THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND RESILIENCE WITH STUDENTS' SUBJECTIVE WELL-BEING A SYSTEMATIC REVIEW OF THE LITERATURE

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Abstract
This study aims to examine the relationship between social support and resilience with students' subjective well-being through a Systematic Literature Review (SLR) approach. The review analyzed three peer-reviewed articles published within the last five years that met specific inclusion criteria. Findings reveal that social support from family, peers, and the academic environment plays a crucial role in enhancing both resilience and students' subjective well-being. Resilience acts as a mediator that strengthens the effect of social support on well-being, showing that highly resilient individuals are better equipped to cope with stress and maintain psychological health. The reviewed studies consistently demonstrate that social support and resilience significantly contribute to life satisfaction, positive emotions, and students' mental well-being. These findings highlight the importance of developing social support-based interventions and resilience training as strategic efforts to enhance adolescents' subjective well-being within educational settings.
Keywords: Social Support, Resilience, Students Subjective Well-Being, Adolescent

Abstrak
Studi ini bertujuan untuk menguji hubungan antara dukungan sosial dan ketahanan dengan kesejahteraan subjektif siswa melalui pendekatan Tinjauan Literatur Sistematis (SLR). Tinjauan tersebut menganalisis tiga artikel yang ditinjau sejawat yang diterbitkan dalam lima tahun terakhir yang memenuhi kriteria inklusi tertentu. Temuan mengungkapkan bahwa dukungan sosial dari keluarga, teman sebaya, dan lingkungan akademis memainkan peran penting dalam meningkatkan ketahanan dan kesejahteraan subjektif siswa. Ketahanan bertindak sebagai mediator yang memperkuat efek dukungan sosial pada kesejahteraan, menunjukkan bahwa individu yang sangat tangguh lebih siap untuk mengatasi stres dan menjaga kesehatan psikologis. Studi yang ditinjau secara konsisten menunjukkan bahwa dukungan sosial dan ketahanan berkontribusi secara signifikan terhadap kepuasan hidup, emosi positif, dan kesejahteraan mental siswa. Temuan ini menyoroti pentingnya mengembangkan intervensi berbasis dukungan sosial dan pelatihan ketahanan sebagai upaya strategis untuk meningkatkan kesejahteraan subjektif remaja dalam lingkungan pendidikan.
Kata kunci: Dukungan Sosial, Ketahanan, Kesejahteraan Subjektif Siswa, Remaja

PENDAHULUAN

Adolescence is a crucial phase of development marked by various physical, cognitive, emotional, and social changes. During this period, students often face complex pressures from various aspects of life, such as academic demands, social expectations, and

dynamics within the family environment. These pressures can be a significant source of stress and have the potential to disrupt students' mental health and psychosocial well-being.

In this context, subjective well-being is an important indicator in assessing the quality of life of adolescents, especially students. Subjective well-being refers to an individual's personal assessment of their life as a whole, which includes life satisfaction, the dominance of positive emotions, and low levels of negative emotions (Diener et al., 2018). A high level of subjective well-being has a positive correlation with academic engagement, healthy social relationships, and good mental resilience. However, in practice, not all students are able to maintain this well-being consistently, especially if they do not have adequate psychological and social resources.

One factor contributing to changes in students' subjective well-being is the high academic workload and pressure from their social and family environments. Without adequate protective factors, this pressure can lead to psychological disorders, decreased motivation to learn, and disruption of students' social relationships. Therefore, a comprehensive approach is needed to identify and understand the factors that can protect students from the negative effects of stress.

In various studies, social support and resilience have been identified as two protective factors that play an important role in improving the subjective well-being of adolescents. Social support refers to an individual's perception of the existence and quality of emotional, informational, and instrumental assistance from the people around them, such as family, peers, and teachers (Sarafino & Smith in Humaira & Hariyono, 2024). Resilience is an individual's ability to bounce back from pressure, adapt positively, and maintain healthy psychological functioning despite facing life's difficulties (Luthar et al., 2000). Resilience plays a role in shaping mental endurance, emotional regulation abilities, and an optimistic attitude toward the future, which are directly related to the quality of subjective well-being.

