

THE INFLUENCE OF SOCIAL SUPPORT ON RESILIENCE IN STATE SPECIAL SCHOOL TEACHERS IN ALOR DISTRICT

Lusiani Anggreni Tirik¹, Diana Aipipidely², Dian Lestari Anakaka³, Imelda F. E. Manurung⁴

^{1,2,3,4}Universitas Nusa Cendana

Email: akulahanggy@gmail.com¹, diana.aipipidely@staf.undana.ac.id²,
dian.anakaka@staf.undana.ac.id³, imelda.manurung@staf.undana.ac.id⁴

Abstrak: Dukungan sosial merupakan suatu hubungan positif yang sifatnya menolong disaat individu mengalami permasalahan atau kesulitan. Resiliensi merupakan suatu kemampuan untuk bangkit kembali dan bertahan dari peristiwa traumatis atau pengalaman yang penuh tekanan. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dukungan sosial terhadap resiliensi pada guru Sekolah Luar Biasa Negeri di Kabupaten Alor. Penelitian ini merupakan penelitian kuantitatif. Populasi meliputi semua guru SLB Negeri Alor yakni Sekolah Luar Biasa Negeri Kabupaten Alor dan Sekolah Luar Biasa Negeri Tuna Grahita yang berjumlah 70 orang. Metode penelitian ini menggunakan skala dukungan sosial The Multidimensional Scale of Perceived Social Support yang disusun oleh Zimet., et al (1988) dan skala resiliensi Connor-Davidson Resilience Scale yang disusun oleh Connor dan Davidson (2003). Peneliti menggunakan uji chi-square nonparametrik untuk menguji hipotesa terhadap dua proporsi yang berbeda atau lebih untuk melihat seberapa besar pengaruh dari variabel dukungan sosial terhadap variabel resiliensi. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang diberikan dukungan sosial terhadap resiliensi sebesar 12,6% dan presentase sisanya yakni 87,4% dari faktor-faktor lain yang tidak diteliti oleh peneliti dengan nilai signifikansi diperoleh nilai sebesar $0,003 < 0,05$ yang disimpulkan bahwa dukungan sosial berpengaruh terhadap resiliensi.

Kata Kunci: Dukungan Sosial, Resiliensi, Guru Sekolah Luar Biasa.

Abstract: *Social support is a positive relationship that helps when an individual experiences problems or difficulties. Resilience is the ability to bounce back and survive traumatic events or stressful experiences. The purpose of this study was to determine the effect of social support on resilience in teachers of State Special Schools in Alor Regency. This study is a quantitative study. The population includes all teachers of Alor State Special Schools, namely Alor Regency State Special Schools and State Special Schools for the Mentally Disabled, totaling 70 people. This research method uses the social support scale The Multidimensional Scale of Perceived Social Support compiled by Zimet., et al. (1988) and the Connor-Davidson Resilience Scale compiled by Connor and Davidson (2003). The researcher used the nonparametric chi-square test to test the hypothesis on two or more different proportions to see how much influence the social support variable has on the resilience variable. The results of this study indicate that there is an influence given by social support to resilience of 12.6% and the remaining percentage of 87.4% from other factors not studied by researchers with a significance value obtained of $0.003 < 0.05$ which concludes that social support has an effect on resilience.*

Keywords: *Social Support, Resilience, Extraordinary School Teachers*

INTRODUCTION

Education is something that is very important for everyone which cannot be separated because it has an important role in life nation (1). According to the 1945 Constitution, Article 31 paragraph 1 states that every citizen Indonesian citizens have the right to receive education(2). This is also in line with Law Number 20 of 2003 with National Education System Article 5 paragraph 2 which It has been established in Indonesia that citizens who have disabilities emotional, physical, mental, intellectual and social also have the right to obtain special education(21). The latest data shows the number of children special needs in Indonesia reached 1,544,184 children with 330,764 children or around 21.42% are in the age range of 5-18 years and only 85,737 children with special needs are attending school. Meanwhile, data from the Bureau The Center for Statistics (BPS) in 2020 stated that the number of people with Disability in Indonesia reaches 22.5 million or around 5%.

