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The Influence of Self-Regulated Learning and Social Support on Academic Resilience in Full-Time Students Compared to Working Students: An Explanatory Survey

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Abstract

Today's complex academic demands require full-time and working students to use self-regulated learning skills, social support, and academic resilience to manage learning pressures. This study aims to investigate the influence of self-regulated learning and social support on academic resilience among full-time and working English students in Bengkulu. Specifically, it compares academic resilience between these two groups, providing insights into how these characteristics interact with different student commitments. Using an explanatory survey design, this study investigated the causal relationships between self-regulated learning (X1), social support (X2), and academic resilience (Y) among English students who were full-time and working in Bengkulu. Questionnaires were used to collect the data. The samples were selected randomly consisting of 100 respondents—65 full-time and 35 working students. The data were analysed using multiple regression analysis to identify significant and dominant factors (whether X1 or X2) influencing Y. The research findings found proof that both factors significantly influenced academic resilience, but with different dominant patterns in each student group. Independent learning was the most dominant factor for full-time students (R^2 = 0.788), since it reflected its strong role in an academic environment. Conversely, social support was the dominant factor for working students (R^2 = 0.756), indicating the important role of support from the social environment in helping students cope with time and energy constraints. These findings revealed the significance of adjusting pedagogical strategies to students' levels and needs in English language learning in higher education, thereby building their academic resilience.

Keywords: academic resilience; full-time students; self-regulated learning; social support; working students

Introduction

As academic demands in higher education increase, students are required to develop independent learning skills to achieve academic success, including in English language learning. Self-regulated learning is considered an important

strategy because it enables students to autonomously manage their learning goals, time, and learning strategies. Several previous studies have discussed the role of self-regulated learning in general educational contexts (Lei, Fathi, Noorbakhsh & Rahimi, 2022; Nikoopour & Khoshroudi, 2021; Maftoon & Tasnimi, 2024). However, studies specifically linking self-regulated learning to academic resilience and English language learning performance are limited, particularly when examined based on differences in student status. Besides, most studies on the institutional context and characteristics of students at State Islamic Religious Universities (PTKIN), which have a high proportion of working students and face various academic challenges, also receive very little or limited attention. Therefore, this study gives an attempt to fill this gap by examining the relationship between self-regulated learning, social support, and academic resilience among full-time and working English language students within the context of PTKIN.

Self-regulated learning skills referred to a student's proactive approach to regulating, managing, and controlling their learning process. It enables them to address and resolve their learning challenges (Pintrich, Paul R. & De Groot, 1990; Zimmerman, 2002; Difrancesca, Nietfeld & Cao, 2014; Magno, 2009). The implementation occurs through three methods: self-regulation conducted metacognitively, motivationally, and behaviorally (Zimmerman, 2002).

Metacognitively, a student in the learning process will plan, organize, instruct, monitor and evaluate himself. Motivationally, a student has self-efficacy that he or she is competent and independent in learning. Behaviorally, a student will optimize the learning process through activities of selecting, compiling and arranging the surrounding environment. In summary, metacognitive, motivational, and behavioural factors can foster confidence in students, equipping them with the endurance and persistence needed to overcome learning challenges they may face (Williams, Berthelsen & Laurens, 2022; Sabrillah, Laily, & Sholichah, 2021; Mohan & Verma, 2020). The significant concept in this context is referred to as academic resilience (Ye, Strietholt & Blömeke, 2021; Cassidy, 2016). There have been many previous studies that have examined the relationship between self-regulated learning and academic resilience (Teymorzadeh, Mohammadipour & Bakhshipour, 2022; Zamroni, Awlawi & Kasau, 2022; Krzensk, 2020; Mohan & Verma, 2020; Partovi & Tafazoli, 2016; Note, Soresi & Zimmerman, 2004), or the relationship between self-regulated learning

and students' English learning outcomes (Deng, Daverpanah, & Izadpanah, 2023; Wang, & Bai, 2023; Izadpanah & Charmi, 2022; Teng., Wang & Zhang, 2022; Ömer & AKÇAYOĞLU, 2021; Yin, 2021; Shing, & Rameli, 2020; Ngo, 2019; Ghanizadeh, & Mirzaee, 2012).

For EFL learners who are also working students, self-regulated learning skills are essential. Balancing work and study presents a significant challenge for students as they must navigate academic responsibilities and workplace obligations. Students who work may encounter difficulties when college assignments coincide with work deadlines. It is plausible that individual students encounter issues related to their temporal attachment to their workplace. The current lecture schedule may coincide with the work schedule. Working students often experience limited rest time, especially when required to work overtime. The impact of overtime often leads to perceptions of individual students as undisciplined during lectures. Consider arriving late to college.

