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Model of strengthening student resilience through social learning theory Digital transformation in improving psychological well-being in Jakarta and West Java

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Abstract

The high academic, social, and environmental pressures experienced by students in densely populated areas such as Jakarta and West Java have an impact on the decline in psychological well-being. Conversely, digital transformation offers opportunities to support adaptive learning and enhance student resilience. This research aims to develop a model for strengthening student resilience based on Social Learning Theory, integrated with digital technology to improve psychological well-being. The methods employed were quantitative, utilizing a survey approach, participatory observation, in-depth interviews, and focused group discussions (FGD), conducted across eight high schools in Jakarta and West Java. The results indicated that quality of life positively influences resilience and social support, while psychological distress negatively affects both. Additionally, social support was identified as a significant mediator between quality of life and psychological distress on resilience. The study concludes that models based on social learning theory and digital transformation can serve as effective interventions to enhance students' psychological resilience. This research contributes to the development of education policies and student mentoring strategies that are more contextual and adaptive to the challenges of the digital era.

Keywords: Digital transformation, Psychological distress, Resilience, Social learning theory, Social support.

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1. Introduction

Jakarta is one of the densely populated metropolitan areas with a high level of mobility. Currently, Jakarta is crowded with no less than 11.25 million people, which, according to data from the Directorate General of Population and Civil Registration (Dukcapil) of the Ministry of Home Affairs, includes as many as 7.95 million people or 70.73% of the population in the productive age group (15-64 years) [1, 2]. Another densely populated city is also in the West Java region. The students, numbering 191,605 in the city of DKI Jakarta and 1,804 in West Java, often face high academic, social, and environmental pressures, which can negatively impact psychological well-being. Digital technology has become an integral part of daily life, including among students [3, 4]. The wise and effective use of digital technology can be a very useful tool in supporting learning and the development of resilience skills. Digital technology has become an integral part of daily life, including among students. The wise and effective use of digital technology can be a very useful tool in supporting learning and the development of resilience skills. Increasing awareness of the importance of mental health among students demands concrete efforts to improve their psychological well-being [5, 6].

Student resilience is the ability to stay strong and rise from various challenges and difficulties in life. In the context of education, resilience is very important because it can help students maintain their mental well-being and achieve success in the academic field. In the world of education, the ability to rise from difficulties or challenges (resilience) is very important in helping students to have mental well-being and achieve success in lessons [7, 8]. This research aims to create a model that can strengthen these abilities through Social Learning Theory amidst the development of digital technology, especially in the Jakarta and West Java areas [9].

Digital transformation has changed various aspects of life, including education. Digital technology offers a variety of tools and platforms that can be used to support students' learning and self-development.

The previous research was conducted by Augustine and Borualogo [10] titled "The Effect of Psychological Stress on Resilience in Children and Adolescents during the COVID-19 Pandemic," published in *Psychology Proceedings*. This study demonstrates that high levels of psychological distress can diminish resilience skills in children and adolescents during the COVID-19 pandemic. Employing a quantitative approach, the findings underscore the importance of psychological interventions in supporting students' mental well-being during times of crisis.

Furthermore, Mufidah and Alhad [11] "The Effect of Perceived Social Support on Psychological Distress in Adolescents during the COVID-19 Pandemic." This study found that perceived social support has a significant negative influence on psychological distress; namely, the higher the social support felt, the lower the level of distress experienced by adolescents. This study underscores the important role of the social environment in maintaining adolescent mental health.

This research offers a novel contribution to the development of a model for strengthening student resilience based on Social Learning Theory, integrated with digital transformation. This approach has not been widely utilized as a primary focus in the context of education in Indonesia, particularly in metropolitan areas such as Jakarta and buffer zones like West Java. Unlike previous studies that only examined the direct relationship between psychological distress, social support, and resilience, this study constructs an integrated model that simultaneously investigates the influence of quality of life and psychological distress on resilience, with social support serving as a mediator. Additionally, it explores the relationship between these factors and the use of digital technology as an adaptive learning medium. This comprehensive approach provides both theoretical and practical contributions to the design of educational interventions that address students' psychosocial challenges in the digital age.

This study aims to identify the levels of resilience, psychological distress, social support, and quality of life among students in Jakarta and West Java. Additionally, this research seeks to develop a resilience-strengthening model based on Social Learning Theory, integrated with digital transformation. Furthermore, the study will evaluate the effectiveness of the model in enhancing psychological well-being, reducing psychological distress, increasing social support, and improving students' quality of life. The analysis also includes identifying obstacles and challenges in implementing the model within the educational environments of Jakarta and West Java. Finally, strategies will be formulated to enhance the future implementation effectiveness of the model.

