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The Influence Of Teacher Emotional Support And Parental Emotional Support On The Social Resilience Of Third-Grade Students At Sdn Inpres Vim Ii In Jayapura City, Papua

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Abstract

This study aims to analyze the influence of teacher emotional support and parental emotional support on the social resilience of third-grade students at SDN Inpres VIM II, Jayapura City, Papua. This research uses a quantitative approach with an associative correlational type. The population of the study includes all third-grade students in the 2025/2026 academic year, totaling 65 students. The sampling technique used is total sampling (saturated sampling), so all members of the population are used as research samples. Data were collected through questionnaires that had been tested for validity and reliability, and then analyzed using multiple linear regression to determine the influence both partially and simultaneously. The results show that partially, teacher emotional support has a positive and significant effect on children's social resilience (t = 2.969; Sig. = 0.005). Similarly, parental emotional support has a positive and significant effect on children's social resilience (t = 2.745; Sig. = 0.008). Simultaneously, both variables significantly affect social resilience (F = 3.811; Sig. = 0.003), with a contribution of 64.4% (R^2 = 0.644), while the remaining 35.6% is influenced by factors outside the model. These findings confirm that both teacher and parental emotional support, at school and at home, play an important role in shaping children's social resilience, in line with Bronfenbrenner's ecological development theory.

Keywords: Teacher Emotional Support; Parental Emotional Support; Social Resilience; Elementary School Students.

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INTRODUCTION

Social resilience is understood as a child's ability to adapt positively to social pressure, maintain healthy social functioning, and rebuild interpersonal relationships after experiencing conflict. In the early years of elementary school, particularly among third-grade students, this ability becomes increasingly significant because children begin to expand their social relationships beyond the family and face more complex interaction dynamics in the school environment (Masten & Barnes, 2018).

Theoretically, social resilience does not emerge suddenly, but develops through the relationship between individual competence and environmental influence. Denham et al. (2021) emphasize that social-emotional competencies such as emotional regulation, empathy, and interpersonal communication skills are the most important foundation for supporting a child's social adaptation. This is in line with the study by Collie (2025), which shows that social-emotional ability affects the quality of children's social interaction in the school environment.

Within the family environment, parental emotional support is one of the main factors in the formation of a child's social resilience. This emotional support includes warmth, acceptance, and responsiveness to the child's emotional needs. Pinquart (2021) found that warm parenting patterns are associated with increased social competence in children. In addition, Yang et al. (2025) state that a positive emotional relationship between parents and children also affects a child's ability to build healthy interpersonal relationships when facing social pressure.

Besides the family, the school environment also plays a significant role in shaping a child's social resilience. As a significant figure at school, the teacher plays a role in providing emotional support that helps children feel psychologically safe. Fabris et al. (2022) show that warm and supportive teacher-student relationships can improve children's social skills and adaptability. These findings are reinforced by other studies showing that teacher emotional support affects students' social-emotional well-being as well as their ability to resolve social conflicts (Jia & Cheng, 2024).

Furthermore, the integration of emotional support from the family and the school has a stronger impact on the development of children's resilience. This is supported by Hazan-Liran and Levkovich (2025), who assert that consistency of emotional support at home and at school functions as a primary supporting factor for children in facing social challenges. It is also supported by the study of Dybowska (2024), which shows that collaboration between parents and teachers has a significant influence on the development of children's resilience.

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Based on the results of preliminary observation at SDN Inpres VIM II, Jayapura City, differences were visible in students' social interaction during the learning process. Some students appeared active in interacting with the teacher, dared to express their opinions, and were involved in discussions and group activities, while others tended to be passive, lacked confidence, and rarely participated in communication either with the teacher or with their peers. This condition indicates that each student has a different experience in obtaining emotional support in the school environment. Therefore, SDN Inpres VIM II, Jayapura City, was chosen as the research location because the phenomenon found there is relevant to the focus of this study on teacher emotional support and students' social resilience.

This study focuses on third-grade elementary school students because at this developmental stage children begin to display more complex social abilities than in the earliest grades. Third-grade students are no longer at the stage of initial adaptation to the school environment; instead, they begin to build broader friendships, work together in groups, resolve conflicts with peers, and adjust to various social rules at school. In addition, third-grade students already have better reading and comprehension skills for the statements in a questionnaire, so they are able to give more accurate responses to the research instrument. Therefore, third-grade students are considered appropriate subjects for examining the influence of teacher emotional support and parental emotional support on children's social resilience.

Although various studies have shown the importance of emotional support in child development, most of them still focus on resilience in general or on emotional well-being without specifically examining the social resilience of elementary school students. In addition, research that simultaneously tests the influence of teacher emotional support and parental emotional support on children's social resilience is still relatively limited, particularly in the context of elementary schools in Indonesia. Meanwhile, based on the results of preliminary observation at SDN Inpres VIM II, Jayapura City, there is variation in the emotional support that students receive as well as differences in students' ability to interact socially. Based on these conditions, this study aims to examine the influence of teacher and parental emotional support on the social resilience of third-grade elementary school students. This study is expected to make a theoretical contribution as well as to offer practical implications for teachers, parents, and schools in creating an environment that supports children's optimal social-emotional development.