Being a full-time student is hard enough, but working and attending school simultaneously is twice as hard. For this reason, individual students require academic resilience to overcome obstacles and thrive in challenging college environments. According to Asy'ari, Bukhori, & Ma'shumah (2019) and Permatasari, Ashari, and Ismail (2021), the academic resilience possessed by individual students can help them release academic stress, excessive anxiety about academic demands and other adverse circumstances that bring feelings of distress. Based on the results of interviews with several students, both full-time students and working students, these two groups admitted that they had all experienced academic stress. For full-time students, the challenge peaks when they begin the 4th semester, whereas they do not experience excessive academic pressure at the beginning of semesters 1 to 3. On the other hand, the working students acknowledge that they have faced challenges related to academics and workloads from the start of the semester as new students, leading to a sense of pursuit and pressure.

Based on the initial facts in the field, academic resilience plays a significant role in student success. Academic resilience is indeed a must for every individual student. However, it is crucial to have a high level of academic resilience so that the individual student can respond positively to problems in the academic setting. Students exhibiting significant academic resilience typically self-motivated and

sustain their academic achievement (Raodah, 2021; Salim & Fakhrurrozi, 2020; Mahesti & Rustika, 2020). In this case, good self-management skills (self-regulatory) can achieve a high level of resilience. There are five factors that determine a person's level of academic resilience: perseverance, reflecting and adaptive help-seeking, negative affect, and emotional response (Cassidy, 2016).

Social support is another important factor that can help students be more resilient in school. Students who receive social assistance can better maintain their motivation and persevere through academic challenges. For students who work and study at the same time, social support is highly crucial in this situation. Students can use different kinds of social support to ease their stress. These include emotional support, educational support, instrumental support, award support, and social network support. For example, emotional support can help students feel accepted and cared for when they are stressed. Students can better manage their time and goals between work and college with the help of informational support in the form of advice or direction. At the same time, instrumental support, like help with work or college tasks, can make things easier for students at work.

Furthermore, encouraging appreciation and recognition for their accomplishments can increase their self-confidence. At the same time, the assistance of social networking offers students an opportunity to share experiences and obtain solutions to difficult situations. Working students who receive sufficient social support are better equipped to handle the demands of their jobs and their studies and remain resilient amid this dual burden.

Given the aforementioned context, this study investigates the impact of self-regulated learning and social support on students' academic resilience. The primary objective of this research is to compare the academic resilience of full-time and working students in the PTKIN environment of Bengkulu Province. Therefore, the problem formulations are as follows.

1. How is the description of self-regulated learning of full-time versus working PTKIN English language students in Bengkulu?
2. Does self-regulated learning significantly influence the academic resilience of full-time PTKIN English language students?
3. Does self-regulated learning significantly influence the academic resilience of working PTKIN English language students?

4. Does social support significantly influence the academic resilience of full-time PTKIN English language students?
5. Does social support significantly influence the academic resilience of working PTKIN English language students?
6. Do self-regulated learning and social support simultaneously influence the academic resilience of full-time PTKIN English language students versus working students?
7. Which factor is more dominant, self-regulated learning or social support, influencing academic resilience in full-time PTKIN English language students and working students?

Self-Regulated Learning

This study was conducted based on the concept of self-management theory, or self-regulatory learning, which is what is called self-regulated learning, proposed by Zimmerman (2001). Several research results also confirm the importance of self-regulated learning to student learning outcomes (Pintrich & DeGroot, 1990; Orhan, 2007; Magno, 2009; DiFrancesca, Nietfeld and Cao, 2015; A'yun, 2017; Syahniar, 2018). Self-regulated learning, according to Zimmerman (2002), is an independent process in learning where students change their mental and physical abilities into academic skills concerning task-related skills or a person's ability to complete tasks (Zimmerman, 2002, p. 65). Mental ability in this case refers to the systematic ways in which students activate and maintain behaviour, cognition, metacognition and motivation towards achieving their learning goals (Zimmerman, 2002; Schunk & Greene, 2017).