2. Literature Review

2.1. Social Learning Theory

Social learning theory, introduced by Bandura [12], emphasizes that learning does not only occur through direct experience but also through observation of others' behavior, imitation, and modeling. According to this framework, individuals observe the actions of others and the consequences of those actions, then form mental representations that become the basis for their future behavior. Bandura calls this process observational learning, which is influenced by four main components, namely: attention, retention, reproduction, and motivation [13].

The essence of this theory is the view that humans are both individual and social beings. As social beings, humans continuously interact with their environment. From these interactions, the learning process occurs continuously because humans actually learn throughout their lives. Bandura introduced the concept of reciprocal determinism, which is a reciprocal relationship between behavior, cognition (thoughts, attitudes, and beliefs), and the environment. This means that the environment does influence individual behavior, but individuals also actively shape and influence their environment through their behavior and thinking. The factors that influence the learning process in this theory are divided into two: internal factors (such as cognitive abilities, motivation, attitudes, and emotions) and external factors (such as the social and cultural environment). The learning process occurs when individuals interpret and process information from their environment, then determine a response based on personal beliefs, values, and goals. Therefore, Bandura's theory emphasizes the individual's active role in learning, rather than just being a passive recipient of stimuli.

The Social Learning Theory (SLT), developed by Albert Bandura, has become one of the most influential theories in understanding the learning process and individual development [14]. It builds on the foundations of traditional learning theories but incorporates and extends them by emphasizing the importance of cognitive factors in the learning process. SLT explains that learning does not only occur through direct experience or conditioning, as asserted in behaviorism, but also through observation of others' behavior and the consequences of that behavior.

One of the important contributions of SLT is its position as a bridge between behavioristic learning theory and cognitive learning theory. On the one hand, SLT acknowledges the role of stimulus and response (S-R) as described in behaviorism. Behaviorism emphasizes that human behavior is formed through the association between stimulus and response, and that learning only occurs when behavior can be observed and measured. This theory emphasizes the importance of direct experience and reinforcement in behavior change, Overskeid [15]. Zhou and Brown [16] explicitly mentioned that SLT can be considered a bridging theory, or a link between behaviorism and cognitivism, because SLT includes important aspects of both. SLT not only emphasizes learning as a result of external reinforcement, but also pays attention to internal processes that influence how a person notices information, stores it in memory, and is motivated to imitate or not imitate a behavior.

Based on the previous explanation, social learning theory (SLT) can be understood as a bridge between behavioristic and cognitive approaches because it emphasizes the involvement of mutual interactions between cognitive, behavioral, and environmental factors. This theory becomes relevant in the field of education because students not only learn through direct experience but also through observing the behavior of others who are considered role models, such as teachers, peers, or public figures whom they access through digital media. This imitation process helps students internalize adaptive behavior, which then forms the ability to survive and adapt in the face of challenges. One of the important concepts in SLT is self-efficacy, which, according to Bandura, has a crucial role in strengthening students' psychological resilience when facing academic and social pressures. This belief encourages students to stay motivated, overcome obstacles, and develop more effective ways of thinking and acting in their learning process.

2.2. Digital Transformation

Digital transformation represents a fundamental change in how individuals access information, interact, and learn, driven by technological advances. In the rapidly evolving digital era, technology has permeated nearly all aspects of life, including education [17]. These changes influence not only teaching methods but also the ways students acquire, manage, and share knowledge. Through e-learning, social media, and digital psychology applications, students now have access to a variety of learning resources that are adaptive, interactive, and flexible [18]. This creates significant opportunities to enhance students' resilience, as they can learn from diverse social and cultural issues across different times and spaces. Learning is no longer confined to physical classrooms but occurs dynamically through digital networks that enable students to observe, imitate, and develop adaptive behaviors from various sources, both local and global. Consequently, digital transformation acts as a vital catalyst in fostering a learning environment that supports students' cognitive, emotional, and social development in a more holistic manner.

Previous studies have shown that digital technology integration has a significant impact on students' psychosocial development and mental well-being, especially when used flexibly and personally. Research highlights that the use of digital technology has a dual impact on children's psychosocial development. These impacts can be both positive and negative, depending on the type, frequency, and duration of use. On the one hand, access to technology can enrich children's social interactions and learning resources, but on the other hand, it also has the potential to create the risk of social isolation or addiction if not properly controlled [19].