The existence of special schools is of course inseparable from the role of educational staff. educators, in this case educational staff are those who are qualified as teacher, and other titles according to their specialization. So becoming a teacher special education must be able to understand the characteristics of students who diverse and must be able to influence the way students learn in class⁽²⁾.

Based on data from the Directorate General of PAUD, Basic Education and Ministry of Education, Culture, Research and Technology Secondary Education, in the odd semester of the academic year 2022/2023 there are 26.85 thousand SLB teachers throughout Indonesia. Of that number, 20.05 thousand SLB teachers are female and 6.8 thousand others are male. In the odd semester of the 2022/2023 academic year there are 2,286 SLB units spread across 34 provinces in Indonesia. A total of 1,656 SLBs are schools private and 630 SLB have state school status(3).As a teacher, the teacher is on duty pouring a number of learning materials into the brains of students, while as Teacher educators are tasked with guiding and developing students to become capable, active, creative and independent human being.

In educating children in special schools, a teacher of course requires more extra energy, high patience, and a sincere heart. sincere so that sometimes it causes teachers to experience chronic stress and fatigue experienced by teachers caused by the teacher's workload, lack of

experiences, and externalizing behavior of students⁽⁴⁾. Another reason to become a teacher SLB, apart from loving their work, also because of the demands the economy requires them to continue whether they like it or not persist even though sometimes thinking about quitting work as a Teacher⁽⁵⁾.

In order to avoid negative impacts from various challenges that faced by teachers, it is important for extraordinary school teachers to be able to interpret and accept every process that is undertaken as something positive⁽²²⁾. Interpreting every challenge as a positive thing if the teacher goes to an outside school usually able to apply the belief in his/her abilities so that can rise again to face the challenge⁽⁶⁾.

Resilience is a person's ability to survive in difficult and very stressful circumstances that require a person to adapt by facing and overcoming and able to bounce back after facing a difficult situation⁽⁷⁾. The existence of Resilience can bring huge impacts and benefits in facing a problem, pressure and demands for teachers because situations and conditions that are full of challenges sometimes force teachers to have resilience, in the form of an attitude of persistence in facing difficult situations to reach the desired goal⁽⁶⁾. Study the introduction that the researcher did by conducting interviews with two teachers who work at extraordinary school Pembina Kupang show that there are Obstacles that teachers often experience in teaching and learning activities are: Teachers often feel exhausted in the classroom due to stress from demands. work because they have to deal with students with different types of disabilities in one class. For example, when teaching there is a child who likes to run out of the classroom and the child is in a bad mood sometimes will defecate in the classroom during lessons and making a scene. In line with the results of previous research which explains that resilience has a very important role in determine the individual's ability to be able to survive in overcoming problems and defending oneself in stressful situations especially for special needs teacher⁽⁸⁾.

Resilient teachers will be able to survive and be able to adapt yourself with changes in the teaching and learning system, don't easily give up problems of students and parents and not stressed due to pressure and demands of the work they do. While teachers with resilience who low will lose the ability to manage the frustration experienced⁽⁹⁾. Factors that influence resilience are determined by age level, level of development, intensity in dealing with less than ideal situations enjoyable and how much social support is received from the surrounding area⁽⁹⁾. This means that resilience is influenced by external factors, namely social support.

Social support is important information to obtain from other people so that a person feels confident that he is loved, appreciated, cared for, respected and become part of the environment when someone is in trouble then he will get help or support from his group⁽¹⁰⁾. If social support is perceived as positive then it will certainly be interpreted as something useful on the other hand, if social support is perceived as something normal without a positive response, it will be useless so that this interpretation will have an impact on personal achievement, in this case for a teacher in learning activities⁽¹¹⁾.

Previous research shows that social support facilities Family, superiors and co-workers simultaneously play a role in resilience extraordinary school teachers indicate that the higher the support they receive then the subject's level of self-efficacy resilience is greater.

Other research results explain that there is a relationship between social support with resilience in teachers, research results show that there is a positive relationship, namely the higher the support the social support received by teachers, the higher their resilience⁽⁹⁾.

