HOPE AND PEER ATTACHMENT AS PREDICTORS OF RESILIENCE IN S1 UNIVERSITY STUDENTS IN THE SPECIAL REGION OF YOGYAKARTA

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ABSTRACT

Resilience is a critical psychological capacity that enables individuals, particularly students, to recover from various stressors and challenges. Students with low resilience tend to be more vulnerable to stress and less capable of adapting to life's adversities. Previous research has demonstrated that both hope and peer attachment individually influence resilience. Therefore, this study aims to investigate the role of hope and peer attachment as predictors of resilience both jointly and individually among undergraduate students enrolled in universities in the Special Region of Yogyakarta (DIY). This study employed a quantitative approach with a survey research design. The research was conducted at several universities across the DIY, involving 393 undergraduate students selected through incidental sampling. Data were collected using three standardized instruments: (1) the Brief Resilience Scale (BRS); (2) the Hope Scale developed by Snyder; and (3) the Inventory of Parent and Peer Attachment (IPPA) by Armsden and Greenberg. The content validity of all instruments was confirmed using the Gregory formula, with each instrument scoring a value of 1.00. Reliability testing indicated acceptable to excellent internal consistency, with Cronbach's Alpha values of 0.661 for the BRS, 0.933 for the Hope Scale, and 0.931 for the IPPA. The data were analyzed using descriptive statistics and multiple linear regression, performed with SPSS version 25. The results of the study indicate that: (1) hope and peer attachment jointly serve as significant predictors of resilience among undergraduate students in the Special Region of Yogyakarta, with an F value of 80.369 and a significance level of $\alpha = 0.000$ (p < 0.05); (2) hope is a significant individual predictor of resilience, with a T value of 10.471 and $\alpha = 0.000$ (p < 0.05); and (3) peer attachment is also a significant predictor, with a T value of 9.410 and $\alpha = 0.000$ (p < 0.05). The combined contribution of hope and peer attachment to resilience is 29.2%, with hope accounting for 21.9% and peer attachment accounting for 18.5% of the variance in resilience..

INTRODUCTIONS

Students often face various challenges and pressures that are not simple in life. From academic demands, personal responsibilities, to social pressures, all of these can be a heavy burden for most students. Azzahra (2017) in his research revealed that students of various universities around the world often face pressure due to the many activities that must be undertaken. The pressure comes not only from the academic load, but is also influenced by a number of other factors. Some of them are adjusting to a new environment, declining social support from family or friends, increased academic challenges, relationship dynamics with peers, and difficulties in financial aspects. What's more, students who don't have strong enough resilience skills often feel hopeless and lose motivation in facing these obstacles.

Resilience, which is the ability to recover from difficulties, is a very important quality possessed by every individual, especially by students. Without resilience, students will be more easily affected by the pressures and problems they face, which in turn can lead to various negative consequences. One of the signs of a lack of resilience in students is an increase in the level of despair and reduced motivation to continue their studies. Kusaini, Ananda, Wulandari, Andini, Pratama, Addinda, and Oktrianda (2024) in their research stated that students who start skipping college or even leaving their studies are one of them because they feel unable to deal with laziness and the pressure of existing tasks. According to research by Hardiani and Andromeda (2020), students who have resilience are able to face various challenges with a higher level of confidence and can recover with minimal negative impacts, so that their welfare conditions are not too affected. Resilient individuals are able to turn challenges into rewarding opportunities for self-development. This is due to the elements in resilience that help students feel more confident and in self-control, so that they remain calm in achieving academic goals.

Prihartono, Sutini and Widianti (2018) in their research found that most students of the Faculty of Nursing, Universitas Padjadjaran showed a low level of resilience, with a percentage of 53.85%. The research conducted by Amelia, Elita, and Utomo (2022) also showed findings that are in line with the results of this study where most students who are completing their thesis are in the low resilience category, with a total of 71 students (44.1%). Many students experience a psychological impact in the form of low resilience when completing their thesis.

The researcher also collected data using a resilience scale instrument adapted from the Brief Resilience Scale (BRS) developed by Smith, Dallen, Wiggins, Tooley, Christopher, and Bernard (2008) on 48 samples of undergraduate students and obtained data that as many as 16 students had very low resilience and as many as 14 students had low resilience (See Fig. 1, p.106).

