The Influence of Resilience and Self Control on Elementary Students' Social Skills

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Abstract: Despite the central role of social skills in students' academic and interpersonal success, few studies have examined how internal psychological traits such as resilience and self-control jointly influence these skills in primary education. This study addresses that gap by investigating the influence of resilience and self-control on elementary students' social skills. Employing a quantitative correlational design, the research involved 240 students from grades IV to VI selected through total sampling. Data were collected through closed questionnaires and analyzed using multiple linear regression. Instrument validity and reliability were tested using SmartPLS version 4.0.9.9, and analysis was conducted with IBM SPSS version 29.0.0.0. Classical assumption tests confirmed the data met normality, multicollinearity, and homoscedasticity criteria. Results indicated that both resilience and self-control had significant and positive effects on social skills, with self-control being the stronger predictor. The model explained 22.5% of the variance in social skills. These findings underscore the need to cultivate students' internal strengths as part of socio-emotional learning and contribute to the refinement of character education in primary education settings.

Keywords: Elementary students, Multiple regression, Resilience, Self-control, Social skills.

INTRODUCTION

Primary education must balance academic development with the cultivation of students' social skills the abilities to communicate, cooperate, and manage emotions that underpin healthy community life (Tarman & Kilinc, 2023). Pedagogical models rooted in collaboration, such as Sport Education and Cooperative Learning, have proven effective for nurturing empathy and shared responsibility, laying a foundation for strong social behaviours (Montoya et al., 2020). Yet the success of such approaches depends heavily on learners' intrinsic motivation, which drives active participation and sustained effort in class (Mustami & Safitri, 2018).

Social behaviour in children is shaped by several factors, including the desire to belong, the ability to regulate behaviour, and cognitive understanding of interpersonal dynamics (Altaftazani et al., 2020). Resilience and self-control are two psychological constructs that help students adapt and thrive in evolving educational contexts (Nurtjahjanti et al., 2021). Low social skills are often linked to peer rejection, while strong social behaviours promote peer acceptance and positive relationships (Jannah & Sulistiyana, 2022). Language development also plays a crucial role in shaping social skills, as it enables students to express thoughts and emotions effectively.

Social competence is integral not only to academic success but also to students' ability to manage conflict, build confidence, and maintain interpersonal connections. In alignment with 21st-century learning goals and Indonesia's Merdeka Curriculum, there is a growing emphasis on cultivating collaboration, empathy, and communication. Social skills also correlate with academic performance, students who interact well with peers and teachers tend to achieve more in school (Caldarella et al., 2017). Despite this, many elementary students still struggle with social behaviours such as emotion regulation, group work, or building peer relationships. Psychological traits such as resilience and self-control can mitigate these challenges by promoting empathy and reducing aggressive responses. The influence of social environments on student behaviour also remains evident in school dynamics (Yunita, 2023).

Resilience refers to the capacity to recover from adversity and navigate stressful situations effectively (Masten & Tellegen, 2012). For primary students, this trait sustains motivation even amidst social or academic barriers. Meanwhile, self-control involves regulating impulses and conforming to expected social norms (Tangney et al., 2004). It enables students to cooperate, empathise, and adhere to classroom rules. Previous studies have consistently shown that both resilience and self-control are closely associated with social competence. Students with high resilience often engage in more effective social interactions (Aranda et al., 2024), while strong self-control supports both academic and social success (Duckworth & Gross, 2014).

However, most research still examines these variables in isolation or focuses on older populations. There remains a gap in understanding how resilience and self-control interact to influence social skills in primary school students, particularly in the Indonesian context. This study therefore investigates how resilience and self-control individually and jointly predict the social skills of elementary students. The results are expected to inform character education and social-emotional learning programmes at the primary level.

METHODS

This study employed a quantitative approach with an explanatory correlational design, aiming to examine the extent to which the two independent variables resilience and self-control influence the dependent variable, namely social skills. The data analysis technique used was multiple linear regression. The population in this study consisted of all students in grades IV, V, and VI at SDN Karang Anom I, II, and III in Cirebon City. The sample was selected using a purposive sampling technique, based on specific criteria: (1) students were actively involved in social studies learning, and (2) the school provided support and accessibility for research implementation. Based on these criteria, a total of 240 students were selected as the sample. Data were collected using a closed-ended questionnaire on a 4-point Likert scale. The instrument underwent construct validity and reliability testing using the SmartPLS version 4.0.9.9 application. Regression analysis was performed using IBM SPSS Statistics version 29.0.0.0.