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RESEARCH METHOD

This study uses a quantitative approach with an associative correlational research type. This approach was chosen to test the influence of teacher emotional support and parental emotional support on the social resilience of third-grade elementary school students. The study applies an ex post facto design, that is, research conducted on events or conditions that have already occurred without giving any special treatment to the research subjects, but merely observing and measuring the variables as they are in the field. The study was conducted on all third-grade students at SDN VIM II Jayapura, totaling 65 students in two study groups, namely class III A and class III B, with 33 and 32 students respectively. Children at this level are around nine years of age and were chosen because problems of social resilience were found among them. The sampling technique used is total sampling, so that all members of the population were used as the research sample.

The research procedure began with the preparation stage, followed by the permit stage, the instrument trial stage, the data collection stage, the data analysis stage, and the stage of reporting the research results in the form of a thesis. Data collection was then carried out through observation and a questionnaire given to third-grade students at SDN VIM II Jayapura. The measurement scale used is a four-point Likert scale with the categories Always (4), Often (3), Sometimes (2), and Never (1).

The research instrument consists of 30 statement items divided across three variables, namely teacher emotional support (X1) with 10 statement items, parental emotional support (X2) with 10 statement items, and children's social resilience (Y) with 10 statement items.

Before the validity and reliability tests were carried out, the research instrument was first piloted with a number of students who had characteristics similar to the research subjects but were not included in the main research sample. The results of the instrument validity test show that all statement items on the variables of teacher emotional support (X1), parental emotional support (X2), and social resilience (Y) each have a calculated r value greater than the r table value, so that all statement items are declared valid and suitable for use as research instruments. Furthermore, the results of the instrument reliability test show that all instruments have a Cronbach's Alpha value greater than 0.60, so it can be concluded that the research instrument is declared reliable.

Before the hypotheses were tested, the data were first subjected to analysis prerequisite tests, which include the normality test, the heteroscedasticity test, the multicollinearity test, and

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the autocorrelation test. The testing then continued with the t-test, the F-test, and the coefficient of determination test.

RESULTS AND DISCUSSION

A. Research Results

Normality Test

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		65
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.79884070
Most Extreme Differences	Absolute	.062
	Positive	.058
	Negative	-.062
Test Statistic		.062
Asymp. Sig. (2-tailed)		.200[c,d]

The results of the normality test show that the Asymp. Sig. (2-tailed) value obtained is 0.200 > 0.05, so it can be concluded that the data in this study are normally distributed.

Heteroscedasticity Test

Table 2. Heteroscedasticity Test Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.800	1.963		.407	.685
Teacher Emotional Support	-.092	.070	-.169	-1.309	.195
Parental Emotional Support	.155	.067	.297	2.301	.104

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a. Dependent Variable: Social Resilience

The results of the heteroscedasticity test show that each of the independent variables has a significance value greater than 0.05, so it can be concluded that the regression model used in this study does not suffer from symptoms of heteroscedasticity.

Multicollinearity Test

Table 3. Multicollinearity Test Results

Coefficients[a]		
Model	**Collinearity Statistics**	
	Tolerance	**VIF**
1 (Constant)		
Teacher Emotional Support	.889	1.125
Parental Emotional Support	.889	1.125
a. Dependent Variable: Social Resilience		

The results of the multicollinearity test show that the tolerance value of each variable is in the range of ≥ 0.10 and the Variance Inflation Factor (VIF) value of each research variable is ≤ 10, so it can be concluded that there is no multicollinearity among the independent variables in the regression model.

Autocorrelation Test

Table 4. Autocorrelation Test Results

Model Summary[b]					
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	.779[a]	.644	.613	2.844	1.903
a. Predictors: (Constant), Parental Emotional Support, Teacher Emotional Support					
b. Dependent Variable: Social Resilience					

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The results of the autocorrelation test show a Durbin-Watson value of 1.903. This value is close to 2, so it can be concluded that there is no autocorrelation in the residuals of the regression model.

t-Test

Table 5. t-Test Results

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 (Constant)	17.651	3.574		4.939	.000
Teacher Emotional Support	.352	.127	.326	2.969	.005
Parental Emotional Support	.337	.123	.349	2.745	.008
a. Dependent Variable: Social Resilience					

1. The teacher emotional support variable has a calculated t value of 2.969, which is greater than the t table value of 1.998, with a Sig. value of 0.005. Based on the results of the analysis, it can be concluded that teacher emotional support has a positive and significant effect on children's social resilience, so the first hypothesis is accepted. The higher the emotional support provided by the teacher, the higher the students' social resilience.
2. The parental emotional support variable has a calculated t value of 2.745, which is greater than the t table value of 1.998, with a Sig. value of 0.008 < 0.05. Based on the results of the analysis, it can be concluded that parental emotional support has a positive and significant effect on children's social resilience, so the second hypothesis is accepted. The better the emotional support from parents, the better the child's ability to build social resilience.

