Kartika Permata Sari and Endang Sri Indrawati, "Hubungan antara Dukungan Sosial Teman Sebaya dengan Resiliensi Akademik pada Mahasiswa Tingkat Akhir Jurusan X Fakultas Teknik Universitas Diponegoro'," *Empati* 5, no. 2 (2016): 177–82, https://doi.org/10.14710/empati.2016.14979.

In addition, based on research done by Jannah & Rohmatun with the results of a significance value of 0.000 < 0.01.[36] The results of this study indicate a relationship between social support and the resilience of tidal flood survivors and have a positive direction. So, the higher the social support received by tidal flood survivors, the higher the resilience of tidal flood survivors.

Ambarini also carried out further research with the results of a significance value of 0.000 <0.05.[37] The results of this study indicate a relationship between social support and resilience in divorced widows and have a positive relationship direction. Thus, the higher the social support received by the divorced widow, the higher the resilience of the divorced widow will be. Vice versa, the lower the social support received by the divorced widow, the resilience of the dead divorced widow will also be lower.

Based on the theory and the research that has been done, social support is empirically proven to have an important role in a person's resilience. When people get social support from people around them, that person will believe that he is valued, loved, and not alone. Thus, a person can recover and rise from adversity when experiencing various pressures and difficult times.

The third hypothesis test has a calculated F value of 41.781 > 3.08 (F-table) and has a significance value of 0.000 < 0.05. These results indicate that the third hypothesis is accepted: self-esteem and social support significantly affect mothers' resilience of Early Childhood Education students during distance learning assistance. The effect of self-esteem and social support simultaneously on resilience has an Adjusted R Square value of 0.413. It shows that self-esteem and social support can contribute to the resilience of students' mothers by 41.3%, while other variables outside this research model influence the remaining 58.7%. This influence has a positive effect, which means that the higher the self-esteem and social support of the students' mothers, the higher their resilience. Vice versa, the lower the self-esteem and social support of the mother, the lower the resilience.

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[36] Syaria Nur Jannah and Rohmatun Rohmatun, "Hubungan antara Dukungan Sosial dengan Resiliensi pada Penyintas Banjir Rob Tambak Lorok," *Proyeksi* 13, no. 1 (2020): 1–12, https://doi.org/10.30659/jp.13.1.1-12.

[37] Dyah Ayu Sekar Ambarini, "Hubungan antara Dukungan Sosial dengan Resiliensi pada Janda Cerai Mati," [Undergraduate Thesis] (Universitas Sanata Dharma Yogyakarta, 2019).

Sharma and Bali state that individuals with high self-esteem can quickly recover from mental or physical crises, naturally bounce back from adverse situations, and improve negative moods towards high self-defence, against stress.[38] In addition, according to Cobb, individuals who feel that they get social support can make a person go through a period of crisis, protect against various pathological disorders, and speed up their recovery.[39] So, when a student's mother, during distance learning assistance, has good self-esteem and social support, the individual can get through the crisis and quickly recover from adverse circumstances.

This study also strengthens previous research that Alvina and Dewi have carried out.[40] The study showed a significant effect between self-esteem and social support on student resilience with the experience of bullying in college. This study has a coefficient of determination of 0.448, which means that self-esteem and social support can contribute to the resilience of students with bullying experiences 44.8%. The influence is positive, meaning the higher the self-esteem and social support of students with bullying experiences, the higher their resilience. Vice versa, if the lower self-esteem and social support for students with bullying experiences, the lower their resilience.

Subsequent research was conducted by Diwandana, which showed the influence between self-esteem and social support on the resilience of street children in Griya Baca, Malang City.[41] This study has a coefficient of determination of 0.375 or 37.5%. The coefficient value shows that self-esteem and social support affect the resilience of street children by 37.5%. The influence is positive, which means that if street children's self-esteem and social support are high, the resilience will also be high. On the other hand, if street children's self-esteem and social support are low, their resilience will also be low.

Based on the theory and previous studies examining the effect of self-esteem and social support on resilience, it can be concluded that self-esteem and

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[38] Sharma and Bali, "Self-Esteem and Well-being as the Major Indicators of Resilience to Stress."

[39] Cobb, "Social Support as a Moderator of Life Stress."

[40] Sonia Alvina and Fransisca Iriana R Dewi, "Pengaruh Harga Diri dan Dukungan Sosial terhadap Resiliensi Mahasiswa dengan Pengalaman Bullying di Perguruan Tinggi," *Psibernetika* 9, no. 2 (2017): 156–62, https://doi.org/10.30813/psibernetika.v9i2.472.

[41] Rizky Aliefia Diwandana, "Pengaruh Harga Diri dan Dukungan Sosial terhadap Resiliensi Anak Jalanan di Griya Baca Kota Malang," [Undergraduate Thesis] (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2017), 89.

social support are empirically proven to have a positive and significant effect on resilience. A person with high self-esteem and social support will undoubtedly make a person have high resilience in the face of a crisis.