Various studies in the last five years show that students who have high levels of resilience and receive strong social support tend to have better subjective well-being (N. Hidayah & Kurniawan, 2023; Utami & Pratiwi, 2022). Research by Hidayah et al. (2024) shows that peer social support has a significant relationship with students' subjective well-being. This support can provide a sense of security, understanding, and acceptance that is important for students' emotional stability. A study by Hadaningrum (2021) found that family social support and resilience play a role in students' subjective well-being. In addition, research by Rachmantyo et al. (2025) highlights the role of resilience as a moderator between bullying and subjective well-being in junior high school students. A study by Syifa et al. (2021) reveals that peer social support is positively and significantly related to resilience in students. Meanwhile, Yuli (2023) found a positive relationship between peer social support and academic resilience in students. In addition, subjective

well-being is closely related to increased academic participation and positive social relationships (Nopen et al., 2024).

A study by Muthmainah (2022) describes that social support can shape resilience in children. In addition, Hidayati et al. (2023) found that social support from teachers, friends, and family can affect students' subjective well-being. Research by Ohara & Rohmadoni (2021) shows a relationship between social support and the subjective well-being of adolescents. A study by Damayanti & Purwantini (2025) also found that social support affects the subjective well-being of students.

Although there has been a lot of research on these three variables, the results are still scattered and have not been systematically synthesized. Therefore, it is important to conduct a systematic review of the literature to identify patterns, trends, and research gaps related to the relationship between social support, resilience, and subjective well-being in students. This review is expected to provide a more comprehensive understanding of the psychosocial dynamics of students and serve as a basis for more effective interventions in supporting their development.

METODE

This study uses the Systematic Literature Review (SLR) method with the aim of collecting and identifying studies related to Social Support, Resilience, and Students' Subjective Well-Being. Articles were selected by referring to the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines. This method was carried out systematically by following the appropriate research protocol, which included the following steps: (1) defining the topic and criteria, (2) determining the sources of information, (3) selecting relevant literature, (4) collecting articles, and (5) analyzing articles.
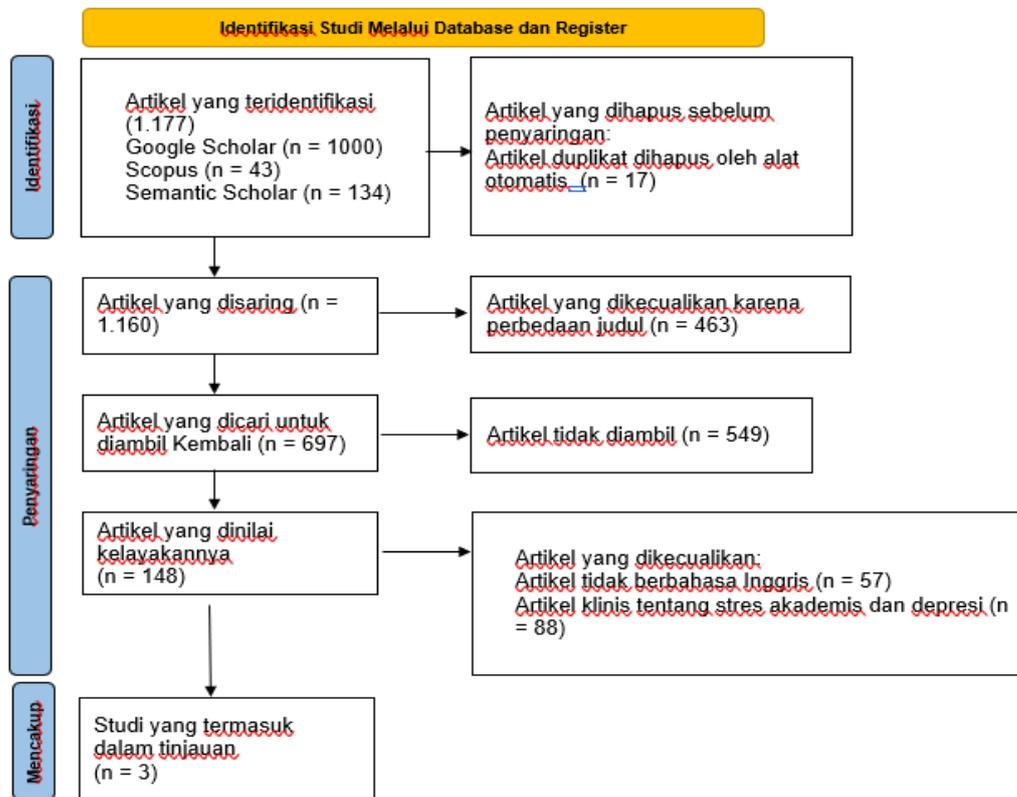
The researchers searched for articles related to "the relationship between social support and resilience with Students Subjective Well-Being" through the Google Scholar, Scopus, and Semantic Scholar platforms. In this study, the researchers set four main criteria for article selection. (1) Selected articles must have been published within the last five years (2020–2025). This is to ensure the relevance and suitability of the empirical data presented with current research needs, (2) Must be in English, (3) Emphasize that the sample must be students, and (4) Require that the article not be clinical in nature.