Previous researchers explained that the significant influence that given by social support for resilience in teachers. This is it can be interpreted that the greater the social support received by teachers, the greater the resilience of teachers to survive in the face of difficulties and obstacles faced. On the other hand, the smaller the support the social support received by teachers, the smaller the sense of resilience they have. to adapt and face the difficulties in his life⁽¹²⁾. Based on the background above, there are several studies that shows the relationship between social support and resilience in teachers general, so this research is intended to find out whether there is an influence between social support and resilience in school teachers Extraordinary Country in Alor Regency.

RESEARCH METHODS

This research uses a quantitative approach, namely the approach research that uses a lot of numbers, starting from collecting data, interpretation of the data obtained, and presentation of the results a particular population or sample with the aim of testing a hypothesis that has been formulated set⁽²³⁾. The location of this research is at the Alor Regency State Special School and State Special Needs School for the Mentally Disabled in Alor, East Nusa Tenggara. Data collection techniques used in sampling in this study using total sampling. Total sampling or census is a sampling technique if all members of the population are used as samples. The researcher's reasons using total sampling due to the reduced population size from 100.

There are two variables studied in this study, namely Social Support, using questionnaires and Resilience variables. Data were collected from the distribution. The research scale was then analyzed using software SPSS for Windows version 22. Statistical analysis in research using descriptive to find out whether social support has an effect on resilience.

RESULTS AND DISCUSSION

1. Social Support Variable

The Social Support variable has 12 statement items. Data description In the social support variable, there are seven choices, namely Strongly Disagree, Disagree, Somewhat Disagree, Neutral, Somewhat Agree, Agree, and Strongly Agree, each of them was given a score ranging from 1 to 7. The researcher outlined the analysis descriptively on the scale of social support in the form of hypothetical analysis data to see the possibilities that occur in the field⁽⁶⁾.

Table 1. Description of Social Support Scale Research Data

Variable	Hypothetical					Empirical			
	Xma	Xmi	Mea	SD	Xma	Xmin	Mea	SD	
Social Support	x	n	n	12	x	72	n	1,87	
	84	12	48		81		77,3	8	
							3		

Based on table 1 it shows that the minimum value obtained is 12, the maximum value is 84, range is 72, mean is 48, and standard deviation is 12. Empirical descriptive analysis shows that the answer the minimum is 72, and the maximum answer is 81, with an average value of 77.33, and standard deviation 1.878. The description of the research data is used as limitations in categorizing research samples consisting of three categories, namely low, medium, and high using the categorization method level (ordinal).

Table 2. Categorization of Social Support Variable Data

Categorization	Interval	Total	Percentage (%)
Low	$X \leq 75$	4	5.7%
Medium	$75 < X \leq 79$	45	64,3%
High	$X > 79$	21	30.0%

Total	70	100%
-------	----	------

Categorization of social support variables in the table above, it is known that Empirical data respondents show that 4 teachers (5.7%) have support low social support, 45 teachers (64.3%) had moderate social support, and as many as 21 teachers (30.0%) have high social support.

Table 3. Description of Research Data on the Social Support Scale Per Aspect

Aspect	Hypothetical				Empirical			
	Xmax	Xmin	Mean	SD	Xmax	Xmin	Mean	SD
Family	28	4	30	4	28	24	25,83	1,179
Friend	28	4	30	4	28	23	25,77	1,253
Significant	28	4	30	4	28	23	25,73	1,191
others								

Based on the results of statistical tests of research data in table 3 above, Hypothetical score calculations are used to group aspect scores social support per aspect, and based on the ordinal categorization formula used, the results of the categorization of the social support scale are obtained as stated in table 4.

Table 4. Categorization of Social Support Scale Per Aspect

Aspects	Categorization	Interval	Total	Percentage (%)
Family	Low	$X \leq 25$	30	43%
	Medium	$25 < X \leq 27$	35	50%
	High	$X > 27$	5	7%
	Total		70	100%
Friend	Low	$X \leq 25$	28	40%
	Medium	$25 < X \leq 27$	36	51%
	High	$X > 27$	6	9%
	Total		70	100%
Significant	Low	$X \leq 25$	30	43%
others	Medium	$24 < X \leq 27$	36	51%

High	$X > 27$	4	6%
Total		70	100%

Based on the table above, it can be seen that the measurement results shows that the percentage level of respondents for each aspect in most social support variables are in the medium to low category and for the aspect significant others fall into the highest level of categorization low compared to other aspects with a percentage of 4 teachers (6%).