There are several ways to describe the character of students who have good self-regulation skills. However, in general, students with good self-regulation are usually independent in their learning. Therefore, they will control what they face in learning (Magno, 2009, p. 26). In addition, the characteristics of self-regulated learning can also be described through a comparison of individuals who have self-regulated learning with those who do not, including as stated by Alhaqbany (2017) and Abdulhamed (2011) quoted from Almoeather (Almoeather, 2020), students who have self-regulatory skills show awareness of their obligations, consider problems in learning as challenges, have motivation, self-control, discipline and are trustworthy. In addition, actively participating during the teaching and learning process,

responding to different situations in education, and using effective methods to process information obtained in learning are characteristics of students who have good self-regulatory skills. Therefore, students with good self-regulation know their achievement goals and have complete control over their attitudes in the learning process (Orhan, 2007).

Academic Resilience

According to Cassidy (2016), the dimensions of academic resilience consist of: (i) perseverance, a predictor of accommodating behaviour that reflects a person's resilience in facing the process of life, where individuals can keep fighting, apply self-discipline, control themselves, have a goal orientation and can create strategies as solutions to the problems they have; (Ii) reflecting and adaptive help-seeking, which means individuals with the emotional environment will seek help to increase their adaptability in facing challenges. They aware of what help is needed, who can help them, and to what extent they need help to implement independence; (iii) negative affect and emotional response, which means The ability of an individual to manage negative emotions is an indicator of negative affect and emotional response factors.

Social Support

There are five scales that are used as the basis for measuring social support (Safarino & Smith, 2011). The five scales are (i) emotional support, which is obtained from people closest to you such as a partner or family member; (ii) informational support, which can come from friends, family, or professionals such as counselors and medical personnel. This support is given in the form of information, advice, or direction that helps someone understand and overcome a problem or situation; (iii) instrumental support, which usually comes from the closest environment such as family, friends, or even the community in form of real or practical assistance given to help someone meet their needs such as financial assistance and someone who helps with housework; (iv) esteem support, which often comes from family, friends, or colleagues in a form of support given through praise, recognition, or positive feedback that can increase a person's self-esteem and confidence; (v) social network support, which offers a feeling that a person is not alone when facing problems. This support usually comes from a wider social environment, such as friends, communities, or support groups that provide a sense of togetherness. These

five forms of social support complement each other and can significantly improve individual well-being, especially in challenging situations.

Research Methodology

In conducting this study, the researcher used an explanatory survey method with correlational design. This method is believed to be very appropriate to answer research questions related to the influence between self-regulated learning (X1) and social support (X2) on academic resilience (Y1) between full-time PTKIN students versus working students. So, the survey that will be carried out is to collect data from independent variables (X1, X2) and bound variables (Y) in the English learning process, and test these variables to see if there is a causal relationship between variables.

The selected population is English language learner students of PTKIN Bengkulu (UIN Fatmawati Sukarno Bengkulu) and PTKIN Curup (IAIN Curup), more specifically, students of the English Language Study Program, who are active. The sampling of each PTKIN was carried out by probability sampling methods, namely through random sampling techniques or random sample selection where this population was considered homogeneous (Sugiyono, 2010). In this study, the researcher used the Cochran formula for sampling due to the consideration of the large number of population, where the standard value obtained from the Z normal distribution table was 1.96 with a deviation of 5% and an estimated proportion consisted of 50% (0.5) with a sampling error rate of 10%=0.1 from a confidence level of 90%. So it was found that the number of respondents selected was 100 respondents, based on a calculation from n=96.04. In this case, from 100 respondents who were randomly selected, there were 65 respondents who were full-time students and 35 respondents who were working students.

This research employed both types of primary and secondary data. The primary data were obtained directly from students through the use of closed-ended questionnaires. The questionnaires comprised several questions the students answered based on the specified variable indicators. The questions were closed-ended and used a Likert scale. Meanwhile, semi-structured interviews with parents and teachers were conducted to support and clarify the findings from the questionnaire. Secondary data were derived from relevant documents, such as students' academic records, report cards, prior research articles, and associated literature. The secondary data

were used to support the interpretation of primary data, since they provided contextual background, and strengthen the validity of the findings, especially regarding students' academic performance and learning conditions.

Before the implementation of research, instrument testing was done to test its eligibility when used. This testing comprises validity and reliability assessments, which are required to achieve accurate and reliable study results. For the validity test, the researcher applied the Pearson product-moment coefficient formula, leading to the following results: First, for the self-regulated learning questionnaire, which contains 25 statements, the absolute value of rcount was greater than rtable, which was 0.2353. Second, in terms of the social support questionnaire, consisting of 23 items, the absolute value of rcount also exceeded rtable at 0.2353. Third, for the academic resilience questionnaire, which included 30 statements, the absolute value of rcount was again greater than rtable at 0.2353. Meanwhile, for the reliability test, the formula of Cronbach's alpha coefficient was used. The results revealed 0,800 for self-regulated learning, 0, 976 for social support, 0,980 for academic resilience. These results indicate that the instruments used in the research are both valid and reliable.