Based on the search results, a total of 1,177 articles were found using the Publish or Perish application based on three databases: Google Scholar (1,000 articles), Scopus (43 articles), and Semantic Scholar (134 articles). In addition, the selected articles were stored in reference management software to identify potential duplicate data. The final test results showed that there were 1,160 items. After reviewing the titles and abstracts, a maximum of 1,156 items were eliminated because they did not meet the criteria for topic relevance, respondent characteristics, language use, and objective suitability. The researchers selected 3 articles that were appropriate based on the results of the analysis

and the criteria set beforehand. The selection of articles followed the PRISMA steps described in the description.

Figure 1. Prism diagram Identification Study

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only

The analysis of the articles was conducted in three stages. The first stage began with reading all of the articles to understand the context, objectives, and results of each article. In the second stage, the researchers extracted the data and summarized it in a table containing the author's name, research objectives, use, participant properties, data recording methods, and information about the most important results of each study. The third stage is the process of in-depth analysis of the combined data to assess the relationship between social support and resilience with students' subjective well-being. This analysis allows researchers to identify similarities and differences within the study. The evaluation results are described in detail in the results and description in this section.

HASIL DAN PEMBAHASAN

Based on the analysis of the three articles, it appears that social support and resilience have a significant relationship with students' subjective well-being. Resilience plays a mediating role in the relationship between social support and life satisfaction, indicating that although social support has a direct effect on life satisfaction, it also has an indirect effect through its impact on resilience. A summary of the content of each article is presented in table format.

Table 1. Article Conclusions

RESEARCHER	PURPOSE	METHOD	SAMPLE	DATA COLLECTION TECHNIQUES	RESULTS
(YILDIRIM & TANRIVERDI, 2020)	To test the validity and reliability of BPSSQ in Turkish, as well as to investigate the relationship between social support, resilience, and life satisfaction in students. In addition, this study aims to examine the role of resilience as a mediating variable between social support and life satisfaction	Quantitative approach with cross-sectional design	The 202 students were mostly female (69.3%) and the average age was around 22.58 years.	• Brief Perceived Social Support Questionnaire (BPSSQ) • Ketahanan (Brief Resilience Scale) • Life satisfaction Satisfaction with Life Scale (SWLS). • Regression analysis and mediation effect testing using the Sobel test	Research has found that BPSSQ exhibits good psychometric traits and one-factor structure. Social support significantly predicts resilience and life satisfaction. Resilience partly mediates the relationship between social support and life satisfaction, suggesting that while social support directly affects life satisfaction, it also indirectly affects it through its

				impact on resilience.
(LAMEI & HUI, 2024)	To explore the relationship between social support, psychological resilience, and subjective well-being among students of private universities, particularly at the Wenda Institute in Anhui. This research also aims to find out how social support and resilience affect students' levels of happiness and life satisfaction	This study uses a quantitative approach. data analysis using ANOVA, independent sample t-test, correlation analysis, and linear regression analysis. $P < 0.05$ is considered a statistically significant difference	The sample of this study consisted of 980 students who were selected using a random and convenient sampling method	• Social support scale • Subjective well-being scale • Life satisfaction scale • Skala resilience psikologis (psychological resilience scale)	This study found that there was a significant positive relationship between social support, psychological resilience, and subjective student well-being. Support from family, friends, and other sources directly and positively affects the level of happiness and life satisfaction of students. Students from poor families and single-parent families need increased social support and resilience to improve their well-being. Family