2. Variable Resilience

Resilience variable has 25 statements. Data description on resilience consists of five answer choices, namely Not at all, Rarely, Sometimes, Often, and Almost All the Time, each scored on a scale from 0 to 4. The researcher describes the analysis descriptively on the behavioral scale. consumptive in the form of hypothetical analysis data to see the possibilities that may occur in the field.

Table 5. Description of Resilience Scale Research Data

Variable	Hypothetical				Empirical			
	Xma	Xmi	Mea	SD	Xma	Xmin	Mea	SD
Resilience	x	n	n	16,67	x	69	n	5,71
	100	0	50		94		82,3	1
							9	

Based on the research data in table 5 above, the descriptive analysis is Hypothetical shows that the maximum answer is 100, the minimum answer is 0, with average value of 50, and standard deviation of 16.67. Empirical descriptive analysis shows that the minimum answer is 69, and the maximum answer is 94, with an average value of 82.39, and a standard deviation of 5.711. Description of the results data the above research is used as a limitation in categorizing samples research consisting of three categories, namely low, medium, and high, with using the ordinal categorization method.

Table 6. Categorization of Resilience Variable Data

Categorization	Interval	Total	Percentage (%)
Low	$X \leq 77$	10	14,3%

Medium	$77 < X \leq 88$	48	68,6%
High	$X > 88$	12	17,7%
Total		70	100%

Categorization of resilience variables in the table above, it is known that Empirical data respondents show that 10 teachers (14.3%) have low resilience, as many as 48 teachers (68.6%) have moderate resilience, and 12 teachers (17.7%) have high resilience.

The following are the calculation results based on the categorization formula resilience based on resilience aspects :

Table 7. Description of Resilience Scale Research Data

Aspects	Hypothetical				Empirical			
	Xma	Xmi	Mea	S	Xma	Xmi	Mea	SD
	x	n	n	D	x	n	n	
Personal	32	0	16	5,	28	18	24,1	2,00
Competence				3			3	7
Trust on Instinct	28	0	14	4,	28	16	22,9	2,45
				6			0	0
Reception Positive	20	0	10	3,	20	13	17,9	1,82
on Change				3			3	8
Control	12	0	6	2	12	7	9,99	1,23
							4	
Spiritual Influence	8	0	4	1,	8	5	7,44	0,81
				3			0	

Table 7 shows the results of statistical tests of the research data above, calculations Hypothetical scores are used to group resilience aspect scores per aspect, then based on the ordinal categorization formula used, then the results of the resilience behavior scale categorization are shown in table 8.

Table 8. Categorization of Resilience Scale Per Aspect

Aspects	Categorizatio n	Interval	Total	Percentage (%)
Kompetensi Pribadi	Low	$X \leq 22$	13	19%
	Medium	$22 < X \leq 26$	50	71%
	High	$X > 26$	7	10%
Total			70	100%
Kepercayaan Instinct	Low	$X \leq 20$	10	14%
	Medium	$20 < X \leq 25$	50	71%
	High	$X > 25$	10	14%
Total			70	100%
Penerimaan Positif	Low	$X \leq 16$	15	21%
	Medium	$16 < X \leq 20$	39	56%
	High	$X > 20$	16	23%
Total			70	100%
Kontrol	Low	$X \leq 9$	27	39%
	Medium	$9 < X \leq 11$	35	50%
	High	$X > 11$	8	11%
Total			70	100%
Pengaruh Spiritual	Low	$X \leq 7$	10	14%
	Medium	$7 < X \leq 8$	17	24%
	High	$X > 8$	43	61%
Total			70	100%

Based on the table above, it can be seen that the measurement results shows that the percentage level of respondents for each aspect in most resilience variables are in the medium to low category and for the aspect of personal competence and instinctive trust to enter at the level the highest categorization compared to other aspects with a percentage the same, namely 50 teachers (71%).

