



Lecturer's Competencies and Peer Support on Academic Resilience: The Mediating Role of Self Efficacy

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Abstract

This study examines the influence of lecturers' competence and peer support on students' academic resilience, with self-efficacy as a mediating variable. Motivated by rising dropout rates and academic stress in higher education, this research addresses inconsistencies in prior findings on the personal and environmental factors that affect academic resilience. A quantitative explanatory survey was conducted with 285 students in West Java, using a 7-point rating scale questionnaire analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM). Results indicated that academic resilience and self-efficacy were at moderate levels, while lecturers' competence and peer support were categorized as high. Lecturers' competence, peer support, and self-efficacy affected academic resilience of 0.67, in the strong category. Lecturers' competence did not significantly affect academic resilience directly but exerted a full mediation effect through self-efficacy. In contrast, peer support demonstrated both significant direct and indirect effects on academic resilience through self-efficacy. These findings confirm that strengthening students' internal psychological aspects, particularly self-efficacy, is a prerequisite for external factors such as lecturers' competence to effectively enhance academic resilience.

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INTRODUCTION

In the current era of digital disruption, university students face multidimensional challenges that demand rapid adaptation and cross-disciplinary competence. High academic pressure, accumulating task burdens, and intense competition for academic achievement are key contributing factors to the rising prevalence of academic stress. Several studies have demonstrated that academic stress among university students reaches considerably high levels and can significantly impair both academic performance and psychological well-being (Bedewy & Gabriel, 2015; Cassidy, 2016; Pascoe et al., 2020). Research indicates that academic stress at the tertiary level has increased sharply and has emerged as a primary concern in the field of education (Barbayannis et al., 2022; Reddy et al., 2018; Pradiri et al., 2021). In the Indonesian context, academic stress among university students has reached alarming levels, with 196 students (39.20%) experiencing high stress, 230 students (46.00%) moderate stress, and 74 students (14.80%) low stress (Ellis et al., 2022; Manajemen et al., 2025; Putra & Ardi, 2024).

This stress is predominantly attributed to persistent academic demands, including examinations, assignments, and heavy credit loads (Pascoe et al., 2020). Beyond technical burdens, a considerable proportion of students experience psychological pressure arising from the need to meet the expectations of parents, lecturers, and themselves in achieving satisfactory academic outcomes (Haoxing & System (2021). Low academic resilience also contributes significantly to high dropout rates. For comparative reference, in Australia between 2012 and 2015, approximately 15% of students withdrew from university during their first year (Zajac et al., 2024). Furthermore, 40% of active undergraduate students reportedly considered leaving their studies within the previous six months, with emotional stress and mental health concerns cited as more dominant reasons than financial constraints.

Such conditions require students to possess sufficient academic resilience to adapt effectively to the diverse demands of higher education institutions. This phenomenon underscores the urgency of academic resilience, which is defined as students' capacity to persist and recover from various academic difficulties (Bandura, 1998). Academic resilience refers to a student's capacity to successfully adapt and achieve academically despite facing significant adversity or stressors (Ye et al., 2024). It encompasses the ability to recover from setbacks, maintain motivation, and persist in the face of challenges, making it a critical construct for understanding student success and well-being in diverse educational contexts (Chai et al., 2024; Klutsey & Mahama, 2025). The importance of academic resilience is further reinforced by escalating academic pressure, increasing prevalence of mental health problems, high dropout rates, and the growing demands of adaptation in the digital era. In this case, it is necessary to increase the academic resilience of students, which functions as a buffer from academic stress and dropout rates.

Factors that can enhance academic resilience are categorized into internal and external dimensions. Internal factors include self-efficacy, intrinsic motivation, self-regulation, growth mindset, grit, emotional intelligence, and optimism (Alhadabi & Karpinski, 2020; Cai & Meng, 2025; Chang, 2024). External factors, on the other hand, encompass lecturer support, peer support, family support, institutional environment, as well as teaching quality and curriculum design (Chai et al., 2024). Academic Resilience can be strengthened by increasing protective factors such as individual characteristics, environmental support, positive interactions that encourage, and developing internal traits such as self-efficacy that can improve academic performance and feelings of happiness (Muchemwa, 2014). Academic resilience can also be improved by coping strategies, supporting the family environment, increasing resources in the school environment, and implementing supportive social policies.