After the instrument test, the next step was performing the prerequisite test before proceeding to hypothesis testing. Prerequisite tests consisted of normality, heteroskedasticity, linearity, and multicollinearity tests. Once all the required prerequisite test data was obtained, the hypothesis were tested and the data analysis was performed. For the first stage, the researcher analyzed the data through a multiple regression test (multiple regression). The multiple linear regression test is a way of testing data that has more than one independent variable (Sugiyono, 2014). This multiple linear regression aimed to find out if there was an influence between one or more independent variables on the dependent variable. Hypothesis testing through multiple linear regression testing in this research was done by testing the hypothesis partially first or what is called partial testing, then continuing with simultaneous testing. The last step was measuring the coefficient of determination, and a stepwise test was used to determine the dominant factor that affected variable Y.

Findings and Discussion

Findings

Descriptive Analysis of Respondents

Self-Regulated Learning

Full-time students have advantages in terms of time and environmental support, which allows for the implementation of self-regulated learning strategies more freely (Sudirman, 2015). Meanwhile, working students rely on self-regulated learning to overcome time constraints and double pressures, which makes them more focused on time efficiency and flexibility (Kinasih, 2023). In the context of self-regulated learning, these two groups have different approaches, but both need effective self-regulation strategies in order to be successful in their studies (Pravesti, Mufidah, Farid & Lathifah, 2022; Kristiyani, 2020; Mu'min, 2016; Daulay & Rola, 2009) The following is a general description of the self-regulated learning of PTKIN English students with full-time student status versus working students.

Table 1. Frequency Distribution of Self-Regulated Learning of Full-Time English Language Students of PTKIN Bengkulu

No	Score Interval	Criteria	Frequency	Percentage
1	1< score≤ 25	Very Low	0	0%
2	26< score≤ 50	Low	2	3,08%
3	51<score≤75	Moderate	63	96,9%
4	76 <score≤ 100	High	0	0%
5	101 <score≤ 125	Very High	0	0%

Based on the calculation of the percentage description, it is known that as many as 63.97% of PTKIN Bengkulu students with full-time student status have moderate self-regulated learning, and the remaining 2.3% are classified as high.

Tabel 2. Frequency Distribution of Self-Regulated Learning of Working English Language Students of PTKIN Bengkulu

No	Score Interval	Criteria	Frequency	Percentage
1	1< score≤ 25	Very Low	0	0%
2	26< score≤ 50	Low	0	0%
3	51<score≤75	Moderate	0	0%
4	76 <score≤ 100	High	27	77,1%
5	101 <score≤ 125	Very High	8	22,9%

Meanwhile, based on the calculation results of the description of the percentage of self-regulated learning for PTKIN Bengkulu students with working

status, it is known that 77.1% have self-regulated learning that is classified as high, and the remaining 22.9% are classified as very high.

Social Support

Social support plays a vital role in students' academic success, mental health, and well-being (Meilenda, Sumiati & Athoilah, 2024; Sari, 2024; Naibaho & Murniati, 2023). Full-time students and students who work often experience differences in the type and intensity of social support they receive due to differences in responsibilities and availability of time. An overview of the social support of English students of PTKIN Bengkulu with full-time versus working status can be seen from the descriptive analysis in Table 2.

Tabel 3. Frequency Distribution of Social Support of Full-Time English Language Students of PTKIN Bengkulu

No	Score Interval	Criteria	Frequency	Percentage
1	1< score≤ 25	Very Low	0	0%
2	26< score≤ 50	Low	0	0%
3	51<score≤75	Moderate	39	60%
4	76 <score≤ 100	High	26	40%
5	101 <score≤ 125	Very High	0	0%

As shown in Table 3, it is reported that as many as 60% of PTKIN Bengkulu students with full-time student status have moderate social support, and the remaining 40% have high social support.

Tabel 4. Frequency Distribution of Social Support of Working English Language Students of PTKIN Bengkulu

No	Score Interval	Criteria	Frequency	Percentage
1	1< score≤ 25	Very Low	0	0%
2	26< score≤ 50	Low	0	0%
3	51<score≤75	Moderate	0	0%
4	76 <score≤ 100	High	25	71,4%
5	101 <score≤ 125	Very High	10	28,6%

Meanwhile, according to the results shown in table 4, it reveals that 71.1% have social support that is classified as high, and the remaining 29% are classified as very high.

