

THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND RESILIENCE AND SUBJECTIVE STUDENT WELL-BEING: A SYSTEMATIC REVIEW OF 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

INTRODUCTION

Adolescence is a crucial developmental phase characterized 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 in the family environment. This pressure can be a significant source of stress and has 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 his or her life as a whole, which includes life satisfaction, dominance of positive emotions, as well as low levels of negative emotions (Diener et al., 2018). High levels of subjective well-being have a positive correlation with academic engagement, healthy social relationships, and good mental endurance. 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 of the factors that contribute to changes in students' subjective well-being is the high academic burden and pressure from the social and family environment. Without adequate protective factors, this pressure can lead to the emergence of psychological disorders, decreased learning motivation, and disruption of students' social relations. Therefore, there is a need for a comprehensive approach to identify and understand the factors that can protect students from the negative impact of stress.

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

Studies in the last five years have shown that students who have high levels of resilience and have strong social support tend to have better subjective levels of well-being (N. Hidayah & Kurniawan, 2023; Utami & Pratiwi, 2022). Research by Hidayah et al. (2024) showing 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 essential for students' emotional stability. 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) highlighting the role of resilience as a moderator between bullying and subjective well-being in junior high school students. Study by Syifa et al. (2021) revealed 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 relations (Nopen et al., 2024).

Study by Muthmainah (2022) describe that social support can form 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 the relationship between social support and the subjective well-being of adolescents. Study by Damayanti & Purwantini (2025) It was also found that social support had an effect on the subjective well-being of students. Although there has been a lot of research on these 3 variables, the results are still scattered and have not been synthesized systematically. 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 students' psychosocial dynamics and be the basis for more effective interventions to support their development.

METHODS

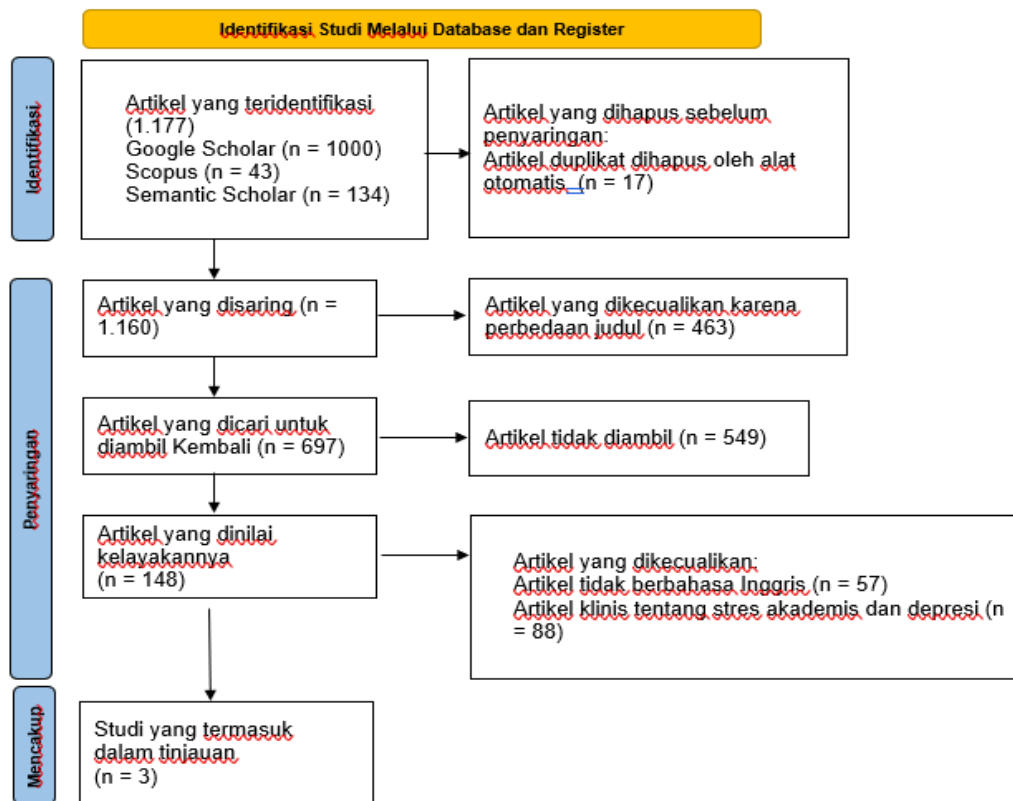
This study uses the Systematic Literature Review (SLR) method with the aim of collecting and identifying research related to Social Support, Resilience, Students Subjective Well-Being. The selection of articles was carried out by referring to the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guide. This method is carried out systematically by following proper research protocols, which include the following steps: (1) defining topics and criteria, (2) determining sources of information, (3) selecting relevant literature, (4) collecting articles, and (5) analyzing articles.

The researcher searched for articles related to "the relationship between social support and resilience and Students Subjective Well-Being" through the Google Scholar, Scopus, and Semantic Scholar platforms. In this study, the researcher established four main criteria for article selection. (1) The selected article must be published within the last five years (2020–2025). This aims to ensure the relevance and suitability of the empirical data presented with current research needs, (2) Must use English, (3) Emphasize that the sample must be students and students, and (4) Require that the article must not be clinical.