This strategy is expected to improve adaptability and help students recover from academic competition among students in the field of science and technology (Zhu et al., 2025). To strengthen academic resilience, it is also necessary to implement mental stress management that supports self-concept, skills, and increases social support, so that students feel happy, have a healthy mentality, especially during the covid 19 crisis (Cassaretto et al., 2024; Muchemwa, 2014). Other researchers emphasized that increasing academic resilience is done by increasing self-regulation, so that students can adapt better, be able to manage difficulties, and be motivated (Gurusinga et al., 2023). From previous research that revealed solutions to improve academic resilience, it has not revealed solutions that integrate individual and environmental factors to improve academic resilience. Therefore, this study aims to analyze the influence of external factors, namely the competence of lecturers and peer support, as well as internal factors, namely self-efficacy, on academic resilience.

Of these factors, lecturers' competence, peer support, and self-efficacy are important factors in educational psychology. The first factor is teacher competencies. Lecturers' competencies encompass pedagogical, professional, social, and personal abilities in implementing effective learning processes. Lecturers with high competence are capable of creating a conducive learning environment, providing effective academic guidance, and enhancing students' confidence in facing academic challenges. (Darling-Hammond, 2006). The quality of interaction between students and lecturers plays a pivotal role in establishing a supportive learning environment. (Hagerty et al., 1992). The teacher's emotional support has a positive effect on academic resilience, but teacher competence with the teacher self-efficacy indicator, (Guo et al., 2025; Stan et al., 2022; Trigueros et al., 2020) teachers' gender and teachers' instructional competence have no effect on academic resilience (Abdolrezapour et al., 2023; Bedewy & Gabriel, 2015; Mohebi et al., 2018; Shengyao et al., 2024; Uygur et

al., 2023). So there's an inconsistency in the influence of lecturers' competence on academic resilience.

In addition to interacting formally and informally on campus with lecturers, students interact with their peer groups intensely in the form of academic, social-emotional interaction, and organizational interaction or self-development. Therefore, the role of peers needs to be considered in this research. Peer support constitutes a system of giving and receiving assistance built upon core principles of respect, mutual responsibility, and shared agreement regarding helpful behaviors (Mead et al., n.d.). In terms of the influence of peer support on academic resilience, there is a positive influence of peer support on academic resilience. Peer support has been shown to effectively strengthen academic resilience through positive emotional regulation mechanisms (Lackland et al., 2020; Lakey & Cohen, 2015), exerting a significant influence particularly during adolescence and early adulthood, wherein peer relationships are expected to function as a critical support system for students' academic resilience.

On the other hand, contrasting findings have been identified, suggesting that peer support provided excessively or inappropriately may potentially undermine learning independence and long-term resilience among certain student populations (Feeney & Collins, 2015). But other studies report weak, insignificant, or even negative effects, especially when social dynamics are competitive. These differences are influenced by cultural contexts, characteristics of peer networks, moderator variables such as professional identity and academic expectations, and differences in measurement methods used (Bedewy & Gabriel, 2015; Shengyao et al., 2024; Uygur et al., 2023). Based on the modified Social Cognitive Theory developed by (Bandura, 1998) and the ecological support approach, students' capacity to persist and recover from academic pressure is not solely determined by direct environmental stimuli, but is rather catalyzed by individuals' cognitive beliefs regarding their own capabilities.

ties. Therefore, this study positions self-efficacy as a mediating variable.

Self-efficacy, defined as an individual's belief in their capacity to complete academic tasks, functions as a significant mediator between lecturer support and various academic outcomes, while simultaneously serving as an internal resource that cultivates persistence in overcoming learning obstacles. (Uygur et al., 2023). However, in the context of academic resilience, the relationship between self-efficacy and academic resilience has yielded inconsistent findings across the literature. (Abdolreza-pour et al., 2023; Bedewy & Gabriel, 2015; Mohebi et al., 2018; Shengyao et al., 2024; Uygur et al., 2023). Regarding the pathway of peer support on academic resilience through self-efficacy, Schunk and Pajares (2009) affirm that self-efficacy functions as a full mediator bridging the influence of social support on academic achievement and resilience. However, (Caprara et al., 2011) found that the mediating role of self-efficacy in this pathway is only partial. Empirical inconsistencies also characterize the mediating role of self-efficacy in the relationship between lecturers' competencies and academic resilience. A linear relationship was identified by (Tschannen-Moran & Hoy, 2001), who demonstrated that strong lecturer competence can significantly enhance students' self-efficacy, which in turn reinforces learning resilience. Nevertheless, this perspective is contested by the argument that such a relationship is not always linear. (Zee & Koomen, 2016). Students' self-efficacy is, in fact quality of lecturer competence they perceive within the classroom setting.