Measurement instruments

Resilience

Measured through six indicators adapted from Tsindoli Silyvier and Charles Nyandusi (2015), namely: Self-esteem, Ability to compete fairly, Giving advice to others, Positive attitude and sense of humor, Academic achievement, and Discipline and compliance.

Self-control

Adapted from Cahyono et al. (2024), namely: Behavior regulation, Cognitive and emotional regulation, Impulse control, and Time and priority management.

Social skills

Measured based on five indicators adapted from Aranda Vega et al. (2024), namely: Expressing emotions, Refusing and stopping interactions, Relationships with peer groups, xpressing opinions, and Giving advice to others. Before conducting regression analysis, classical assumption tests were conducted (normality, multicollinearity, and heteroscedasticity). The F-test was then used to measure the simultaneous effect of the two independent variables, followed by t-tests for partial effects and the coefficient of determination (R^2 and Adjusted R^2) to determine the explanatory contribution of the variables.

RESULT AND DISCUSSION

Validity and Reliability Test

Based on the test results using SmartPLS version 4.0.9.9, the Composite Reliability value of all constructs in both resilience, self-control, and social skills variables is above 0.70, indicating that the instrument is reliable. Average Variance Extracted (AVE) values for most constructs are above 0.50. However, some constructs such as time management and meaning of adversity were slightly below the threshold. Nevertheless, the composite reliability value still supports the reliability of the constructs in general.

Classical Assumption Test

The normality test is conducted to ensure that the residual data from the regression model is normally distributed.

Figure 1. Normal Plot Result

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Social Skill (Y)
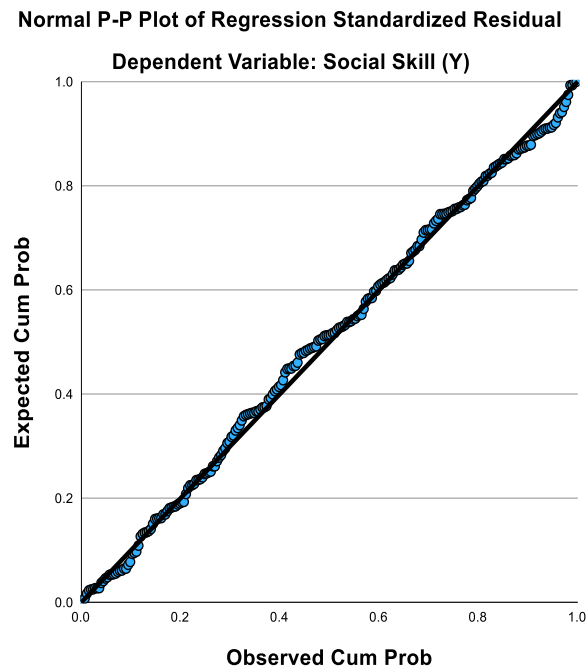
Based on the picture of the research results above, the results of this test are obtained from the histogram graph and the Normal P-P plot. The histogram shows a bell-shaped and symmetrical curve, while the points on the P-P plot spread close to the diagonal line. This indicates that the distribution of regression residuals is normal, so the normality assumption is met.

The multicollinearity test is conducted to determine whether or not there is too high a relationship between the independent variables in the regression model. Based on the

analysis results, the VIF value for the resilience and self-control variables is 1.278, with a tolerance value of 0.783. These values are still within normal limits (VIF < 10 and tolerance > 0.1), so it can be concluded that this regression model is free from multicollinearity problems. This test aims to see if there is a residual variance that is not constant (heteroscedasticity) in the regression model.

Figure 2. Scatterplot results
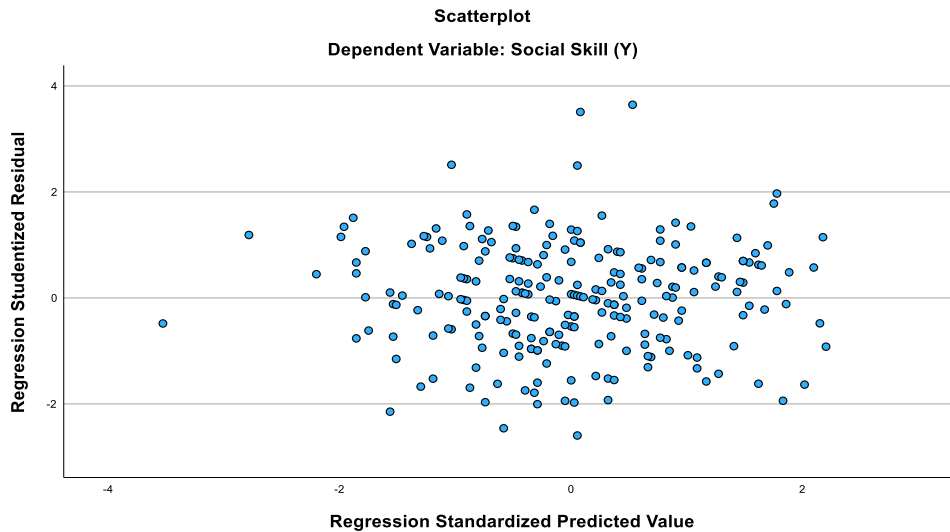
Based on the research results shown in the scatterplot between studentized residuals and predicted values, there is a random distribution pattern of points that does not form a specific pattern (such as a fan or curved line). This indicates that the variance of the residuals is constant, thus heteroscedasticity does not occur in the model. Therefore, all classical assumptions of multiple linear regression in this study have been fulfilled and the model is suitable for use.