In addition, in the process of learning on campus, many students tend to be lazy and do not show high enthusiasm. These results show compatibility with previous research by Bella and Ratna (2018) where the phenomenon of lazy and truant behavior was found in students. Even in Della's (2021) research, a phenomenon was found where some students chose not to continue their education due to low resilience. This lack of resilience is also influenced by the feeling of hopelessness in oneself. Hope is an optimistic and future-focused thought process, which includes setting goals, planning steps to achieve them, and the drive to carry out the plan (Lopez & Snyder, 2022). Park et al. (2020) in their research stated that expectations are a significant factor in helping individuals overcome stress and various challenges. Hope gives individuals a positive outlook on the future and motivation to achieve goals, despite facing obstacles. Hope consists in the ability to make plans towards goals and maintain the motivation to realize them, even when facing difficulties. Therefore, hope can be considered an important psychological resource in building resilience.

Expectations are an important factor that can be an encouragement for students to continue to strive and complete their studies. Research by Sawyyo and Karyani (2021) shows a positive and significant association

between hope and resilience, which indicates that a person with a higher level of expectation also tends to have a better level of resilience.

It is undeniable that in addition to expectations, attachment from peers also plays an important role in forming student resilience. What is meant by peer attachment is a relationship that is built on trust, communication, and openness among peers (Laible & Carlo, 2020). In the research of Febriyola, Ikhsan, and Kosasih (2023), it was stated that peers can provide moral encouragement, assistance in understanding lecture material, and be good listeners in difficult times. According to research by Simanjorang, Rindari and Sengkey (2024), peer attachment can provide students with a sense of togetherness and emotional support that is indispensable to overcome various pressures, academic stress, and problems faced. Peer attachment according to Gorrese and Ruggieri (2024) functions as a protector against psychological problems such as anxiety and depression and plays a role in shaping an individual's identity and life goals.

Research conducted by Aini, Lestari, and Tasya (2022) revealed that a significant relationship was found between peer attachment and resilience levels. The results of the study explained that the stronger the attachment that adolescents have to their peers, the higher the level of resilience. On the other hand, if the attachment decreases, then adolescent resilience also tends to decrease.

Previous research has shown that expectations and attachment from peers can play a significant role in increasing individual resilience. For example, research by Schoeps, Monaco, Cotoli, and Castilla (2020) found that expectations have a positive correlation with an individual's ability to cope with stress and challenges. In addition, research by Usán Supervía, Salavera Bordas, and Quilez Robres (2022) shows that closeness to peers can improve students' motivation and academic performance. These findings suggest that psychological and social aspects play an important role in helping individuals face challenges and achieve goals. Peer expectations and attachment are two important factors where each represents internal and external aspects that can affect the level of resilience of students in facing life's challenges.

By combining findings from previous research, this study focuses on the importance of hope and peer attachment as predictors of resilience in undergraduate students at the University of the Special Region of Yogyakarta (DIY). The value of novelty offered by this study where there has been no research that combines the three variables together. This research was conducted because there is still limited research on peer expectations and attachment as predictors of student resilience as far as the researcher is concerned and there are still differences in results that show inconsistencies from previous research, such as the research conducted by Oldfield, Stevenson, Ortiz, and Haley (2018) where the results indicate that strong attachment to peers is negatively correlated with resilience while in research conducted by Melawati (2021) indicated that the results of a meaningful positive correlation between friendship bonds and resilience, in a study conducted by Zhang, Ray, Liu, Smith, and Hou (2023), hope was positively correlated with resilience, but in the research of Azmy and Hartini (2021) it actually showed the opposite result where the increase in resilience was actually related to a decrease in the expectations of an individual.

The inconsistency of these results indicates that the relationship between expectation variables, peer attachment, and resilience is not fully clear. A factor that may have contributed to the difference in findings was the difference in the characteristics of the study subjects. Some studies were conducted on adolescents, while others were on young adults or college students, with different cultural backgrounds and educational systems. This indicates that the context of the subject has an important influence on determining the results of psychological research, including in terms of attachment, expectation, and resilience.