In social interaction between students and lecturers or institutions within the scope of West Java, Indonesia, it is possible to have differences in cultural characteristics, institutions, and educational policies compared with previous research; this will also have the opportunity to cause differences in results. Indonesian culture, characterized by the high power distance and collectivism characteristic of Indonesian culture (Hofstede, 2001), implies that lecturers may be less likely to seek sup-

port from institutional superiors when facing academic adversity. Consequently, horizontal peer support among colleagues assumes heightened importance as a resilience resource, potentially amplifying the role of peer support in ways not observed in low power distance educational contexts. In addition, the duties of university lecturers in various countries are different from those in Indonesia, which adhere to the role of the Tri Dharma and differences in education policies between countries.

Based on the inconsistencies in the above research and the desire to apply it in Indonesia which has different cultural characteristics, especially the high culture of power distance and collectivism, differences in the duties and functions of lecturers and education policies, then the research questions; RQ1) how do the influence of lecturer's competencies on academic resilience RQ 2) how does peer support influence academic resilience RQ 3) does self efficacy mediate The Influence of Lecturer's Competencies on Academic Resilience RQ 4) Does self-efficacy mediate the influence of peer support on academic resilience.

In the theoretical review, the problem of academic stress, dropouts, and efforts to increase academic resilience are discussed in Bandura's Social Learning Theory. In this case, students learn to manage academic stress through model observation of lecturers and peers who demonstrate effective coping strategies. The self-efficacy formed from this modeling increases resilience, reduces burnout, and reduces the risk of dropout, because students feel able to cope with academic demands according to Bandura's self-efficacy theory, where individuals with high self-efficacy experience less burnout when facing academic stress (Zhang et al). In addition, self determination theory (Ryan & Decy) emphasizes the fulfillment of basic psychological needs, namely autonomy, competence, relatedness obtained from pedagogical interaction with lecturers and the existence of peer group support that increases intrinsic motivation and well-being, then this will reduce academic stress, prevent dropouts, and strengthen the mental health of

students and students who are motivated to be active in learning (Chiu, 2021). Based on the theory used and the synthesis of previous research, the hypothesis of this study states that 1) lecturers' competencies have an effect on academic resilience; 2) peer support has an effect on academic resilience; 3) self-efficacy mediates the influence of lecturers' competencies on academic resilience; 4) self-efficacy mediates the influence of peer support on academic resilience.

Compared to previous research, this study contributes to the development of Bandura's social cognitive theory that self-efficacy does not operate solely through individual mastery experiences (Bandura, 1986; Shengyao et al., 2024; Uygun et al., 2023), but is constructed through institutional factors, particularly peer support and lecturers' competencies, which are mediated by self-efficacy. Compared to previous studies that focused on individual efforts (Guo et al., 2025; Shengyao et al., 2024; Abdolrezapour et al., 2023) in strategies to increase academic resilience in higher education, this model requires institutional intervention to improve the quality of learning and a conducive school environment. Thus, the novelty of this research lies in the integration of Social Cognitive Theory (Bandura, 1998) with the perspective of ecological support to build a dual influence model through self-efficacy mediation mechanisms. This research fills a research gap in the context of higher education in Indonesia, where the relational dynamics of teachers-students and the culture of peer collectivism form a unique pattern of resilience, (Cai & Meng, 2025; Stan et al., 2022) This research was conducted by surveying students throughout West Java.

The results of this study are expected to contribute to the development of academic resilience studies and provide practical implications for educational institutions in designing learning strategies that can increase students' academic resilience. Through a survey of students in West Java, the results of this study are expected to make a theoretical contribution to the study of academic resilience as

well as practical implications for institutions in designing learning strategies that strengthen students' academic resilience.

METHODS

This study applies a quantitative approach with an explanatory research design aimed at examining causal relationships and testing hypotheses. The primary method employed is a survey method with a cross-sectional design, intended to explain the influence of self-efficacy, peer support, and lecturers' competencies on academic resilience. The adoption of this design enables researchers to obtain a comprehensive understanding of the extent to which the independent variables contribute to students' academic resilience within the higher education context (Arif Rachman, Yochanan, Andi Ilham Samanlangi, 2024).

Population and Sample

The research population consists of students from both private and public universities in Bandung) who were enrolled in their fourth semester during the 2025–2026 academic year. This criterion was established on the grounds that fourth-semester students have accumulated sufficient experience and familiarity with the dynamics of university life. The sampling technique employed was probability sampling using a simple random sampling approach, which ensures that every member of the population has an equal opportunity to be selected as a respondent (Sekaran & Bougie, 2011). The total population is 25,500, consisting of 9,914 students of public universities and 15,867 students of private universities. State universities include institutes and 3 universities. Private colleges consist of 10 universities, with Proportionate Stratified Random Sampling.