Meanwhile, Yamanda et al. [20] research underscores the transformative potential of technology in supporting student mental health. Through innovations such as early detection of mental disorders, personalized treatment plans, and technology-based virtual therapy, students can obtain more affordable and accessible psychological support. However, these advancements are not free from challenges, especially regarding issues of data privacy, potential algorithm bias, and the importance of maintaining the human aspect of therapy practice. Furthermore, Simaremare et al. [21] emphasized that a balanced and purposeful application of digital technology in the learning process is proven to improve students' learning outcomes while maintaining their psychological stability. This emphasizes the importance of a wise approach in the use of technology so that the benefits can be optimized without compromising the mental well-being of learners.

2.3. Quality of Life and Student Resilience

Quality of life is a multidimensional concept that reflects an individual's subjective perception of well-being in life as a whole, including interrelated physical, psychological, social, and spiritual aspects. This concept describes how a person assesses the level of satisfaction and happiness in their life, as well as how they view their health conditions, social relationships, and the environment they are in Skevington and Böhnke [22]. Meanwhile, resilience is defined as a dynamic process in which individuals are able to demonstrate adaptive functioning when facing significant adversity [23].

Resilience is not just passive resilience, but includes the active ability to handle life's stresses, manage emotions, and rebuild stability after experiencing difficult situations. Developmental issues are often risk factors that affect a person's level of resilience. In the realm of education, students' resilience refers to their ability to bounce back and recover from various challenges, both academic in nature, such as learning pressure and exams, and non-academic, such as family or social problems. This ability includes the process of adapting, coping with stress, learning from experiences, and continuing to grow positively despite obstacles. Therefore, strengthening student resilience is an important key in improving students' quality of life.

Research conducted by Juliansyah and Nugrahawati [24] shows that resilience has a significant positive effect on quality of life, which indicates that individuals who have a high level of resilience tend to have a better quality of life. This is also reinforced by the findings of Aisyah and Listiyandini [25] which, through statistical tests, show that resilience contributes significantly to various dimensions of quality of life, namely 37.46% in the physical dimension, 31.3% in the psychological well-being dimension, 44% in the social relationship dimension, and 39% in the environmental dimension.

These results indicate that students' ability to withstand and adapt to stress determines how they assess and live their daily lives. Students who have high resilience tend to be better able to maintain physical health, have stable psychological well-being, establish positive social relationships, and be able to adjust to their environment constructively. Therefore, strengthening students' resilience is a strategic step to improve the quality of life, both inside and outside the school environment.

2.4. Social Support as a Mediator

Social support is an important aspect of human life, especially in the context of strengthening psychological well-being. According to Taylor, social support is information and feedback from others that shows that a person is loved, cared for, valued, and respected, and is involved in a reciprocal network of communication and obligations [26]. This view emphasizes that positive interpersonal relationships provide a sense of security and meaningfulness in life. In line with the theory put forward by Wills et al. [27], social support is directed at comfort, care, and respect for individuals, and includes real and emotional assistance received from other people or groups [28]. This support can come from various sources such as spouses, family, friends, co-workers, doctors, communities, or organizations. Individuals who receive social support tend to feel more loved, valued, and part of a social network ready to help in the face of challenges.

In an educational setting, social support from family, peers, teachers, and the digital environment plays an important role in helping students overcome psychological distress. This support can create a sense of security and can also increase learning motivation and strengthen students' confidence in facing various academic and social challenges. Social support has been shown to act as an effective mediator between stress and psychological well-being, helping individuals manage life stresses and improve their emotional quality.

In a recent study, Acoba [29] found that support from family and significant others significantly reduces perceived stress levels, increases positive affect, and reduces symptoms of anxiety and depression. This suggests that strong social connectedness has a protective impact on mental health. In addition, Dewi et al. [30] revealed that social support has a significant correlation with quality of life, confirming that individuals who feel supported tend to have higher life satisfaction and happiness. Thus, in this study, social support is seen as a factor that bridges the influence of quality of life and psychological distress on student resilience, especially when supported by communication technology and digital platforms.

3. Method

The location of the study is the actual place where the research takes place. Once the research location has been determined, the authors have completed the first step in conducting quantitative research, which is identifying the objectives of the research. This makes the actual research process much simpler. This research was conducted in six different high schools in DKI Jakarta and West Java to collect data.

