

**SKRIPSI**

**HUBUNGAN DUKUNGAN SOSIAL DAN *SELF-REGULATED LEARNING*  
DENGAN *ACADEMIC RESILIENCE* PADA MAHASISWA  
KEPERAWATAN UNIVERSITAS ANDALAS**



**Dr. Ns. Zifriyanthi Minanda Putri, S.Kep., M.Kep**

**FAKULTAS KEPERAWATAN  
UNIVERSITAS ANDALAS  
APRIL 2026**

FAKULTAS KEPERAWATAN  
UNIVERSITAS ANDALAS  
April 2026

Nama : Citra Rahayu Gayatry  
NIM : 2211313003

**Hubungan Dukungan Sosial dan *Self-Regulated Learning* dengan *Academic Resilience* Pada Mahasiswa Keperawatan Universitas Andalas**

**ABSTRAK**

*Academic resilience* pada mahasiswa keperawatan menjadi perhatian karena tingginya tuntutan akademik, praktik klinik, serta penyelesaian tugas yang memerlukan kemampuan adaptasi dan ketahanan yang baik. *Academic resilience* dipengaruhi oleh berbagai faktor-faktor baik faktor internal maupun eksternal. Penelitian ini bertujuan menganalisis hubungan dukungan sosial dan *self-regulated learning* dengan *academic resilience* pada mahasiswa Keperawatan Universitas Andalas Angkatan 2022–2025. Penelitian menggunakan desain kuantitatif korelasional. Populasi penelitian berjumlah 749 mahasiswa dengan sampel 261 responden yang dipilih menggunakan *probability sampling* melalui metode *proportionate stratified random sampling*. Instrumen penelitian meliputi kuesioner *Multidimensional Scale Of Perceived Social Support* (MSPSS), kuesioner *Self-Regulated Learning*, dan kuesioner *Academic Resilience*. Hasil analisis univariat menunjukkan sebagian besar responden memiliki dukungan sosial tinggi (68,6%), *self-regulated learning* baik (59,0%), dan *academic resilience* tinggi (54,4%). Analisis bivariat menggunakan uji *spearman rank correlation* menunjukkan tidak terdapat hubungan antara dukungan sosial dengan *academic resilience* ( $p=0,984$ ;  $r=0,001$ ). Sebaliknya, terdapat hubungan signifikan antara *self-regulated learning* dengan *academic resilience* ( $p<0,001$ ;  $r=0,349$ ) dengan arah hubungan positif. Disimpulkan bahwa *self-regulated learning* berperan dalam meningkatkan *academic resilience*. Disarankan institusi pendidikan memperkuat *self-regulated learning* melalui pendampingan akademik terstruktur oleh dosen pembimbing serta penerapan strategi pembelajaran yang menekankan penetapan target belajar, pemantauan kemajuan, umpan balik berkelanjutan, dan refleksi diri mahasiswa guna meningkatkan *academic resilience*.

Kata Kunci : *academic resilience*, dukungan sosial, mahasiswa keperawatan, *self-regulated learning*

Daftar Pustaka: 133 (1988 – 2026)

FACULTY OF NURSING  
UNIVERSITY OF ANDALAS  
April 2026

Name : Citra Rahayu Gayatry  
NIM : 2211313003

***The Relationship Between Social Support and Self-Regulated Learning with Academic Resilience Among Nursing Students at Andalas University***

**ABSTRACT**

*Academic resilience among nursing students is a concern due to the high demands of academic coursework, clinical practice, and assignment completion, which require strong adaptability and resilience. Academic resilience is influenced by various factors, both internal and external. This study aims to analyze the relationship between social support and self-regulated learning and academic resilience among nursing students at Andalas University in the 2022–2025 cohort. The study employed a quantitative correlational design. The study population consisted of 749 students, with a sample of 261 respondents selected using probability sampling via the proportionate stratified random sampling method. The research instruments included the Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire, the Self-Regulated Learning questionnaire, and the Academic Resilience questionnaire. The results of the univariate analysis showed that the majority of respondents had high social support (68.6%), good self-regulated learning (59.0%), and high academic resilience (54.4%). Bivariate analysis using Spearman's rank correlation test showed no association between social support and academic resilience ( $p=0.984$ ;  $r=0.001$ ). Conversely, there was a significant positive association between self-regulated learning and academic resilience ( $p<0.001$ ;  $r=0.349$ ). It was concluded that self-regulated learning plays a role in enhancing academic resilience. It is recommended that educational institutions strengthen self-regulated learning through structured academic mentoring by faculty advisors and the implementation of learning strategies that emphasize setting learning goals, monitoring progress, providing ongoing feedback, and fostering student self-reflection in order to enhance academic resilience.*

*Keywords : academic resilience, nursing students, social support, self-regulated learning*

*Bibliography : 133 (1988 – 2026)*