Significance Test

Multiple Regression Analysis is used to determine the simultaneous and partial effects of resilience and self-control on social skills. The Simultant Test (Test F) is used to determine whether the variables of resilience (X_1) and self-control (X_2) together have a significant effect on social skills.

Table 1. F-Test Result

	Model	Sum of Squares	df	Mean Square	F	Sig.
	ANOVA					
1	Regression	1673.980	2	836.990	34.328	<.001[b]
	Residual	5778.620	237	24.382		
	Total	7452.600	239			
a. Dependent Variable: Social Skill (Y)						
b. Predictors: (Constant), Self Control (X2), Resilience (X1)						

Based on the analysis results in the ANOVA table, an F value of 34.328 was obtained with a significance value of 0.000 (p < 0.05). Since the p value is less than 0.05, the regression model built is proven to be significant simultaneously. This indicates that resilience and self-control together have a significant influence on the social skills of elementary school students. Therefore, both variables are appropriate to be included as predictors in the social skills model. The t-test is used to determine whether each independent variable, namely resilience and self-control, has a significant individual impact on social skills.

Table 2. T-test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	40.825	3.434		11.890	<.001
Resilience (X1)	.141	.041	.220	3.400	<.001
Self Control (X2)	.211	.041	.330	5.100	<.001

The resilience variable (X1) has a regression coefficient of 0.141 with a t-value of 3.400 and a significance level of 0.000. Since the t-value is greater than 1.96 and $p < 0.05$, it can be concluded that resilience has a positive and significant effect on social skills. In other words, the higher the level of resilience possessed by students, the better the social skills they display. The self-control variable (X2) shows a regression coefficient of 0.211 with a t-value of 5.100 and significance of 0.000. Since the t-value exceeds 1.96 and $p < 0.05$, it can be concluded that self-control has a positive and significant effect on social skills. This means that students who are able to manage impulses, regulate emotions, and consider actions before acting tend to have better social skills. From this result, it is evident that both variables contribute positively, but self-control has a stronger influence on social skills compared to resilience.

Test of Coefficient of Determination
The coefficient of determination (R^2) is used to determine how much variability in the dependent variable (social skill) can be explained by the independent variables (resilience and self-control).

Table 3. Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.474[a]	.225	.218	4.93785	1.553
a. Predictors: (Constant), Self Control (X2), Resilience (X1)					
b. Dependent Variable: Social Skill (Y)					

The analysis results show an R value of 0.474 and an R^2 value of 0.225. This means that 22.5% of the variation in students' social skills can be explained by resilience and self-control together. Meanwhile, the Adjusted R Square value of 0.218 indicates that after adjusting for the number of variables and samples, the model still explains about 21.8% of the dependent variable. This value is considered quite good for social research, where many other factors outside the model may also contribute to social skills, such as family environment, peer factors, and classroom climate. Therefore, although the model does not fully explain all variables, the contribution of resilience and self-control remains significant and meaningful. Resilience has a t value of 3.400 ($p < 0.001$) with a Beta coefficient of 0.220. 2.

Self-control has a t value of 5.100 ($p < 0.001$) with a Beta coefficient of 0.330. This means that both variables have a significant partial effect on students' social skills, with self-control having a stronger influence than resilience. The Adjusted R Square value is 0.218, meaning that 21.8% of the variation in social skills can be explained by resilience and self-control, while the remaining variation is influenced by other factors outside the model.

This research aims to determine the effect of resilience and self-control on the social skills of elementary students, both partially and simultaneously. Multiple regression analysis showed that both variables had a significant and positive impact on students' social skills.