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proach, which ensures that every member of the population has an equal opportunity to be selected as a respondent. (Sekaran & Bougie, 2011). Minimum Sample size determination was conducted using a power analysis approach with the assistance of the G*Power application, applied to a multiple regression model incorporating three independent variables. The parameters utilized included a significance level (α) of 0.05, a statistical power value of 0.95, and an effect size (f^2) of 0.05, classified as a small effect size, (Klutsey & Mahama, 2025). yielding a minimum required sample size of 285 student.

Instruments and Data Measurement

Data Collection

Data collection was conducted through the distribution of structured online questionnaires as the primary instrument, containing statements pertaining to the research variables. In addition, observation and limited interviews were employed as supplementary techniques to strengthen the interpretation of the research findings. The combination of these techniques was intended to enhance the quality and comprehensiveness of the collected data. (Hair et al., 2019).

Data Analysis Techniques

The collected data were analyzed for instrument validity and reliability, data distribution, and hypothesis testing using Partial Least Squares (PLS)-based Structural Equation Modeling (SEM) with SmartPLS software. The research procedure began with stages 1) data cleaning and coding, 2) descriptive analysis to describe respondent characteristics, 3) data distribution through mean values, standard deviations, and response frequencies, and 4) verification analysis through two stages: stage 1, evaluation of the measurement model (outer model) and stage 2, analysis of the structural model (inner model) to test the research hypothesis in depth (Emerson et al., 2023). The outer model was tested through convergent validity (factor loading value > 0.70 and AVE > 0.50) and construct reliability

(composite reliability and Cronbach's $\alpha > 0.70$). This stage is crucial to ensure that the latent variables are empirically supported by their reflective indicators before testing the relationships between variables. The second stage is the evaluation of the inner model or structural model, which aims to predict the relationships between latent variables and assess the strength of the research model. Researchers analyzed the path coefficient values and significance levels using the bootstrapping method and R² values to determine the contribution of the independent variables to the dependent variable. By using SEM-PLS, this study was able to test the self-efficacy mediation model simultaneously and efficiently, despite its complex model structure with many relationship paths (Hair et al., 2019). [FSF14.1] To address the concern regarding Common Method Bias (CMB), this study employed the Full Collinearity VIF test. The results of the inner model VIF assessment show that all values range from 1.003 to 1.071, well below the threshold of 3.3, indicating that common method bias is not a concern in this study. However, the authors acknowledge that several outer model VIF values (e.g., AS = 10.076, PRS = 8.955, RA = 8.495, FNR = 8.336) exceed the threshold of 5.0, suggesting potential multicollinearity among certain indicators within the same construct. This research model is zero reflective, where the high correlation between indicators is expected, and not a violation of assumptions, as long as discriminative validity and AVE are still met.

RESULTS AND DISCUSSION

This section will explain the results of the descriptive research and the evaluation of the outer and inner model analyses. The descriptive research results, covering academic resilience, lecturer competence, peer support, and self-efficacy, are presented in Table 1.

Based on Table 1, academic resilience and self-efficacy in the medium category tend to be low, with relatively low perseverance dimension and academic self-efficacy. Lec-

turers' competencies and peer support in the high category. In this case, relatively low social and personal competency and companion-

ship support reflect a relatively high intensity of support, acceptance, and motivation from peers. (Cassidy, 2016; Martin & Marsh, 2006)

Table 1. Descriptive Statistics of Research Variables

	Descriptive Statistics					
	N	Min	Max	Mean	Std. De- viation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Lecturer's Competencies X1	285	61.00	189.00	152.8737	2.19594	37.07166
Peer Support X2	285	120.00	182.00	155.5684	.76552	12.92338
Self-Efficacy M	285	30.00	210.00	136.2070	2.37588	40.10948
Academic Resilience Y	285	62.00	186.00	133.5368	2.19708	37.09100
Valid N (listwise)	285					

Source: Processed Primary Data (2025)

Academic Resilience

Academic resilience demonstrates a student's ability to survive, adapt, and bounce back when facing academic difficulties. (Cassidy, 2016; Martin & Marsh, 2006; Ye et al., 2024).

Academic resilience is measured based on the ARS-30 indicator consisting of the Perseverance dimension with 10 items that describe resilience in the face of failure, pressure, and continuing to strive to achieve goals. Ref-

lecting and Adaptive Help-Seeking is measured with 10 items that describe the ability to evaluate failure, develop and implement strategies and solutions to failure, and negative affect and emotional response, with 10 items that describe the ability to manage emotions, control, and maintain emotional stability. (Cassidy, 2016). The results of the academic resilience research and the scores for each indicator are presented in Table 2.