Discussion

Based on the description of the research respondents, there were 70 teacher respondents the State Special Schools in Alor Regency are divided into 35 teacher respondents came from the Alor Regency State Special School and 35 respondents came from the Alor Regency State Special School Mentally Disabled. The majority of respondents were teachers of the same gender women, namely 44 people, while the rest are teachers who of male gender, namely 26 people.

In the correlation test section it shows that there is a correlation in social support for resilience is 0.003, the value $Sig.$ smaller than the value α so it can be interpreted that there is a significant positive relationship between social support variables on resilience variables. Then in the table *summary*, shows that the social support variable has an influence to the resilience variable of 12.6% and the remaining percentage is 87.4% influenced by other factors not studied by researchers.

Based on the results of the analysis that has been done previously, it is known that there is an influence between social support and resilience. This can be seen from the research data that shows the chi-square test obtained a significance value <0.05 , which is 0.032, which means that there is a positive influence of the social support variable on resilience. This study explains that the influence of social support is relevant to the level of resilience possessed by teachers. The importance of providing social support from the teacher's environment such as from family, friends/colleagues, and significant others affects individual resilience in dealing with situations that hinder or experience difficulties during the teaching and learning process.

This study explains that the influence of social support is relevant to the level of resilience possessed by teachers. The importance of providing social support from the teacher's environment such as family, friends/colleagues, and significant others affect individual resilience in facing situations that hinder or experience difficulties during the learning process teach.

According to Zimet's theory (1988), there are three sources of social support, namely Firstly, family support plays an important role in increase the resilience of teachers because it can be a primary means in overcome the problems experienced. Second, friends/colleagues at work is the second factor that can provide social support for teachers in a school that will provide a sense of comfort and security and can provide confidence and resilience for teachers

to remain in learning situations good teaching in schools. Third, namely the source of support that comes from significant others, with the presence of people closest to the teacher, it will provide a special impression in terms of teachers being more open in sharing problems and the problem being faced because it is felt to have a close relationship has been established for a long time.

Positive emotions will arise if a teacher's resilience increases and This will affect the teaching process in the classroom, it is not easy surrender to the problems experienced at school, and can help each other sharing about the development of students being looked after with fellow colleagues his work. On the other hand, if someone does not get enough social support, either it comes from family, co-workers, and people closest to you, then it will provide the impact of discomfort on teachers, easily giving up on circumstances, reluctant to communicate with fellow co-workers, and less able to control emotions when faced with problems in the classroom.

The results of this research show that there is an influence significant relationship between social support and resilience in foreign school teachers common in Alor Regency. This is in line with the results of research conducted by Santoso and Setiawan (2018) who explained that social support coming from family, co-workers, or people close to you has an impact on resilient self-efficacy94 SLB teachers in Surabaya. This statement is supported by research conducted by Gwyther and Roberto (2018) which stated that one of the factors that can increase resilience is support social that he gets from other people.

In addition, teachers who have good teaching competencies have positive emotions that can produce more creative students, can also has a positive impact on teachers, namely being more motivated to always learn from the surrounding environment to develop and the spirit to achieve goals (Benight, Bandura, and Fredricson in LAM, 2019).

Furthermore, Ullaya (2020) explains that the greater the support that teachers receive from family, colleagues, and significant othersthen it will has an influence on positive emotions in teachers which can make teachers remain persist in accepting difficulties and be able to adapt to them teaching process in schools.

Based on the explanation above, it can be concluded that the results of this study are in line with several previous studies, and supported by several positive factors in the school environment. So it can be concluded that social support has an influence on resilience in special

school teachers in Alor Regency

CONCLUSION

Based on the results of the research that have been described, the conclusion that can be drawn is that there is an influence between social support and resilience in special school teachers in Alor Regency, where there is a significant influence with a value of $0.032 < 0.05$. In the second hypothesis, the coefficient of determination test shows the results of the correlation/relationship (R) which is 0.355. From the output, the results of the coefficient of determination (R Square) of 0.126 are obtained, which means that the influence of the independent variable (Social Support) on the dependent variable (Resilience) is 12.6%, while the remaining percentage of 87.4% is influenced by other factors not studied by the researcher. The chi-square test to show the p value of 0.032 using an alpha of 0.05, a significance value of < 0.05 is obtained so that it can be concluded that there is a positive and significant influence of the social support variable on resilience.