In addition, differences in location, data collection methods, and analytical approaches used in each research are also factors that affect the inconsistency of results. Therefore, there is still a need to carry out further research that specifically reviews the influence of peer expectations and attachment on resilience, taking into account the characteristics of the subject that is more focused, namely students.

By understanding how expectations and attachment to peers can affect resilience levels, it is hoped that effective strategies can be found for students to improve students' resilience skills. This will not only help students in completing their studies well, but also help to be better prepared to face various challenges in the future with greater confidence and enthusiasm.

The selection of students in the Special Region of Yogyakarta (DIY) as the subject of the study is based on academic and contextual considerations. Yogyakarta is known as a student city with a very large number of students and comes from various cultural, social, and economic backgrounds. This diversity makes students in DIY a representative population to study psychological dynamics such as expectations, peer attachment, and resilience. In the Special Region of Yogyakarta (DIY), many students are nomads far from their families, so relationships with peers are one of the main sources of support in facing the challenges of life and lectures. This condition makes peer attachment very relevant to be researched in relation to resilience.

The purpose of this study is to provide a deeper understanding of how peer expectations and attachment can jointly affect the resilience of S1 students at the University of the Special Region of Yogyakarta (DIY). In this context, peer expectations and attachment are not only considered as stand-alone factors, but also as factors that contribute synergistically to building student resilience.

It is hoped that this research can present useful information for higher education managers, lecturers, counselors, and other interested parties in designing effective programs and interventions to increase student resilience. Practical recommendations are also given to improve these factors in campus life, such as through mentoring programs, social activities, and resilience skills training.

Resilience in the science of guidance and counseling has a close relationship, especially in the context of individual development and psychological support, In the context of guidance and counseling in the personal field, resilience is a major focus because it helps individuals to develop the skills necessary to face life's challenges. Guidance and counseling play an important role in increasing self-awareness, which allows individuals to better adapt to change. In addition to expectations serving as a motivational driver for individuals to achieve goals, counselors help clients to set realistic and achievable expectations, thereby increasing enthusiasm and effort in learning and career. Peer attachment is also an important element in vital social support for individuals, where counselors can help individuals build healthy relationships that improve emotional well-being. Through these interactions, individuals learn important social skills, so guidance and counseling focus not only on problem solving, but also on developing the individual's ability to survive and thrive.

Thus, this research not only contributes to the theoretical understanding of the factors that affect student resilience, but also provides practical implications that can help improve the welfare and academic success of S1 students at the University of the Special Region of Yogyakarta.

RESEARCH METHODS

This study uses a quantitative approach with a survey design to objectively describe the conditions of expectation, peer attachment, and resilience of undergraduate students at universities in the Special Region of Yogyakarta. This approach is based on positivism, utilizing standardized instruments and statistical analysis to obtain representative data and test hypotheses empirically (Creswell, 2017; Sugiyono, 2019). The research was carried out in September 2024–July 2025 through pre-survey stages, instrument trials, and data collection using online questionnaires.

The research population includes 266,491 active S1 students in Yogyakarta based on LLDIKTI data in the Yogyakarta Region. The sample was determined by accidental sampling technique and the sample size was calculated using the Isaac and Michael formula at an error rate of 5%, so that the minimum needs of 384 respondents were obtained, with the realization of data of 393 respondents. The variables studied consisted of peer expectations and attachment as independent variables, and resilience as bound variables. Expectations were measured through

agency and pathway aspects (Snyder), peer attachment through trust, communication, and alienation (Armsden & Greenberg, 1987), and resilience using the Brief Resilience Scale/BRS (Smith et al., 2008).

Data collection was carried out using a Likert scale questionnaire, with instruments that have gone through a content validity test based on expert judgment and Gregory's formula, as well as an item validity and reliability test using Cronbach's Alpha through SPSS. All instruments show very high validity and good reliability (Arikunto, 2010; Azwar, 2017; Ghozali, 2016). Data analysis includes descriptive statistics for variable category mapping (Azwar, 2018) and inferential analysis in the form of classical assumption tests, hypothesis tests, and determination coefficients (R^2) to assess the influence of expectations and peer attachment on student resilience in a significant and measurable manner.