Table 2. Academic Resilience Scores and Criteria

Variable	Dimension	Score	Criterion
Academic resilience	Perseverance (P)	124.74	Low
	Reflecting and Adaptive Help-Seeking (RAH)	130.67	Middle
	Negative Affect and Emotional Response (NA)	137.31	High

Source: Processed Primary Data (2025)

Based on Table 2, the highest dimension of academic resilience was Negative Affect and Emotional Response (NA), while the lowest dimension was Perseverance (P). Although respondents persisted in coping with academic failure, low scores on the consistency aspect indicate that students' resilience tends to fluctuate when pressure persists over a long period (Calo et al., 2022; Klutsey & Mahama, 2025). Overall, emotional management skills were relatively higher compared to other dimensions; this, combined with good resili-

ce, would positively impact the continuation of studies. However, if this self-control is only manifested in behaviors that mask emotional outbursts, thus appearing "normal," then this psychological burden risks becoming a future obstacle. In the Reflecting and Adaptive Help-Seeking dimensions, students' strategies for recovering relied more heavily on social support. This is evident in the tendency of respondents to prefer consulting with peers rather than seeking professional or instructional help from lecturers (Calo et al., 2022; Pointon-Haas et

al., 2024; Zhu et al., 2025). Based on the research results, 60.8% of students fell into the low and moderate resilience categories. This indicates that the majority of students in the study area are vulnerable to academic resilience.

Lecturers' Competencies

Lecturers' competencies are lecturers' abilities to effectively implement the learning process, encompassing pedagogical, professional, social, and personal competencies. Research shows that lecturers' professional and pedagogical competencies are high, while their social and personal competencies are moderate. The professional competency dimension has the highest average score, indicating that students perceive lecturers as having good mastery of the material and academic abilities. Meanwhile, the personal competency dimension has a relatively lower score than the other dimensions, although it is still in the moderate category. (Murkatik et al., 2020; Nguyen, 2023; Sudama & Adnyana, 2025). In the personal competency dimension, the highest score is indicated by the lecturer's respect for students, while the lowest score is found in the lecturer's efforts to motivate students to continue trying despite difficulties. Relatively low personal and social competencies can be caused by a lack of empathy. (Hargreaves 1998). Meanwhile, the relatively high level of professional and pedagogical competence can be triggered by a high educational background and the impact of pedagogical training that lecturers often attend. (Darling-Hammond, 2006).

Peer Support

Peer support is a system of mutual giving and receiving assistance built on the principles of respect, shared responsibility, and mutual agreement on what is helpful. (Mead et al., n.d.). In this study, peer support was measured through four dimensions: Emotional Support (ES), Instrumental Support (IS), Informational Support (INFS), and Companionship (C). Emotional support describes the intensity of peer behavior in providing empathy, encoura-

gement, and support when students experience stress or difficulties. Instrumental support relates to peer assistance during the lecture process, while informational support relates to the provision of academic information, course information, and strategies to achieve learning goals. Meanwhile, companionship describes the intensity of support, acceptance, and motivation provided by peers (Luo et al., 2022). Based on the research results, among all indicators of peer support, the companionship dimension has a relatively higher score, which is shown through the behavior of friends who always accompany them when needed, while the relatively lower score is found in the instrumental support dimension, especially in the indicator of providing appropriate learning resources. The behavior of peers who are always present when students experience difficulties is in line with Social Support Theory, which states that social support can increase a sense of security, psychological comfort, and an individual's ability to deal with academic pressure (Zhu et al., 2025).

Self-Efficacy

Self-efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve specific goals. (Bandura, 1998). In this study, self-efficacy was measured using a scale developed based on Bandura's Social Cognitive Theory and consisting of four dimensions: academic self-efficacy, task efficacy, coping self-efficacy, and performance self-efficacy. Academic self-efficacy describes students' confidence in meeting academic demands, achieving goals, and facing exams successfully. Task efficacy relates to the belief in being able to complete difficult tasks independently, find solutions, and complete assignments on time and with quality. (Basileo et al., 2024; Luo et al., 2022). Coping self-efficacy indicates students' ability to deal with stress, study pressure, and motivate themselves, while performance self-efficacy relates to the belief in achieving good results, achieving success, facing challenges, and being the best. (Dost, 2025). The results of the study in-

dicate that students' overall self-efficacy is at a middle level, dominated by a strong belief in meeting general academic demands. (Dost, 2025). However, there is a crucial finding in the task self-efficacy dimension, which shows a relatively lower score, especially in terms of completing tasks independently. This phenomenon indicates that although students have enough academic self-confidence, they tend to feel more capable when they receive social support or work collaboratively with peers (peer support) (Abdolrezaipoor et al., 2023; Bandura, 1998). Furthermore, the main obstacle identified in achieving academic goals is limited time management, although students are considered quite resilient in dealing with stress with the help of external support. (Triqueros et al., 2020).