					economic conditions, gender, and family background also affect the level of resilience and subjective well-being of students. In general, increased social support and resilience can improve students' subjective well-being, contributing to their mental health and happiness
(CALONIA ET AL., 2024)	To analyze the relationship and influence of resilience and social support on students' subjective well-being.	This study uses a quantitative approach. descriptive-correlation. Regression analysis.	The sample consisted of 255 students from the San Agustin Institute of Technology, who were randomly selected from a total	• Skala Resilience Nicholson McBride Resilience Questionnaire (NMRQ) • Social SupportYildirim dan Celik (2020)" yang berjudul "Social Support, Resilience, and	This study found that students show a high level of resilience and social support. Students also reported high levels of subjective well-being. There is a significant relationship

	population of 1,200 students	Subjective Well-being in College Students ● Subjective Well-Being. Renshaw dan Bolognino (2016) "The College Student Subjective Well-being Questionnaire "	between resilience and social support and subjective well-being. Resilience and social support have a significant effect on subjective well-being, which means that students who are more resilient and have strong social support tend to have higher subjective well-being. The study also corroborates Bandura's (1986) social cognitive theory and Dohrenwend's (1978) theory of social stress, stating that supportive social interactions and resilience help individuals

		cope with stress and improve well-being

In student life, academic pressure, social change, and demands from family and the environment are often significant sources of stress. In facing these situations, students are not only required to have good academic abilities, but also psychological and social strength to survive and adapt. This is where the role of social support and resilience becomes very important in shaping and maintaining students' subjective well-being.

Various studies have found that social support from family, peers, and the campus environment has a major influence on students' perceptions of their lives. This support is not only in the form of practical assistance, such as help with studying or materials, but also includes emotional support such as empathy, attention, and a sense of being understood. Students who feel supported tend to have a strong sense of social connectedness, feel more emotionally secure, and are more confident in facing various academic and social challenges.

In addition, social support has also been shown to have a positive impact on student resilience. Resilience here refers to the ability to bounce back and adapt positively after facing pressure or failure. Studies by Lamei & Hui (2024) and Yıldırım & Tanrıverdi (2020) show that students who have a positive perception of social support tend to have higher levels of resilience. This means that social support not only provides temporary comfort, but also contributes to the formation of sustainable psychological resilience.

Furthermore, this resilience plays an important role in maintaining and even improving students' subjective well-being. Resilience allows students to interpret pressure as a challenge that can be overcome, rather than a destructive threat. Resilient students tend to have better emotional control, do not give up easily, and are able to maintain a balance between academic and personal life.

Findings from Calonia et al. (2024) reinforce this relationship by confirming that students who have a combination of strong social support and high levels of resilience tend to have better subjective well-being. They feel more satisfied with life, experience more positive emotions, and have a lower risk of psychological disorders such as excessive stress or anxiety.

Overall, it can be said that social support and resilience are not two independent factors, but rather interact and reinforce each other. Social support creates conditions conducive to the development of resilience, and resilience strengthens the effect of social support on subjective well-being. This relationship shows that there is a complex but important psychosocial dynamic in students' lives, where internal (resilience) and external (social support) conditions contribute to individual well-being.

Therefore, understanding and strengthening these two aspects is very important, not only for students themselves, but also for educational institutions and the surrounding

environment in order to create a support system that can improve the overall quality of life of students. In student life, academic pressure, social changes, and demands from family and the environment are often significant sources of stress. In facing these situations, students are not only required to have good academic abilities, but also psychological and social strength to persevere and adapt. This is where the role of social support and resilience becomes very important in shaping and maintaining students' subjective well-being.

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SIMPULAN

Based on the results of various studies, it can be concluded that social support and resilience are two key factors that are interrelated and play a significant role in improving students' subjective well-being. Social support received from family, friends, and the campus environment provides a sense of security, connectedness, and emotional validation that is important in helping students cope with academic pressures and psychosocial challenges. Moreover, social support contributes to strengthening resilience, which is the ability of students to adapt positively in the midst of difficulties. Resilience then becomes a determining factor that enables students to maintain a positive outlook on life, manage stress effectively, and maintain good mental health. These findings show that subjective well-being is not only influenced by internal individual factors but also depends heavily on the surrounding social context. Therefore, efforts to improve student well-being must include strategies to strengthen resilience and create a social environment that provides emotional and practical support. Thus, a holistic and systematic approach to building social support and developing psychological resilience is essential to ensure optimal quality of life and mental health for students.

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