The Effect of Resilience (X1) on Social Skills (Y) – Partial

Resilience, understood as the ability to recover from adversity and maintain stability under stress, was found to significantly influence social skills ($\beta = 0.220$; $t = 3.400$; $p < 0.001$). Students with higher resilience demonstrated stronger social competence. This is because resilient individuals tend to maintain emotional regulation and positive attitudes even in challenging interpersonal situations. They can navigate conflicts, setbacks, or social friction with a constructive mindset. This finding aligns with Masten (2014), who emphasized that resilient students are more likely to build stable peer relationships and cope better with everyday classroom pressures. The alignment occurs because resilience contributes to a student's ability to endure emotional discomfort without withdrawing socially. It allows them to stay engaged in social interactions, even when facing criticism, exclusion, or failure—thereby reinforcing adaptive and prosocial behaviours.

The Effect of Self-Control (X2) on Social Skills (Y) – Partial

Self-control also showed a significant effect on social skills ($\beta = 0.330$; $t = 5.100$; $p < 0.001$), with a higher beta coefficient than resilience, making it a stronger predictor. Children who manage their impulses, emotions, and behaviour tend to engage in more socially appropriate and constructive interactions. This ability underpins effective communication, cooperation, and conflict resolution. These findings substantiate Duckworth and Gross (2014), who argued that self-control is central to children's social success. The reason for this alignment lies in the nature of social interactions, which often require restraint—such as waiting one's turn, resisting the urge to interrupt, or calming down after provocation. The students' ability to self-regulate thus enables smoother peer interactions and reduces the likelihood of social conflict or isolation.

The Combined Influence of Resilience and Self-Control on Social Skills

The simultaneous test ($F = 34.328$, $p < 0.001$) confirmed that the combination of resilience and self-control significantly contributes to students' social skills. Together, these traits provide a dual foundation: resilience equips students with emotional endurance, while self-control helps them regulate their behaviour in real-time social situations. This duality is consistent with Günindi (2022), who conceptualized social skills as socially valued behaviours that are shaped by both internal regulation and environmental responsiveness. The combined influence works because students who are both resilient and self-controlled are not only emotionally stable but also behaviourally consistent, which increases their social reliability and peer acceptance. Moreover, this finding supports Aranda Vega et al. (2024), who noted that self-control strongly predicts communication and collaboration among primary students. However, our study extends this understanding by highlighting that resilience adds a buffering layer during stressful social moments, allowing students to re-engage socially after emotional setbacks.

The results also affirm Sumani et al. (2022), who found that resilience and self-control together foster empathy and effective conflict resolution. This relationship occurs because both constructs contribute to the development of prosocial attitudes—resilience promotes perseverance and emotional understanding, while self-control ensures thoughtful and respectful action. These characteristics are essential in school settings, where students navigate a variety of peer dynamics and social demands. Lastly, these findings support the theoretical framework of Schunk, Pintrich, & Meece (2014), which places emotional

regulation and behavioural control as central to the formation of social competence. In our context, students who display these abilities are more likely to form healthy relationships, adhere to group norms, and positively contribute to classroom climate.

CONCLUSION

Based on the findings of this study, it can be concluded that resilience and self-control have a significant influence both simultaneously and partially on the social skills of elementary school students. The F-test results indicate that the regression model used is significant overall, meaning that both independent variables resilience (X_1) and self-control (X_2) together are able to significantly predict students' social skills. This finding emphasizes that both play an important role in shaping students' ability to interact effectively in a learning environment. Partially, the t-test results indicate that both resilience and self-control significantly influence social skills. However, the contribution of self-control is greater than that of resilience, as shown by the higher beta coefficient value. This indicates that students' ability to manage impulses, regulate emotions, and act thoughtfully plays a more significant role in helping them behave socially well compared to their ability to withstand difficult situations. Nevertheless, resilience under pressure remains an essential foundation that cannot be ignored.

The coefficient of determination (R^2) value of 0.225 indicates that the two variables together explain 22.5% of the variance in students' social skills, while the remainder is influenced by other factors not included in the model, such as family environment, school culture, and parenting styles. The implications of these findings emphasize the importance of developing resilience and self-control from an early age in elementary education. Developing social skills cannot be achieved solely through academic learning; it must also be coupled with efforts to strengthen character, especially in terms of self-resilience and self-control. Teachers and school authorities can design learning activities that encourage students to be more patient, directed, and resilient in facing various social challenges in school. In this way, they grow not only into intelligent students but also into individuals capable of building healthy and positive social relationships, which will ultimately reinforce students' social skills in the context of learning and daily life.

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