Model Test Results

Outer Model Evaluation Results

In the analysis using the SEM-PLS approach, outer model and inner model testing were conducted. The outer model testing in this study includes several criteria, namely convergent validity, discriminant validity, and construct reliability. Convergent validity was evaluated through the outer loading value and Average Variance Extracted (AVE), while discriminant validity was tested using the HTMT (Heterotrait-Monotrait Ratio) value, with the threshold used being $HTMT < 0.90$ means that it has discriminant validity (Henseler et al., 2015). Based on the results of the PLS SEM analysis, convergent validity is based on loading factors and AVE values. The loading factor values range from 0.744 to 0.971, and the AVE value range from 0.86 to 0.922, so all items used in this research are valid. Discriminant validity with HTMT is in the range of 0.085-0.551, it's means has good discriminant validity, so that other constructs are different from other constructs. All statement items in the lecturer's competencies, peer support, self-efficacy and academic resilience variables have Anti-Image Matrices values above 0.5. Overall, the items are declared valid because the calculated R² value is greater

than the R² table and the significance value is < 0.005 . Based on the construct reliability, the Cronbach's Alpha value is > 0.6 . Based on the criteria (Wiratna Sujarweni, 2014), an instrument is said to be reliable if the test results show a Cronbach's Alpha value of 1,000 for all variables. This proves that the research instrument has a perfect (ideal) level of consistency in measuring the variables studied (Casidy, 2016).

Inner Model Evaluation Results

Inner model or measurement model evaluation serves to test the relationship between variables, test their significance, demonstrate predictive ability, and demonstrate the degree of influence between variables (Hair et al., 2019). Based on the analysis results, the R² value of 0.67 indicates that the variables lecturer's competencies, peer support, and self-efficacy are able to explain 67% of the variance in student academic resilience and are classified as high (Chin, 1998; Hair et al., 2019). The positive Q² value confirms the adequate predictive relevance of the model, while the f² value varying between 0.02–0.35 indicates that the contribution of each exogenous variable's influence ranges from small to large (Dost, 2025; Kang et al., 2024).

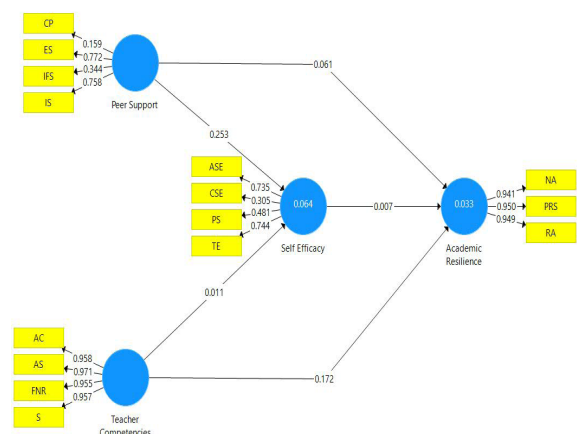


Figure 1. PLS Model

Next, the significance test of the influence between variables based on the research hypothesis is presented. on Table 3.

Hypothesis 1 states that lecturers' com-

petence influences academic resilience. The model test results in Table 3 show that lecturer competence does not have a direct impact on student academic resilience ($\beta = 0.11$), therefore, Hypothesis 1 is rejected. However, when mediated by self-efficacy, the effect changes to significant with an indirect effect of 0.423 (t statistics = 2.213) as presented in Tables 3, indicating that Hypothesis 3 is accepted.

Table 3. Mediation Test Results

Mediation path	Indirect Effect				Bootstrapped		Sig.	VAF (%)	Kesimpulan Mediasi
	CI 95%								
	B	SE	t-stat	p- value	LL (2.5%)	UL (97.5%)			
Path 1: Peer Support (PS) → Self-Efficacy (SE) → Academic Resilience (AR)									
PS → SE → AR	0.356	0.223	2.081	0.000	0.038	0.048	Sig.	23.0%	Full Media- tion
Path 2: Teacher Competencies (TC) → Self-Efficacy (SE) → Academic Resilience (AR)									
TC → SE → AR	0.423	0.086	2.213	0.000	0.011	0.017	Sig.	34.05%	Partial Me- diation

Source: Processed Primary Data (2025)