RESULTS AND DISCUSSION
Descriptive statistics

A descriptive analysis was carried out on data obtained from 393 S1 students in the Special Region of Yogyakarta using three instruments, namely the scale of resilience, expectations, and peer attachment. Data processing was carried out with the help of SPSS version 25 to obtain an overview of minimum, maximum, and empirical mean values compared to hypothetical values. The results of this analysis aim to provide an initial understanding of the level of tendencies of each variable before further inferential analysis is carried out.

In the resilience variable, the empirical mean value (19.48) was higher than the hypothetical mean (18), which indicates that the level of student resilience in general is above the theoretical median value of the measuring tool. The score categorization showed that the majority of respondents were in the medium category, namely 227 students (57.8%), followed by the high and very high categories. These findings indicate that most students have quite good abilities in facing and rising from academic and personal pressures or challenges, in line with the concept of resilience put forward by Smith et al. (2008).

Similar results were also seen in the variables of peer expectation and attachment. The empirical mean values of expectation (63.61) and peer attachment (88.44) were respectively higher than their hypothetical means, suggesting that both variables were above theoretical expectations. The majority of students have an expectation level in the medium category (40.7%), while peer attachment is dominated by the high category (55.2%). This pattern reflects that students not only have a fairly good goal-oriented and motivational drive (Snyder), but are also supported by strong social relationships with peers, which according to Armsden and Greenberg (1987) play an important role in the psychosocial development of individuals.

1. **Results of the Prerequisite Test Analysis**

Testing of basic assumptions is carried out first before multiple regression analysis is carried out. These prerequisite tests include normality tests, heteroscedasticity tests, and multicollinearity tests. The results of each prerequisite test are shown in the following explanation:

a. **Normality Test**

The normality test was carried out to ensure whether the residual in the regression model was distributed normally or not. A good regression model is characterized by a residual that follows a normal distribution. In the study, normality testing was carried out using probability plots in SPSS. Data is considered to be normally distributed when the points on the normality graph are scattered around a diagonal line and form a pattern parallel to the line. However, if the point distribution is away from the diagonal line or does not show a consistent pattern, then the data distribution is considered abnormal.

The normality test conducted through the SPSS program is shown through the following residual normality graph:
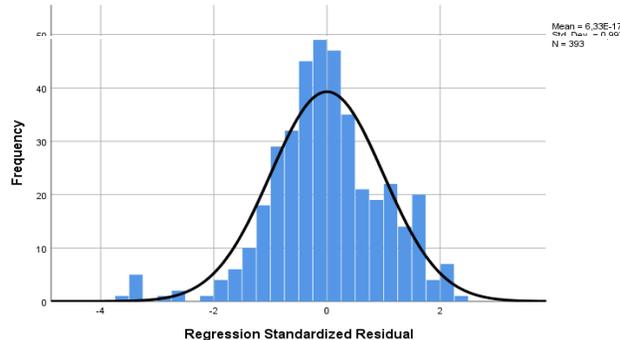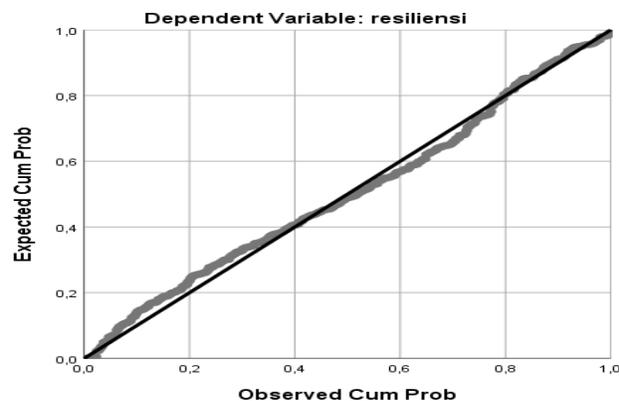
Figure 5. Residual Normality Graph

Figure 6. P-P Plot of Third Variable Residual Normality Test

From Figure 5 (p. 78) it can be seen that the residual curve forms a curved pattern of the normal curve, so that the residual can be considered normally distributed and the assumption of normality is achieved. Furthermore, Figure 6 (p. 79) showing the P-P Plot of the normality test further strengthens the result, where the data points of the plot are scattered and follow the direction around the diagonal line, which is an indication of the normal distributed data.

b.   Heteroscedasticity Test

The Glejser test is used to identify the presence of symptoms of heteroscedasticity in regression models, i.e. conditions in which residual variance is not constant between observations. If the significance value of this test is greater than 0.05, it is concluded that the regression model is free from heteroscedasticity problems. However, if the significance value is less than 0.05, this indicates an indication of heteroscedasticity in the analyzed model.