Academic Resilience

Academic resilience can vary between full-time and working students. It is highly influenced by the responsibilities and the learning situations they possess. Full-time students commonly have more flexible time to focus on their studies, so they

can take advantage of various supports in the campus environment, such as friends, lecturers, and student organizations, which can help them overcome academic challenges. Meanwhile, working students or students who work must balance their time between work and study, so they must develop stronger time management and adaptation skills to cope with the dual pressures. Both groups show significant academic resilience, but their strategies to cope with stress and maintain motivation differ, reflecting the critical role of self-regulated learning and social support in shaping their academic resilience (Silitonga, 2023; Chasanah, 2019).

Table 5. Frequency Distribution of Academic Resilience of Full-Time English Language Students of PTKIN Bengkulu

No	Score Interval	Criteria	Frequency	Percentage
1	1< score≤ 25	Very Low	0	0%
2	26< score≤ 50	Low	1	1,54%
3	51<score≤75	Moderate	64	98,5%
4	76 <score≤ 100	High	0	0%
5	101 <score≤ 125	Very High	0	0%

According to the percentage analysis from Table 5, 98.50% of PTKIN Bengkulu students with full-time status exhibit moderate academic resilience, while the remaining 1.54% are categorized as having high resilience. Meanwhile, in the assessment of academic resilience among PTKIN Bengkulu students with working status, it was determined that 49% exhibit high academic resilience, 28.6% have moderate resilience, and the remaining 28.3% possess extremely high resilience. The data are presented in table 6.

Table 6. Frequency Distribution of Academic Resilience of Working English Language Students of PTKIN Bengkulu

No	Score Interval	Criteria	Frequency	Percentage
1	1< score≤ 25	Very Low	0	0%
2	26< score≤ 50	Low	1	1,54%
3	51<score≤75	Moderate	64	98,5%
4	76 <score≤ 100	High	0	0%
5	101 <score≤ 125	Very High	0	0%

Classical Linear Regression Assumption

Normality Test

One of the conditions that must be met in regression analysis is that the data and the regression model are normally distributed. The normality of the data can be seen from the Kolmogrof-Smirnof (KS) normality test. The KS test conducted is on the residual value, which is intended to determine whether the residual value on the

integrative and instrumental motivation variables for the success of learning English is normally distributed. Therefore, the KS test performed is a residual unstandardized KS test type.

Regarding the normality test results, the full-time and students with a working status or the so-called working English language students group revealed the normal data distribution. The significance value for the full-time student group is 0.200 > 0.05; similarly, the significant value for the working student group is also 0,200 > 0.05. They indicate that the data is normally distributed, as illustrated in table 7.

Table 7. Summary of Normality Test Results

Groups	Asymp. Sig. (2-tailed)
Full-Time English Language Students	.200
Working English Language Students (Students with working status)	.200

Heterokedasticity Test

One of the requirements of a good regression model is that there is no heteroscedasticity symptom. This heteroscedasticity test aims to test whether there is an inequality of variance from residuals from one observation to another in the regression model. Therefore, the data of this study were tested for heteroscedasticity with the Glejser type. The basis for decision-making in the Glejser heteroscedasticity test is that if the significance value is > 0.05, it can be concluded that there is no heteroscedasticity problem and vice versa. The results of the SPSS 21 output heteroscedasticity test for the full-time and working student groups can be seen in Tables 8.

Table 8. Summary of Heterokedasticity Test Results

Groups	Variables	Asymp. Sig. (2-tailed)
Full-Time English Language Students	Self-regulated learning (X1)	.285
	Social Support (X2)	.721
Working English Language Students (Students with working status)	Self-regulated learning (X1)	.645
	Social Support (X2)	.732

In Table 8, the significance value for the self-regulated learning variable (X1) is 0.285, and the significance value of social support is 0.721. Both variables have a significance value of more than 0.05. Therefore, it is concluded that the research data for the full-time student group category does not exhibit a heteroscedasticity problem.

Meanwhile, in the group of students with working status, the results of the KS normality test showed a significance value of 0.645 for the self-regulated learning variable (X1) and a significance value of 0.732 for the social support variable (X2). Both variables also have a significance value of more than 0.05. Therefore, the data of this study for the group of students with working status also did not experience heteroscedasticity problems.