Hypothesis 2 states that peer support influences academic resilience. The model test results in Table 4 show that peer support has a direct impact on students' academic resilience ($\beta = 0.17$, therefore, Hypothesis 2 is accepted. When mediated by self-efficacy, the effect is significant with an indirect effect of 0.35 ($t > 1.96$), as presented in Table 4. Therefore, Hypothesis 3 is accepted. This proves the existence of a partial mediation mechanism,

Table 4. Direct and Indirect Effect

Jalur	Direct (β)	Indirect (β)	Total (β)	t-stat	p-value	CI LL (2.5%)	CI UL (97.5%)	Sig.
PS → SE (a-path)	0.253	-	0.253	3.964	0.000	0.164	0.383	Sig.
SE → AR (b-path)	0.347	-	0.347	4.091	0.000	0.148	0.165	Sig.
PS → AR (c'-path)	0.172	0.356	0.528	2.409	0.008*	0.269	0.268	Sig.
TC → SE (a-path)	0.211	-	0.211	3.148	0.000	0.120	0.163	Sig.
TC → AR (c'-path)	0.011	0.423	0.434	2.682	0.000	0.029	0.282	Sig.

Source: Processed Primary Data (2025)

The research finding that academic resilience requires environmental contributions and internal capacity to convert into self-con-

This proves the existence of a full mediation mechanism; high professional and pedagogical competence of lecturers in an institution will not automatically make students resilient, but must first be converted into internal psychological reinforcement in the form of increased student self-confidence in the classroom (Guo et al., 2025; Trigueros et al., 2020).

indicating that both directly and indirectly, peer support influences academic resilience. This demonstrates a partial mediation pattern, where social support from peers, particularly in the companionship dimension, serves a dual function: acting as an emotional safety net on campus and indirectly strengthening students' cognitive confidence to overcome academic challenges together (Stan et al., 2022).

fidence is in line with Social Cognitive Theory (Bandura, 1998). Students who rely on social support show that their resilience is still reac-

tive to the environment; individuals use the help of others to achieve desired results when feeling less independent control over complex tasks, and self-efficacy is needed to increase academic resilience.

The results of the verification analysis show that self-efficacy is proven to be the strongest and most significant internal predictor in shaping student academic resilience. Self-efficacy acts as a mediator between lecturers. Therefore, regardless of the lecturer's competence, its impact on academic resilience is only realized after being processed through the student's internal cognitive mechanisms (Kang et al., 2024). A positive path coefficient value indicates that the higher the student's self-efficacy in their cognitive capacity and ability to regulate complex academic tasks, the higher their learning resilience capacity to recover from stress or the risk of dropping out (Bandura, 1998; Cassidy, 2016). Lecturer competencies and peer support serve as external sources of self-confidence building through modeling, verbal persuasion, and vicarious experience, which internally strengthens lecturers' capacity to face academic challenges.

This explains why self-efficacy is a very strong mediating variable in this study. In this case, self-efficacy strengthens Bandura's social-cognitive theory and is in line with Self-Determination Theory, that social factors, namely teacher competencies and peer support, can increase self-competence. The results of this study are also in line with previous research that found that self-efficacy mediates lecturer and peer support for resilience, with the greatest indirect effect compared to the direct effect of Schunk and Pajares (2009). Practical implications: from this study, there is a need to strengthen lecturer competence and a climate of peer support to build student academic confidence. Environmental factors such as lecturer competence and peer support will not effectively increase resilience if they cannot be converted into internal beliefs or personal agency by students themselves (Bandura, 1998).

Previous research by (Stan et al., 2022)

supports this finding by stating that strong peer relationships increase self-efficacy, but without good self-regulation skills, students will still struggle to cope with individual task pressure. Similarly, (Cassidy, 2016) emphasized that self-efficacy in dealing with difficulties is the most significant predictor of students' adaptive responses. Thus, the integration of internal reinforcement through time management and technical independence, along with supportive external support, is the main foundation for building sustainable academic resilience for students in higher education (Guo et al., 2025; Kang et al., 2024; Stan et al., 2022)

The finding that lecturer competence does not directly influence academic resilience but must be fully mediated by self-efficacy theoretically broadens the application of Social Cognitive Theory (Bandura) in the context of higher education. Lecturer competence does not directly contribute to student academic resilience; rather, it must first be converted into self-efficacy, or confidence in one's own cognitive capacity. This means that even if a lecturer's pedagogical and professional competence is highly valued, this stimulus does not automatically build student academic resilience. This may be due to the fact that lecturer competence is merely an external stimulus that is not automatically internalized by students as self-confidence. Lecturer competencies are structural distal or teaching competencies, and academic direction (Bandura, 2006), the influence is only felt after being internalized into students' self-confidence.