To confirm the presence or absence of heteroscedasticity, the test results can be seen in Table 11 (p. 80) following:

Table 1. Heteroscedasticity Test Results

No.	Variable	A	Description
1.	Hope	0,586	Absence of heteroscedasticity
2.	Peer Attachment	0,866	Absence of heteroscedasticity

In the data in Table 11 (p. 80), the expectation variable shows a significance value of $\alpha = 0.586$ (> 0.05), while the peer attachment variable shows a value of $\alpha = 0.866$ (> 0.05). Therefore, it can be concluded that both variables do not show symptoms of heteroscedasticity. Therefore, the requirements to perform regression analysis have been met.

c.   Multicollinearity Test

The multicollinearity test aims to see if there is a relationship between independent variables in the regression model by reviewing *the* values *of Tolerance* and *Variance Inflation Factor* (VIF). In an ideal regression model, the free variables should not have a high correlation, so that the problem of multicollinearity does not arise.

The assessment is carried out by paying attention to two main indicators. First, the *tolerance value* if the value exceeds 0.10, then the conclusion can be drawn that there is no multicollinearity. Conversely, if *the tolerance* is below 0.10, it indicates the presence of multicollinearity. Second, judging from the VIF value, a value below 10.00 indicates that the model is free of multicollinearity, while a value exceeding 10.00 indicates the existence of a multicollinearity problem in the model.

To find out whether symptoms of multicollinearity occur or not, the test results can be seen in Table 12 (p. 81) below:

Table 2. Multicollinearity Test Results

No.	Variable	A	*Collinearity Statistics*		Description
			Tolerance	VIF	
1.	Hope	0,586	0,851	1,175	No multicollinearity
2.	Peer Attachment	0,866	0,851	1,175	No multicollinearity

Table 12 (p. 81) shows that the *tolerance* value for the expectation and peer attachment variables is 0.851 each, this value is above the minimum threshold of 0.10 which means that there is no indication of multicollinearity. Then, *the Variance Inflation Factor* (VIF) for both variables is 1.175, below the maximum limit of 10.00. From these results, it was concluded that the variables of peer expectation and attachment did not experience symptoms of multicollinearity.

The next process is the process of shingling. The process of settling is one of the important processes in making batik, even though the initial motif has been formed, but this cating process is useful because it is done to thicken or reaffirm the motif that has been printed. Using canting filled with hot night candles, craftsmen painstakingly follow the pattern groove, emphasizing each line so that no color goes out of bounds when the dyeing is done. It is this night candle that will be the protector of the motif, keeping every detail intact and clear as the color begins to be applied to the surface of the fabric. In addition to the function of reaffirming the motif, this enchantment process is also carried out to add other motifs that are not present in the print such as the polka dot motif.

## 2.	Hypothesis Test Results

The results of the first hypothesis test showed that the expectations and attachment of peers simultaneously had a significant effect on the resilience of S1 students in the Special Region of Yogyakarta. This is proven by the F test with an F value of 80.369 which far exceeds the F table (3.02) and a significance level of 0.000 ($p < 0.05$). The resulting multiple regression model confirms that both independent variables contribute positively to resilience, with a determination coefficient value (R^2) of 0.292. This means that the expectations and attachments of peers together are able to explain 29.2% of the variation in student resilience, while the rest are influenced by other factors outside the model (Ghozali, 2016).

In the second hypothesis test, the results of the t-test showed that expectation had a significant influence on resilience. The calculated t value of 10.471 is greater than the table t (1.972) with a significance of 0.000, so an alternative hypothesis is accepted. A simple regression equation shows that every one unit increase in the expectation score is followed by an increase in the resilience score of 0.154. An R^2 value of 0.219 indicates that expectations independently explain 21.9% of the variation in student resilience. These findings are in line with Snyder's theory that emphasizes the role of agency and pathway in helping individuals survive and rise to challenges.