Linearity Test

The linearity test is conducted to see the significance value of the deviation of linearity for variables X1 (Self-Regulated Learning) against Y (Academic Resilience) and X2 (Social Support) against Y (Academic Resilience). If the significance value is > 0.05, it can be concluded that the relationship is linear. More details on the results of this linearity test can be seen in table 9.

Table 9. Summary of Glejser Linearity Test Results

Groups	Variables	Sig.
Full-Time English Language Students	Linearity of Self-regulated learning (X1) to Academic Resilience (Y)	.264
	Linearity of Social Support (X2) to Academic Resilience (Y)	.521
Working English Language Students (Students with working status)	Linearity of Self-regulated learning (X1) to Academic Resilience (Y)	.254
	Linearity of Social Support (X2) to Academic Resilience (Y)	.317

As shown in Table 9, the significance value of each test in the full-time student group is > 0.05. The deviation from the linearity value on variable X1 to Y is 0.264, indicating a linear relationship between X1 and Y. Similarly, the deviation from the linearity value on variable X2 to Y is 0.521.

In the working student group, the significance value of each test is also > 0.05. The deviation from the linearity value on variable X1 to Y is 0.245, and on variable X2 to Y is 0.317. They indicate the linear relationship between each X1, X2 and Y.

Multicollinearity Test

Another requirement for the validity of the multiple regression model is that the independent variables (X1, X2) do not exhibit a perfect relationship or do not contain multicollinearity. If the tolerance value is greater than 0.1 between independent

variables, then there is no multicollinearity in the regression model and vice versa. When assessing multicollinearity based on VIF values, there is no multicollinearity in the regression model if the VIF value is less than 10.00, and vice versa.

Table 10. Summary of Multicollinearity Test Results

Groups	Variables	Collinearity Tolerance	VIF
Full-Time English Language Students	Self-regulated learning	.580	1.725
	Social Support	.580	1.725
Working English Language Students (Students with working status)	Self-regulated learning	.437	2.289
	Social Support	.437	2.289

The data presented in Table 10 indicates the tolerance value of each independent variable is 0.580 for full-time students and 0.437 for working students, where the tolerance value is > 0.10. In addition, in the VIF value, each group has a VIF value <10, wherein the full-time student group, the variables X1 and X2, have a value of 1.725, while in the working student group, the variables x1 and x2 have a VIF value of 2.289. These results implied that the regression model does not contain multicollinearity.

Hypothesis Testing

The findings of the multiple linear regression analysis conducted with SPSS 21 for Windows on both the full-time and working student groups are presented in Tables 11 and 12.

Table 11. Results of Multiple Linear Regression T-Test (Partial) of Full-Time Student Group

Variable	β	t	Sig.
Self-regulated Learning	.208	2.470	.016
Social Supports	.836	9.814	000

Note: DV= Academic Resilience

Based on the regression model, the coefficient of the self-regulated learning variable is 0.208, which means that every increase in self-regulated learning will cause an increase in academic resilience of 0.208. In other words, changes in self-regulated learning in a positive direction are followed by academic resilience among the full-time student group. The regression coefficient for the social support

variable is 0.836, which shows that an increase also leads to changes in social support in a positive direction in students' academic resilience.

Table 12. Results of Multiple Linear Regression T-Test (Partial) of Full-Time Student Group

Variable	β	t	Sig.
Self-regulated Learning	.881	4.521	.000
Social Supports	.390	2.461	.019

Note: DV= Academic Resilience

In the working student group, based on the regression model, the regression coefficient of the self-regulated learning variable was 0.881, which means that every increase in self-regulated learning causes an increase or rise in academic resilience of 0.881. In other words, changes in self-regulated learning in a positive direction are followed by an increase in the academic resilience of the full-time student group. Meanwhile, the regression coefficient for the social support variable is 0.390, which indicates that changes in social support in a positive direction are also followed by an increase in students' academic resilience. The regression model was tested for significance using partial tests (t) and simultaneous tests (F).

Partial Test (t-Test)

Table 11, the test results obtained a significance value for variable X1 of 0.016 <0.05, which means that the hypothesis (Ha) is accepted. Thus, there is a significant influence of self-regulated learning on the academic resilience of full-time PTKIN English students in Bengkulu.

In the second hypothesis test stating that there is an influence of self-regulated learning on the academic resilience of PTKIN English students with working status in Bengkulu, then based on table 5.2, the significance value of variable X1 was obtained at 0.000 <0.05, which means that the hypothesis (Ha) is accepted. Thus, social support significantly influences the academic resilience of PTKIN English students with working status.