Observation, identification, and development of student questionnaires in Jakarta consisted of SMK Kencana 1 Jakarta, SMA Sumbangsih Jakarta, SMK Sumbangsih Jakarta, SMAN 39 Jakarta, and West Java, which included SMK Islam Azzahariyah Bekasi, SMA Islam Azzahariyah Bekasi, SMAN 5 Bandung, and SMK Bani Saleh Bekasi. During the research, meetings at each school were held three times from March to May 2024.

Observation Participants observed the process of implementing the model in the schools involved in the research locations in Jakarta and West Java. Interviews and Focus Group Discussions (FGD) of the Strengthening Student Resilience model were conducted. Data collection through interviews with teachers, students, and school staff was carried out in May, June, and July 2024. In-depth discussions of experiences and obtaining diverse perspectives from participants were conducted in July, August, and September 2024.

Statistical Data Analysis (Quantitative Approach) was carried out in September, October, and November 2024. Furthermore, expert and stakeholder discussions on the sustainable assessment model will be held in November 2024. Additionally, the revision of the assessment model, the preparation of final reports, and the publication of scientific journals will be carried out in November and December 2024.

4. Results and Discussion

4.1. Results of the First Hypothesis Test

The route analysis provides results on the impact of quality of life on resilience, presented in the attached table:

Table 1.
First Hypothesis Path Coefficient.

	Estimate	Std. Error	z-value
KH → R	0.13	0.02	6.656
PD → R	-0.126	0.033	-3.798

The p-value for the analytical test of the relationship between high school students' quality of life and resilience was 0.001, which is lower than the significance threshold of 0.05. Therefore, it is evident that H01, which states that the resilience of high school students is not affected by their quality of life, is not true [13]. The research results on high school students indicated a favorable and statistically significant correlation between resilience and quality of life. There is a strong and direct relationship between resilience and quality of life.

4.2. Results of the Second Hypothesis Test

Results on the effect of psychological stress on resilience are generated by route analysis and are shown in the following table:

Table 2.
The Coefficients of the Second Hypothesis Path.

	Estimate	Std. Error	z-value
KH → R	0.13	0.02	6.656
PD → R	-0.126	0.033	-3.798

With a p-value of 0.001, which is smaller than 0.05, and a negative estimate value, the results of the analysis of the influence of psychological stress on the psychological well-being of high school students show the direct and negative influence of psychological pressure on resilience. Thus, it is clear that H02, stating that the resilience of high school students is not affected by psychological distress, is not true. On the other hand, Ha2, which states that there is an influence between *psychological distress* and resilience in high school students, is accepted. This means that there is a significant and negative direct influence of *psychological distress* on the resilience of high school students [31].

4.3. Results of the Third Hypothesis Test

The results of the path analysis testing the influence of quality of life on social support are presented in the following table:

Table 3.
Third Hypothesis Path Coefficients.

	Estimate	Std. Error	z-value
DS → R	0.067	0.023	2.916
KH → R	0.13	0.02	6.656
PD → R	-0.126	0.033	-3.798
KH → DS	0.197	0.027	7.336
PD → DS	-0.155	0.047	-3.332

The p-value for the test of the relationship between high school students' quality of life and their social support was 0.001, which is lower than the significance level of 0.05. Therefore, it can be assumed that H03, which states that there is no effect of quality of life on social support for high school students, is rejected. Research conducted on high school students found that quality of life has a significant and positive effect on social support.

4.4. Results of the Fourth Hypothesis Test

The results of the analysis of the pathway that tested the influence of psychological distress on social support are presented in Table 4.

Table 4.
Fourth Hypothetical Path Coefficients.

	Estimate	Std. Error	z-value
DS → R	0.067	0.023	2.916
KH → R	0.13	0.02	6.656
PD → R	-0.126	0.033	-3.798
KH → DS	0.197	0.027	7.336
PD → DS	-0.155	0.047	-3.332

In an analytical test that examined the correlation between social support and the quality of life of high school students, the p-value was 0.001, which was lower than the significance threshold of 0.05. Therefore, it is reasonable to conclude that the p-value of 0.001, indicating $p < 0.05$ and a negative estimated value, results from an analysis of test data on the impact of psychological distress on social support among high school students [32]. Consequently, we can reject H04, which states that social support networks of high school students have no influence on their psychological suffering. Conversely, Ha4 is supported, indicating that social support affects the relationship between psychological discomfort and high school students. This suggests that among high school students, psychological discomfort and social support have a strong negative correlation and direct effects on each other [33].

4.5. Results of the Fifth Hypothesis Test

The analysis of these routes yielded the following findings on the impact of social support on resilience:

Table 5.
Hypothetical Path Coefficient.