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F-Test

Table 6. F-Test Results

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1 Regression	61.640	2	30.820	3.811	.003[b]
Residual	501.345	62	8.086		
Total	562.985	64			
a. Dependent Variable: Social Resilience					
b. Predictors: (Constant), Parental Emotional Support, Teacher Emotional Support					

The results of the simultaneous test show a calculated F value of 3.811 with a Sig. value of 0.003 < 0.05, so it can be concluded that teacher emotional support and parental emotional support together have a significant effect on social resilience.

Coefficient of Determination Test

Table 7. Coefficient of Determination Test Results

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.779[a]	.644	.613	2.844
a. Predictors: (Constant), Parental Emotional Support, Teacher Emotional Support				
b. Dependent Variable: Social Resilience				

The results of the coefficient of determination test show an R Square value of 0.644, or 64.4%, meaning that the variables of teacher emotional support and parental emotional support are able to explain the social resilience variable by 64.4%. Meanwhile, the remaining 35.6% is influenced by other factors outside the research model. The Adjusted R Square value of 0.613 indicates the effective magnitude of the model's influence after adjustment for the number of independent variables. This result signals that the model's ability to explain the dependent variable is relatively strong.

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DISCUSSION

The Influence of Teacher Emotional Support on Children's Social Resilience

The results of the statistical analysis show that teacher emotional support has a positive and significant effect on children's social resilience. This finding indicates that the teacher's role is not limited to academic aspects, but also includes emotional support that affects a child's ability to adapt socially. Theoretically, this result is in line with ecological development theory, which places the teacher as part of the child's closest environment (microsystem) with a direct influence on social-emotional development. The emotional support provided by teachers, such as empathy, attention, and warmth, plays a role in creating a sense of psychological safety for the child. This condition allows children to be more confident in interacting, better able to manage their emotions, and more adaptive in facing social situations in the school environment.

The Influence of Parental Emotional Support on Children's Social Resilience

The results of the statistical analysis show that parental emotional support has a positive and significant effect on children's social resilience. This finding confirms that the family is the primary environment that shapes the foundation of a child's social-emotional development. The emotional support provided by parents through affection, attention, and empathetic communication gives a sense of security that becomes the foundation for a child's ability to face social pressure. This is in line with social support theory, which states that emotional support functions as a supporting factor in helping individuals face various challenges in life.

The Influence of Teacher Emotional Support and Parental Emotional Support on Children's Social Resilience

The results of the statistical analysis show that, simultaneously, teacher emotional support and parental emotional support have a positive and significant effect on children's social resilience. This result indicates that a child's social resilience is not formed by a single factor, but is the outcome of interaction among various interrelated environments, particularly the family and the school. From the perspective of Bronfenbrenner's ecological development theory, the interaction between emotional support from parents and from teachers is part of the mesosystem, namely the relationship between environments that jointly influence a child's development. Consistency in the emotional support a child receives at home and at school

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provides a stable emotional experience, which ultimately helps improve the child's ability to manage emotions, build social relationships, and cope with social pressure.

Even so, the Adjusted R Square value of 0.613 shows that there are still other factors that contribute to children's social resilience. This indicates that social resilience is a complex construct influenced by various other factors, such as peer support, social environmental conditions, and the individual characteristics of the child. These findings show that the study provides a picture in which teacher and parental emotional support are important factors, but not the only determining factors.

Overall, the results of the study confirm that emotional support from teachers and parents plays a significant role in shaping children's social resilience. These findings imply that efforts to improve children's social resilience need to be carried out in an integrated way through synergy between the family and the school environment, so that children receive consistent and continuous emotional support.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research and discussion, it can be concluded that teacher emotional support and parental emotional support have a positive and significant effect on the social resilience of third-grade students at SDN VIM II, Jayapura City, both partially and simultaneously. This result shows that a child's social resilience is the outcome of interaction between the emotional support provided by the school environment and by the family environment. Consistent emotional support from teachers and parents functions as a supporting factor in helping children develop social adaptability, emotional regulation, and interpersonal skills.

B. Suggestions

Based on the findings and limitations of the research, four strategic suggestions are proposed. First, teachers are advised to improve the quality of emotional support given to students through a more empathetic and responsive approach. Teachers also need to understand students' emotional conditions more deeply so that they can provide support that matches the needs of each child. Second, parents are advised to be more active in giving attention and emotional support to their children, and to build open and positive communication. Parental

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involvement in a child's life is highly significant in shaping the child's social and emotional abilities. Third, schools are advised to develop social-emotional learning programs, to support training for teachers related to emotional support, and to strengthen cooperation between the school and parents. Fourth, future research is advised to add other variables such as peer support, socio-economic conditions, and individual characteristics, to use a mixed methods approach in order to obtain more comprehensive results, to use a longitudinal design in order to observe the development of children's social resilience over time, and to broaden the research location so that the results can be generalized more widely.

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