The third hypothesis test showed that peer attachment also had a significant effect on resilience. A calculated t-value of 9.410 with a significance of 0.000 confirms that the alternative hypothesis is accepted. A

regression coefficient of 0.144 shows that increased peer attachment contributes directly to increasing student resilience. An R² value of 0.185 indicates that peer attachment explains 18.5% of the variation in resilience. These results reinforce the view that emotional support and safe social relationships with peers play an important role in shaping students' adaptive abilities in dealing with academic and daily life pressures (Armsden & Greenberg, 1987).

Descussion

This discussion was prepared to interpret the results of hypothesis testing by relating it to the theoretical framework and previous empirical findings, so as to obtain a comprehensive understanding of the role of peer expectations and attachment to the resilience of S1 students in the Special Region of Yogyakarta.

First, the results of the study show that expectations and peer attachment simultaneously play a significant role as a significant predictor of student resilience. These findings indicate that resilience is not formed alone, but rather through the interaction of intrapersonal and interpersonal factors. Expectations serve as a cognitive-motivational mechanism that helps individuals view adversity as an overcoming challenge, while peer attachment provides emotional and social support that strengthens adaptability. These results are in line with Sunbul and Cekici (2018) and Wright, Masten, and Narayan (2014) who emphasize that expectations play an important role in the process of surviving and recovering from stress. On the other hand, friendship quality has been shown to improve self-efficacy, emotion regulation skills, and positive perception of threats (Harmelen et al., 2016; Soviana, 2020). Thus, the combination of a clear goal orientation and supportive social relationships creates a strong psychosocial foundation for the formation of student resilience.

Second, the results of the analysis show that expectations independently have a significant influence on resilience. Students with higher levels of expectations tend to have clear goals, strong motivation, and a belief that they are capable of finding their way out of adversity. These findings support the research results of Marzban et al. (2024) who stated that hope is an important psychological force in maintaining mental health and increasing resilience. In addition, Wu et al. (2021) found that expectations can act as mediators in resilience relationships, which means that increasing resilience will be more effective when accompanied by strengthening expectations. Therefore, hope can be understood as an internal predictor that encourages students to survive and rise in the face of academic pressure and life challenges.

Third, the results of the study also confirm that peer attachment has a significant effect on student resilience. Warm, trusting, and communicative friendships provide a sense of security and space for sharing experiences, which in turn helps individuals manage stress and emotions adaptively. These findings are consistent with the research of Audita et al. (2024), Muhammad et al. (2018), and Kurniawan (2025) which shows a positive contribution of peer support or attachment to resilience. Peer attachment helps to reduce loneliness, increase social support, and strengthen an individual's capacity to cope with pressure, so it can be seen as an important external predictor in building resilience.

In addition, it should be noted that the research respondents come from diverse cultural backgrounds from various regions in Indonesia. This condition suggests that the dynamics of expectations, peer attachment, and resilience found reflect psychological interactions in the context of a multicultural campus environment, rather than a mere representation of Yogyakarta's local culture. This diversity of backgrounds has the potential to influence the way students build expectations and establish social relationships. Therefore, generalization of research findings needs to be done carefully considering the social and cultural context of the respondents.

CONCLUSION

The purpose of this study is to analyze the extent of the influence of peer expectations and attachment on the resilience of S1 students in the Special Region of Yogyakarta. The results of the data analysis produced several conclusions as follows:

1. Peer expectations and attachment simultaneously showed a significant influence on student resilience, with an effective contribution of 29.2%. These findings indicate that these two variables simultaneously have the ability to predict the level of resilience in students.
2. Harapan showed a significant influence on the resilience of S1 students in the Special Region of Yogyakarta, with a contribution of 21.9%. This means that hope can be a predictor of resilience.
3. Peer attachment also showed a significant influence on the resilience of S1 students in the Special Region of Yogyakarta, with an effective contribution of 18.5%. This means that peer attachment can be a predictor of resilience.

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