		Estimate	Std. Error
0	DS → R	0.067	0.023
3	KH → DS	0.197	0.027

We can reject H05, which states that social support does not affect the resilience of high school students, and accept Ha5, which states that social support affects the resilience of high school students. This is supported by obtaining a p-value of 0.004, which is smaller than 0.05. Therefore, it can be concluded that social support has a significant, direct, and positive effect on the resilience of high school students.

4.6. Results of the Sixth Hypothesis Test

The results of the pathway analysis that tested the effect of quality of life on resilience through social support intermediaries are presented in Table 6.

Table 6.
Sixth Hypothesis Path Coefficients.

	Estimate	Std. Error	z-value
KH → DS → R	0.013	0.005	2.71
PD → DS → R	-0.01	0.005	-2.194

The results of the analysis of the effect of quality of life on resilience through social support mediators in high school students showed a p-value of 0.007, which is less than 0.05. Therefore, H06, which states that there is no effect between quality of life and resilience through social support mediators in high school students, can be rejected, and Ha6, which states that there is an influence between quality of life and resilience through social support mediators in high school students, can be accepted. This indicates a significant direct influence and a positive relationship between quality of life and resilience mediated by social support in high school students.

4.7. Results of the Seventh Hypothesis Test

Table 7 presents the findings of a pathway analysis conducted to determine the effect of psychological distress on resilience through social support mediators:

Table 7.
Hypothetical Path Coefficients.

	Estimate	Std. Error	z-value
KH → DS → R	0.013	0.005	2.71
PD → DS → R	-0.01	0.005	-2.194

Among high school students, an analytical test found that psychological distress significantly affected resilience through social support mediators. The negative estimated value and the p-value of 0.028, both of which are less than the significance threshold of 0.05, lend credence to this. The resilience of high school students is influenced by their social support networks, thus rejecting the null hypothesis (H07), which states that there is no effect of psychological distress on resilience. Instead, we adopted an alternative hypothesis (Ha7), which states that the resilience of high school students is directly and negatively affected by psychological distress through social support mediators.

4.8. Results of the Eighth Hypothesis Test

The following Table 8 shows the results of a pathway analysis that tests the hypothesis that psychological distress and quality of life impact resilience through social support mediators:

Table 8.
Hypothetical Eighth Path Coefficient

	Estimate	Std. Error	z-value
KH → DS → R	0.013	0.005	2.71
PD → DS → R	-0.01	0.005	-2.194

There were p-values of 0.007 and 0.028 for the variables of quality of life and psychological distress, respectively, in the analytical test of the impact of social support mediators on resilience in high school students. With a p-value of less than 0.05, H08 is not significant. The opposite is also true; the social support network of high school students mediates the relationship between psychological distress and resilience, which in turn affects their quality of life. The value of the estimate is positive, indicating a significant direct influence and a positive relationship of quality of life on resilience through social support. Meanwhile, the estimated value is negative, indicating a significant indirect influence and a

negative relationship of psychological distress on resilience through social support. Social support is proven to be a mediator between quality of life and psychological distress on resilience.

4.9. Intervariable Contribution

4.9.1. Contribution of Model I variables

The following are the contributions of model I variables, quality of life, and *psychological distress* to resilience as follows:

Table 9.

Variable Contribution of Model I.

<i>R-Squared</i>	
	R²
R	0.071
DS	0.057

Based on the R-Square test, the initial contribution of R² was 0.071, which means that psychological stress and quality of life contributed 7.1% to resilience (0.071 x 100%).

4.9.2. Contribution between Model II Variables

The following are the contributions of Model II variables of quality of life and *psychological distress* to resilience through social support mediators as follows:

Table 10.

Variable Contributions of Model II.

<i>R-Squared</i>	
	R²
R	0.071
DS	0.057

The test results showed that quality of life and psychological stress contributed 5.7% to resilience through social support mediators, with an R₂ value of 0.057.

5. Conclusion

This study demonstrates that there is a positive influence of quality of life on resilience in high school students. Additionally, psychological distress negatively impacts the resilience of high school students. Quality of life also positively affects the social support received by high school students, whereas psychological distress negatively influences social support. Other findings indicate that students' resilience is affected by the level of social support they receive. Social support has been shown to serve as a mediator in the relationship between quality of life and resilience in high school students. Furthermore, social support mediates the influence of psychological distress on student resilience. Overall, in high school students, social support plays a crucial role as a mediator in the relationships among psychological distress, resilience, and quality of life.

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