According to Bandura's self-efficacy source (verbal persuasion vs modeling proximal peer). In other words, lecturer competence is only effective in building academic resilience if students can internalize it into confidence in their own capacity. Lecturer support has been shown to influence student motivation and self-efficacy, but this effect is highly dependent on the extent to which students are able to internalize the learning stimuli provided (Chai et al., 2024). This also reveals a high power distance between lecturers and students in higher education, particularly

in the context of the academic culture in West Java. This condition is caused by an academic culture that positions lecturers as the sole authority and source of knowledge, resulting in students tending to be passive and unaccustomed to building self-confidence in facing academic challenges. Students in countries with very high power distance and strong collectivist values tend to have low self-efficacy, indicating that the academic cultural hierarchy that does not encourage independent thinking significantly hinders the formation of students' self-confidence (Ye et al., 2024).

The results of the study stated that peer support affects academic resilience both directly and through self-efficacy. This direct influence is caused by emotional support in the form of a sense of security, validation and acceptance, information exchange, and strategic coping in the form of information and strategies to overcome problems, as well as a sense of belonging and a sense of acceptance that reduces a sense of social isolation. Meanwhile, the influence of peer support on academic resilience through self-efficacy occurs because interaction with peers becomes a belief that negates the ability to survive.

The influence of peer support on academic resilience is based on Bandura's social learning theory, which states that the environment interacts with self-efficacy, which functions as a translator and intermediary that produces academic resilience. Previous research by Schunk and Pajares (2009), and (Caprara et al., 2011) stated that there is a mediation of self-efficacy on the influence of peer support on academic resilience. In contrast to previous research conducted on school students, this research was conducted in college, and the data analysis techniques in this study were relatively stricter, with formal mediation testing (bootstrapping, VIP, HTMT). The findings of this study suggest that to improve academic resilience, it is necessary for individuals to build more supportive and constructive friendships; for university lecturers, it is necessary to have a lecturer service policy to carry out mentoring so that students have academic resilience

and study on time.

CONCLUSION

The findings of this study develop the application of social cognitive theory in higher education environments that state the reciprocal relationship between personal, environmental, and behavioral. In the study of lecturer competency, peer support, self-efficacy, and academic resilience are interacting factors. The results of the descriptive analysis of this study state that student academic resilience is at the moderate category level, with resilience in facing failure, pressure, and continuing to strive to achieve student goals (perseverance) being relatively low, but the level of negative affect and emotional response that describes the ability to manage emotions, control, and maintain emotional stability is relatively high.

Lecturer competency is described as having professional and pedagogical competencies that are relatively high compared to personal competencies, and the results of the study, from all peer support indicators, the companionship dimension has a relatively higher score shown through the behavior of friends who always accompany when needed, while a relatively lower score is found in the instrumental support dimension, especially in the indicator of providing appropriate learning resources. The level of lecturer competency does not directly affect academic resilience but needs to be mediated by self-efficacy, while peer support has a direct and indirect effect with self-efficacy mediation on academic resilience. This shows that in the context of higher education, lecturers' competence does not directly contribute to students' academic resilience, but rather this competence must be converted into self-efficacy or confidence in independent cognitive capacity. This means that even though lecturers' pedagogical competence is considered high, this stimulus does not automatically build students' academic resilience.

In addition, peer support contributes in the form of academic assistance, emotional

support, and information exchange that helps students overcome difficulties. Students with supportive friendships tend to be better able to withstand and recover from academic stress. For lecturers, the results of the full mediation model test indicate the need to simultaneously strengthen pedagogical and social competencies. Lecturers in higher education should no longer focus on conventional instructional approaches but should instead be trained to translate their subject expertise into positive psychological stimuli.

Through mastery of social and personality competencies, lecturers are expected to minimize power distance, provide supportive feedback, and implement student-centered learning methods to foster learning autonomy in the classroom. As a policy implication, higher education institutions in Indonesia need to shift the paradigm of student guidance from a top-down approach to a horizontal one by instituting structured peer support systems (peer mentoring and peer tutoring) to optimize student social capital.

Universities also need to develop the role of lecturers through social and personality competency training so that they can act as psychological enablers who foster student self-efficacy, rather than simply agents of knowledge transfer. While this study contributes to theoretical and practical development, it has limitations, including its cross-sectional design, which is less suitable for examining psychological dynamics such as self-efficacy and academic resilience. Furthermore, the study was limited to a single region, making its conclusions inapplicable to other regions with different environmental characteristics. Based on these limitations, further research on psychological dynamics requires longer-term research, expanded sample sizes, and the addition of mediating or moderating variables to provide more comprehensive results.

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