In the third hypothesis test, which states that there is an influence of social support on the academic resilience of full-time English language students of PTKIN in Bengkulu, then based on Table 5.1, the significance value of the X2 variable is 0.000 <0.05, which means that the hypothesis (Ha) is accepted. Thus, social support has a

significant influence on students' academic resilience. Next, in the fourth hypothesis test, which states that there is an influence of social support on the educational resilience of English language students of PTKIN Bengkulu with working status, then based on Table 5.1, the significance value of the X2 variable is 0.019 <0.05, which means that the hypothesis (Ha) is accepted. Thus, social support significantly influences the academic resilience of PTKIN Bengkulu students with working status.

Simultaneous Test (F Test)

To assess the effect of self-regulated learning and social support on the academic resilience of English language students at PTKIN Bengkulu, a simultaneous test comparing full-time students to working students was conducted using SPSS. The results of this simultaneous test are obtained in Table 13.

Tabel 13. F-Test Results (Simultaneous Test) of Multiple Linear Regression in the Working Student Group

Model R^2	F(df1, df2)	Sig.
1	115.415 (2, 62)	000

Predictors: Self-Regulated Learning, Social Support
Dependent variable: Academic Resilience

Based on the results of the F test calculation on the full-time student group (based on table 13), a significance value of 0.000 was found, so it can be concluded that the hypothesis stating that there is an influence between self-regulated learning and social support on the academic resilience of English students at PTKIN Bengkulu with full-time student status. Furthermore, based on the F test calculation on the working student group (based on table 6.2), a significance value of 0.000 was found, so it can be concluded that the hypothesis stating that there is an influence between self-regulated learning and social support on the academic resilience of English students at PTKIN Bengkulu with working student status.

Coefficient of Determination

To measure the degree of relationship between the 3 variables used in this study, namely self-regulated learning, social support and academic resilience of full-time versus working PTKIN English students in Bengkulu, a simultaneous determination coefficient test was conducted using SPSS, which can be seen from the value of R square.

Table 14. Results of the Determination Coefficient in the Full-Time Student Group

Model	R^2	Adjusted R^2
1	788	.781

Predictors: Self-Regulated Learning, Social Support
Dependent variable: Academic Resilience

Based on Table 14, this regression model has a coefficient of determination of 78.8%, which means that 78.8% of the variation in the level of academic resilience success of English language students of PTKIN Bengkulu with full-time student status is caused by self-regulated learning and social support. This R2 value also shows that variables X1 and X2 are good at explaining the variation in students' academic resilience success levels. However, the remaining 22.2% of the variation may come from other relevant factors that affect the academic resilience of English language students of PTKIN with full-time student status.

Table 15. Results of the Determination Coefficient in the Working Student Group

Model	R^2	Adjusted R^2
1	756	.740

Predictors: Self-Regulated Learning, Social Support
Dependent variable: Academic Resilience

Meanwhile, in the working student group, based on table 7.2, this regression model has a coefficient of determination of 75.6%, which means that 75.6% of the variation in the level of academic resilience success of English students at PTKIN Bengkulu with full-time student status is caused by self-regulated learning (X1) and social support (X2). This R2 value also shows that variables X1 and X2 are quite good at explaining the variation in the level of academic resilience success of students. However, the remaining 24.4% are other relevant variables that affect the level of academic resilience of English students at PTKIN with working status.

Stepwise Test Results

To determine the dominant factors that influence the level of academic resilience of students in two groups of students, both in the full-time student group and the working student group, a stepwise test was conducted, which can be seen from the magnitude of the R2 value in the stepwise test.

First, in the case of the PTKIN Bengkulu English language student group with full-time student status, model 1 is known as a social support variable, and model 2 as a self-regulated learning variable (see Table 16). The results of the stepwise test on the R2 value show that model 2 has a greater value, namely 0.788, compared to model 1, which is 0.767. These results indicate that model 2, namely self-regulated learning, is the dominant factor influencing the full-time student group's academic resilience level.

Table 16. Results of Stepwise Test Variables in the Full-Time Student Group

Model	Predictor(s)	R	R^2	Adjusted R^2	SEE
1	Social Support	.876	.767	.764	3.576
2	Self-Regulated Learning	.888	.788	.781	3.440

Dependent variable: Academic Resilience

In the working student group, model 1 is the self-regulated learning variable, and model 2 is the social support variable (see Table 17). The results of the stepwise test on the R2 value show that model 2 has a greater value, namely 0.756, compared to model 1, which is 0.767. These results indicate that model 2, namely social support, is a dominant factor influencing the academic resilience level in the working student group.