REFERENCE

- Agustina Wahyu Mirna, Bruto Wahyu Germino. (2019). Resiliensi Guru PAUD Honorer. *Journal of Psychology Jurnal.Iainkediri.Ac.Id.* Volume : 1-39.
- Akbar, Z., & Oliver, T. (2018). Dukungan Sosial Dan Resiliensi Diri Pada Guru Sekolah Dasar. *Jurnal Penelitian dan Pengukuran Psikologi*, Vol 7(1).
- Ammatullah, A. (2022). Analisis Implementasi Pendidikan Berbasis Inklusif sebagai Upaya Mencegah Diskriminasi Anak Berkebutuhan Khusus. *Jurnal Pendidikan Tambusai*, 6(2), 16038-16045.
- Anggraini, S., & Monika, M. R. D. (2023). THE RELATIONSHIP OF SOCIAL SUPPORT WITH RESILIENCE IN PAUD TEACHERS. *JURNAL SCIENTIA*, Volume 12 No 1.
- Andriani Rifa Tia, Kuncoro Joko. (2020). Hubungan Antara Konsep Diri dan Penyesuaian Diri Dengan Resiliensi Mahasiswa Dalam Mengahadapi Banjir dan Rob di Unissula. *Sultan Agung Fundamental Research Journal*.Volume 1 : 1-8.
- Baek, H., Lee, K., Joo, E., Lee, M, Choi, K. (2010). Reliability and Validity of The Korean Version of The Connor-Davidson Resilience Scale. *Korean Neuropsychiatric Association*. 109-115
- Chi, H., Yeh, H., Wu, S. F. (2014). How Well-being Mediates the Relationship between Social

- Support and Teaching Effectiveness. *Journal of Education and Learing*. 3(4). 117-130.
- Christopher J. Cormier, John McGrew & Lisa Rube. (2021). Socially Distanced Teaching: The mental health impact of the COVID-19 pandemic on special education teachers. *Journal of Community Psychol*;50:1768–1772.
- Cintyani Ayu Dewa, Tirtayani Ayu Luh. (2020). Hubungan Presentasi Diri dan Persepsi Dukungan sosial Pada Guru-guru PAUD Inklusi di Kota Denpasar. *Jurnal Pendidikan Anak Usia Dini Undiksha*. Volume 8 : 19-27.
- Cohen, S., & Syme, S. L. (1985). *Social Support and Health*. New York: Academic Press.
- Connor, K.M., Davidson, J. R. T (2003). Development of a New Resiliensi Scale: The Connor-Davidson Resilience Scale (CD-RISC). *Journal of Depression and Anxiety*. 18. 76-82
- deMeulenaere, M. A. (2016). *A Study of the Relationship of Stress, Burnout, Hardiness and Social Support in Pre-Kindergarten and Kindergarten Teachers* (Doctoral dissertation, Louisiana State University).
- Dewi, E., & Saniya, A. (2022). Hubungan Antara Dukungan Sosial dan Work Engagement pada Guru Sekolah Luar Biasa di Kota Cilegon dan Serang. *Jurnal EMPATI*, 11(2), 91-96.
- Ghozali, Imam. (2016). *Applikasi Analisis Multivariate dengan Program IBM SPSS 23*. Semarang: BPFE Universitas Diponegoro.
- Karakuş, S. and Ünsal, S. (2017). INVESTIGATION OF THE RELATIONSHIP BETWEEN PSYCHOLOGICAL RESILIENCE AND PROFESSIONAL SOCIAL SUPPORT LEVELS OF SPECIAL EDUCATION TEACHERS. *International Journal Of Eurasia Social Sciences*, 8(29), (831-850).
- Kusnandar, Viva Budy. (2022). RI Punya 26 Ribu Guru untuk Anak Berkebutuhan Khusus pada 2022.
- LAM, Brick-har. (2019). *Social Support, Well-being, and Teacher Development*. Singapore: The Education University of Hong Kong
- Lunga Paulus, Anggraini dan Ladapase. (2021). Hubungan Efikasi Diri Dengan Resiliensi Guru Selama Pandemi Covid-19. *Empowerment Jurnal Mahasiswa Psikologi Universitas Buana Perjuangan Karawang*. Volume.1. : 70-76.
- Missasi Vallahatullah, Izzati Cahya Dwi Indah. (2019). Faktor-faktor Yang Mempengaruhi