Based on the search results, a total of 1,177 articles were obtained using the publish or perish application based on three databases: Google Scholar (1000 articles), Scopus (43 articles), and Semantic Scholar (134 articles). In addition, the selected articles will be stored in reference management software to identify potential duplicate data. The results of the final exam show that there are 1,160 items. After reviewing the title and summary, a maximum of 1,156 items were omitted for not meeting the criteria for topic relevance, respondent characteristics, language use, and objective suitability study. The researcher selected 3 suitable articles based on the results of the analysis and predetermined criteria. The selection of articles follows the prism 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 article is carried out in three stages. The first stage begins with reading the entire article to understand the context, purpose, and outcome of all the articles. In the second stage, the researcher extracts the data and summarizes it in the form of a table containing the author's name, research objectives, uses, participant properties, data recording methods, and information about the most important results of each study. The third stage is the in-depth analysis process of combined data to assess the relationship between social support and resilience and students' subjective well-being. This analysis allows researchers to identify similarities and differences that exist within the study. The results of the evaluation are described in detail in the results and descriptions in this section.

RESULTS AND DISCUSSION

Based on the results of the analysis of three articles, it shows that social support and resilience have a real relationship with the subjective well-being of students. Resilience plays a mediating role in the relationship between social support and life satisfaction, indicating that while social support has a direct impact on life satisfaction, it also affects indirectly through its impact on resilience. A summary of the content of each article is presented in a table format.

Table 1. Conclusion of the article

RESEAR CHER	PURPOSE	METHOD	SAMPLE	DATA COLLECTION TECHNIQUES	RESULTS
(YILDIRI M & TANRIV ERDI, 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.	<ul style="list-style-type: none"> • 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	This study uses a quantitative data analysis using ANOVA, independent sample t-test, correlation analysis, and linear regression analysis. $P < 0.05$ is considered a	The sample of this study consisted of 980 students who were selected using a random and convenient sampling method	<ul style="list-style-type: none"> • 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

support and resilience affect students' levels of happiness and life satisfaction	statistically significant difference	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
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(CALONI A 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 population of 1,200 students	<ul style="list-style-type: none"> • Skala Resilience Nicholson McBride Resilience Questionnaire (NMRQ) • Social Support Yildirim dan Celik (2020)" yang berjudul "Social Support, Resilience, and Subjective Well-being in College Students • Subjective Well-Being. Renshaw dan Bolognino (2016) "The College Student Subjective 	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 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
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	Well-being Questionnaire "	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
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In student life, academic pressures, social changes, and demands from family and the environment are often significant sources of stress. In facing this situation, students are not only required to have good academic abilities, but also required to have 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 the subjective well-being of students.

From various studies, it has been found that social support that comes from family, peers, and the campus environment has a great influence on students' perception of their lives. This support is not only in the form of practical help, such as study or material help, but also includes emotional support such as empathy, attention, and understanding. Students who feel supported tend to have a strong sense of social connection, feel more emotionally secure, and be more confident in facing various academic and social challenges.

In addition, social support has also been proven 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. Study by Lamei & Hui (2024) from Lightning & Tanrıverdi (2020) shows 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 forming sustainable psychological resilience.

Furthermore, this resilience plays an important role in maintaining and even improving the subjective well-being of students. Resilience allows students to interpret pressure as a challenge that can be overcome, not as a destructive threat. Resilient students tend to have better emotional control, are less likely to give up, and are able to maintain a balance between academic and personal life aspects. Findings from Calonia et al., (2024) Reinforcing this relationship by asserting that students who have a combination of strong social support and a high level 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 factors that stand alone, but rather interact with each other and reinforce each other. Social support creates conditions conducive to the development of resilience, and resilience strengthens the effects of social support on subjective well-being. This relationship shows the existence

of complex but important psychosocial dynamics in student life, in which internal (resilience) and external (social support) conditions contribute to individual well-being.

Thus, understanding and strengthening these two aspects is very important, not only for the students themselves, but also for the educational institution 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 pressures, social changes, and demands from family and the environment are often significant sources of stress. In facing this situation, students are not only required to have good academic abilities, but also required to have 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 the subjective well-being of students.

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environment in order to create a support system that can improve the overall quality of life of students.

CONCLUSION

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 the subjective well-being of students. The social support received from family, friends, and the campus environment provides a sense of security, connection, and emotional validation that is important in helping students cope with academic pressures and psychosocial challenges. More than that, 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 allows students to maintain a positive outlook on life, manage stress effectively, and maintain good mental health.

These findings suggest that subjective well-being is not only influenced by an individual's internal factors, but also highly dependent on the surrounding social context. Therefore, efforts to improve student welfare must include strategies to strengthen resilience as well as the creation of an emotionally and practically supportive social environment. Thus, a holistic and systematic approach in building social support and developing psychological resilience is essential to ensure the optimal quality of life and mental health of students.

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