Table 17. Results of Stepwise Test Variables in the Working Student Group

Model	Predictor(s)	R	R^2	Adjusted R^2	SEE
1	Social Support	.869	.756	.740	6.471
2	Self-Regulated Learning	.842	.709	.700	6.949

Dependent variable: Academic Resilience

Discussion

Self-regulated learning, or autonomy in learning, is crucial in fostering academic resilience. According to Masrifah & Hendriani (2022) and Seli (2019), students who can set goals, plan, monitor, and evaluate their learning process tend to be better prepared to face academic challenges and have stronger resilience to stress. The results of the current study indicated that both the group of full-time and working students showed a significant influence of self-regulated learning on the level of academic resilience. However, in the case of full-time students, the data

shows that self-regulated learning is dominant in influencing academic resilience. This finding is in line with several experts who state that in full-time students, self-regulated learning is often stronger because they are more focused on their studies without the distraction of work responsibilities (Zimmerman, Greenberg & Weinstein, 2023; Wolters & Brady, 2021; Kalenda & Vávrová, 2016).

In contrast, in the case of working students or students with working status, self-regulated learning skills can be more difficult to practice due to time and energy constraints for work. However, these students are likely to have a stronger drive to survive and adapt because of their daily experience managing time between work and study. This is proven by the results of the stepwise test, which states that social support is a dominant factor influencing the academic resilience of students with dual roles, namely studying while working.

In terms of social support, the results of this study also showed a significant influence on the level of academic resilience in both groups of students, full-time students and students who also work. Social support includes emotional, moral, and practical assistance obtained by students from their surroundings, including friends, family, lecturers, and colleagues (for students who work). Social support is very important because it can provide a sense of security and encouragement, which helps students deal with academic pressure (Strayhorn, 2018).

For full-time students, social support from peers or the campus community frequently serves as a significant resource, as they inhabit the same environment and can exchange academic experiences. This can strengthen academic resilience because students have emotionally relevant support (Saleem & Zia, 2024; Zhang, 2024). For employed students, social support may be from family and coworkers. Nonetheless, social support from campus colleagues may decrease due to their infrequent campus presence and limited opportunities for social engagement. Despite this, support from superiors or colleagues can contribute significantly to increasing their academic resilience, especially when facing the dual burden of study and work. In this case, emotional support can reduce stress and increase resilience (Rif'ati et al., 2018). Students who work and receive emotional support from their surroundings exhibit enhanced resilience, helping them manage the difficulties resulting from the dual demands of academics and employment (Faqih, 2020; Faradilla, 2023). Social support diminishes stress levels and enhances an

individual's time management capabilities. Social support is especially crucial for working students, who frequently struggle to balance their academic and professional responsibilities (Sihite, 2024; Aqomaddina & Raihana, 2024).

These findings have direct implications for English language teaching. For full-time students, English lecturers need to design lessons that encourage their self-regulated learning. The lecturers can carry out reflective assignments, learning journals, and self-set language-learning goals, and provide feedback that helps students monitor their language competency progress. Meanwhile, for students with working status, English instruction had better focus not only on developing independent learning but also on creating a supportive learning environment. It can be achieved through activities such as flexible assignments, collaborative learning, and the use of online platforms to strengthen social interactions. Besides, the role of lecturers should be as sources of academic and emotional support, in this case.

Conclusion and Suggestion

Based on the results of data analysis on English study program students at PTKIN Bengkulu, both full-time and working, it was concluded that self-regulated learning and social support have a significant influence on academic resilience. In full-time students, self-regulated learning was shown to influence academic resilience ($p = 0.16$) significantly and in students who work ($p = 0.00$). Social support also significantly influenced the academic resilience of full-time students ($p = 0.00$), although not significant in the group of students who work ($p = 0.19$). Simultaneously, self-regulated learning and social support significantly influence academic resilience in both groups of students ($p = 0.00$). The dominant factors influencing academic resilience differ in each group: self-regulated learning is the dominant factor in full-time students ($R^2 = 78.8\%$). In comparison, social support is the dominant factor in students who work ($R^2 = 75.6\%$). These findings indicate that self-directed learning strategies play a greater role for full-time students, while social support is more important for working students in building their academic resilience.

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