- Resiliensi. Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan
ISSN: 2715-712:433-44.
- Nurjanah, D. A., Putri, A. M., & Lutfianawati, D. (2024). Pengaruh Resiliensi dan Dukungan Sosial Terhadap Work Engagement Pada Guru Sekolah Luar Biasa Bandar Lampung. *INNOVATIVE: Journal Of Social Science Research*, 4(4), 12368-12383.
- Oktaviani, E., & Setiyono, I. E. (2023). PENGEMBANGAN *ETHNOSCIENCE PUZZLE* GUNA MENDORONG KEMAMPUAN KOGNITIF ANAK BERKEBUTUHAN KHUSUS. *Journal of Telenursing*, Volume 5(2).
- Peters, R. D., Leadbeater, B., McMahon, R. J. (2005). *Resilience in Children, Families, and Communities*. New York: Kluwer Academic / Plenum Publishers
- Prameswari, S. A., & Muhid, A. (2022). DUKUNGAN SOSIAL UNTUK MENINGKATKAN PSYCHOLOGICAL WELL BEING ANAK BROKEN HOME : LITERATURE RIVIEW. *Jurnal Psimawa*, Vol 5 No. 1, 1-9.
- Putri, R. H., Pratiwi, M., & Anggraini, D. (2021). Dukungan Sosial Terhadap Resiliensi Karyawan Yang Mengalami Phk Di Masa Pandemi Covid-19. *Psychology Journal of Mental Health*, Volume 3, Nomor 1.
- Razmjoo, S. A. & Ayoobiyan, H. (2019). On The Relationship Between Teacher Resilience And Self-Efficacy: The case of Iranian EFL
- Resnick, B., Gwyther, L. P., Roberto, K. A. (2018). *Resilience in Aging: Concepts, Research, and Outcomes 2nd Edition*. United States: Springer
- Saniya, A. M., & Endah, K. D. (2022). Hubungan Antara Dukungan Sosial Dan Work Engagement Pada Guru Sekolah Luar Biasa Di Kota Cilegon Dan Serang. *Jurnal Empati*, Vol 11(02), 91-96.
- Santoso, E., Setiawan, J. L. (2018). Peran Dukungan Sosial Keluarga, Atasan, dan Rekan Kerja terhadap *Resilient Self-Efficacy* Guru Sekolah Luar Biasa. *Jurnal Psikologi*. 45 (1). 27-39.
- Sestiani, R. A., & Muhid, A. (2021). Pentingnya Dukungan Sosial Terhadap Kepercayaan Diri Penyintas Bullying: *Literature Review*. *Jurnal Tematik*, Vol. 3, No.2.
- Sugiyono (2022). Metode Penelitian Kuantitatif, Kualitatif dan R & D. Bandung: Alfabeta.
- Santoso, E., Setiawan, J. L., (2018). Peran Dukungan Sosial Keluarga, Atasan, dan Rekan Kerja terhadap *Resilient Self-Efficacy* Guru Sekolah Luar Biasa.

ULAYYA, D. (2020). PENGARUH DUKUNGAN SOSIAL TERHADAP RESILIENSI PADA GURU SMA DI DKI JAKARTA (Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA).

Uyun Muhamad, Fatah Raden. (2022). Dukungan Sosial Teman Sebaya Dan Persepsi Siswa Terhadap Cara Mengajar Guru Dengan Motivasi Belajar. *Jurnal Pendidikan Islam*. Volume 11 : 753-778.

Wulan, D. K., & Adelia, C. A. (2017). *Job Demands* dan *Burnout* Pada Guru Sekolah Luar Biasa (SLB) Negeri. *Jurnal Penelitian dan Pengukuran Psikologi*, Vol 6(1).

Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assesment*, 52, 30-41.