During the COVID-19 pandemic, the education system in Indonesia implemented a distance learning system. It certainly makes parents, especially mothers, have to play more roles in educating their children. One of the essential roles of students' mothers in participating in distance learning is to assist. Assistance during distance learning is very much needed for students who are still young, especially those who are still in the scope of Early Childhood Education (PAUD). According to Hurlock, children at an early age tend to experience a crisis in developing such concepts as inaccuracy in understanding something. Limited exposure and vocabulary lead to difficulties in understanding what other people say.[42]

Based on this, the assistance of a mother of Early Childhood Education students during distance learning is very much needed. However, when conducting distance learning assistance, a mother is prone to experiencing very low-stress and very high-stress levels.[43] The mother's age of Early Childhood Education students is included in early adulthood. According to Hurlock, early adulthood is when a person is 18-40. In early adulthood, they are very vulnerable to experiencing a crisis in adjusting to new demands and parenting roles[44]. Some of the crises experienced in early adulthood, according to Hurlock are such as a lack of readiness to face new demands and problems in a marriage bond and the role of parents to their children, lack of success in mastering several skills simultaneously. In addition, children are also expected to be independent by not getting help from other people in dealing with these problems.[45]

According to Erikson, early adulthood is in the intimacy vs. isolation stage[46]. Intimacy is a person's capacity to bind himself to a real relationship or establish closeness and give trust to others to share. In this stage, students' mothers who accompany distance learning are required to develop closer relationships with

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[42] Hurlock, *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*.

[43] Palupi, "Tingkat Stres Ibu dalam Mendampingi Siswa-siswi Sekolah Dasar selama Belajar di Rumah Pada Masa Pandemi COVID-19'."

[44] Hurlock, *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*.

[45] Hurlock.

[46] Erik H. Erikson, *Childhood and Society* (New York: WW Norton & Company, 1993).

their families, husbands, children, and friends. If the student's mother fails to establish close relationships or gets rejected by the people around her, there will be isolation. The impact of this isolation is usually in the form of avoiding contact or distrust of someone in building commitment to close relationships and even causing psychopathological problems such as severe character problems[47].

Stress on students' mothers during distance learning assistance can occur because of changes in demands that are more on educating children academically, such as providing learning instructions, delivering learning, understanding learning materials, and guiding the completion of tasks given by the school. In addition, various other problems such as the mother's previous preoccupation with the mother, lack of understanding of the learning material, the lack of other people's roles in helping the student's mother, and the mother's lack of ability to master the use of smartphones as support for distance learning can cause stress for student's mother. Suppose a student's mother, during distance learning assistance, cannot get up and recover from the stress she experiences. In that case, the mothers of Early Childhood Education students are experiencing resilience problems.

When conducting distance learning assistance, the level of mother's resilience of Early Childhood Education students had low, medium, and high levels of resilience. The difference in the level of resilience is influenced by several factors, one of which is self-esteem and social support. Based on this, the student's mother's high self-esteem and social support received by the student's mother will able to make the student bounce back and recover from various stresses when conducting distance learning assistance. So that the student's mother can get through the crisis she is experiencing and become a more resilient. So, it can be concluded that self-esteem and social support are essential in the mother's resilience of Early Childhood Education students during distance learning assistance.

## D. Conclusion

Based on the formulation of the problem that has been determined and the hypothesis testing that the researcher has carried out, it can be concluded in this study as follows: *first*, self-esteem affects the mother's resilience of Early

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[47] Erikson.

Childhood Education students during distance learning assistance. *Second*, there is the effect of social support on the mother's resilience of Early Childhood Education students during distance learning assistance. *Third*, self-esteem and social support affect the mother's resilience of Early Childhood Education students during distance learning assistance. This influence has a positive direction, which means that the higher the self-esteem, the higher the resilience of the student's mother, and vice versa; if the self-esteem is low, the resilience will be lower. The higher the social support received, the higher the resilience of the student's mother, and the lower the social support received, the lower the resilience. The higher the self-esteem and social support of the student's mother, the higher the resilience, and vice versa; if the self-esteem and social support are low, the resilience is also low.

The only factors that affect resilience tested in this study are self-esteem and social support. Meanwhile, other factors influence resilience, such as spirituality and positive emotions. In addition, in determining the population during the COVID-19 pandemic, this study has a less broad population reach. This study only uses a population of Early Childhood Education (PAUD) student mothers who provide distance learning assistance in one village. Meanwhile, the mothers of Early Childhood Education (PAUD) students who provide distance learning assistance with resilience problems can also occur in other areas. It happened because researchers were not free to conduct direct surveys when large-scale social restrictions (PSBB) and restrictions on community activities (PPKM) were implemented to prevent the spread of the COVID-19 virus. Therefore, the researcher suggests further research to examine other factors influencing resilience, such as spirituality and positive emotions. In addition, further research is to expand the reach of the research population in a similar research study, namely regarding the resilience of student mothers during distance learning assistance.[s]

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