
**THE EFFECT OF PSYCHOLOGICAL RESILIENCE ON INTERNSHIP
STUDENTS' PERFORMANCE AND JOB SATISFACTION: THE MODERATING
ROLE OF SOCIAL SUPPORT**



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Abstract

This study aims to analyze the effect of psychological resilience on the performance and job satisfaction of internship program students with social support as a moderating variable. Based on the Conservation of Resources Theory and Social Support Theory, this quantitative study used a Likert scale questionnaire survey of students at the Faculty of Business and Economics, Islamic University of Indonesia. The data were analyzed using simple linear regression and Moderated Regression Analysis (MRA) through SPSS version 26. The results showed that psychological resilience had a positive and significant effect on performance and job satisfaction, while social support strengthened the relationship between the two. These findings confirm that strengthening resilience and social support not only play a role in improving student performance and job satisfaction during the internship program, but also become an important factor in shaping their readiness to face future job challenges.

Keywords: Psychological Resilience, Performance, Job Satisfaction, Social Support

INTRODUCTION

Internships are a core component of the Merdeka Belajar Kampus Merdeka (MBKM) initiative, designed to prepare students with both theoretical knowledge and practical skills essential for entering the workforce. Beyond classroom learning, internships provide opportunities to apply theory in real-world settings, understand workplace dynamics, and develop competencies aligned with contemporary professional demands (Siregar et al., 2023; Windika et al., 2022). Despite their benefits, students often face challenges such as gaps between theory and practice, limited guidance, heavy workloads, and unclear evaluation processes (Azis, 2024; Ahmadi et al., 2020). These obstacles can hinder learning outcomes and professional growth. Consequently, identifying factors that enhance students' adaptability and productivity during internships is crucial. Skills in managing stress, confronting challenges, and sustaining motivation are particularly critical for ensuring successful and meaningful internship experiences.

Psychological resilience is a critical factor in helping students navigate the challenges of internships. Defined as the capacity to recover and return to normal functioning after adversity (Suresh & Nair, 2023), resilience is a dynamic process that enables positive adaptation, maintains mental health, and allows individuals to "bounce back" from stress (Xuan et al., 2021; Brukhovetska, 2024). In internship contexts, students with high resilience are better able to manage work-related stress, sustain motivation, and remain productive, whereas those with low resilience are more susceptible to stress and performance decline. Equipping students with knowledge, skills, and a mindset that strengthens resilience enhances their preparedness for workplace pressures, contributing to well-being, job satisfaction, and career success (Biggane & Steinbauer, 2024). Thus, psychological resilience not only supports personal and professional development but also facilitates optimal performance throughout internship experiences.

In the context of performance, Azis (2024) defines it as the outcome of work activities involving both technical (hard skills) and non-technical (soft skills) abilities, which can be measured to assess task effectiveness. Similarly, Husna and Prasetya (2024) emphasize the ability to meet job requirements by completing targets on time while adhering to organizational ethics, and Marwita and Prawitasari (2023) highlight that performance reflects individual effort and work ethic, contributing to organizational value. Psychological resilience is critical for students to manage work pressure, maintain motivation, and perform effectively, as resilient individuals cope better with stress and challenges (Fau, 2024; Tao, 2024). Internships can enhance resilience, improving performance outcomes (Goodenough et al., 2017). Resilience also positively affects job satisfaction, reflecting well-being and comfort during internships, which in turn boosts motivation, work quality, and readiness for employment (Pramudya, 2023; Wiliandari, 2015). Social support further strengthens this relationship by helping students manage stress and maintain psychological well-being (Prasanthi & Das, 2022; Ibrahim & Hussein, 2024; Shahrabaki et al., 2023).

Social support is a crucial factor in helping internship students manage work-related stress and enhancing performance and job satisfaction. Defined as assistance through resources, time, and encouragement (Septyarini, 2023) or the availability of emotional, psychological, and material resources (Khademi & Kaveh, 2024), social support acts as a protective factor against stress and mental health challenges. In internships, it helps students

with limited experience adapt, improving learning effectiveness (Prakoso, 2024). Studies show that social support positively influences performance and job satisfaction, strengthens work relationships, and protects against workplace challenges (Afriyani et al., 2024; Sigursteinsdóttir & Karlsdóttir, 2022). Support from peers, mentors, and supervisors is thus essential for optimal internship outcomes.

Numerous studies confirm that psychological resilience significantly enhances work performance and job satisfaction by enabling individuals to adapt to work pressures, sustain productivity, and achieve greater satisfaction, including during internships. Yusrin and Kurniaty (2023) found that higher employee resilience positively affects productivity, while Wang and Gao (2022) report that resilient individuals better navigate challenges, improving performance and career development opportunities in competitive environments. Despite extensive research on resilience in professional settings, its impact on internship students remains underexplored, leaving limited understanding of how resilience supports adaptation and coping. Tehreem et al. (2023) note that strong social support from colleagues reduces work-related stress, indirectly boosting performance and satisfaction, and Dhovier and Maryam (2024) report that highly resilient students effectively manage challenges, time, social support, and work-life balance. Given the unique challenges of transitioning from academic to professional environments, further research is needed to examine how psychological resilience helps students overcome internship obstacles, enhancing performance and job satisfaction.

Furthermore, research on the role of social support as a moderating variable in the relationship between psychological resilience and the performance and job satisfaction of internship students remains limited. Specifically, studies examining how support from supervisors, colleagues, and the work environment strengthens the link between resilience and internship outcomes are still scarce. Winata and Saraswati (2023) found that social support positively and significantly influences students' work readiness after completing internships. Similarly, Galanis et al. (2023) report that social support from close individuals and peers plays a critical role in enhancing resilience, which in turn positively impacts workplace well-being and performance. Although various studies have explored social support and psychological resilience in professional contexts, few have specifically investigated how social support enhances the relationship between resilience, performance, and job satisfaction in internship programs. Therefore, further research is needed to explore the mechanisms through which social support helps students cope with challenges, maintain productivity, and increase satisfaction during internships. This is particularly important given the unique characteristics of Generation Z, who currently dominate internship programs, highlighting the essential role of psychological resilience in enabling students to face challenges effectively.

To further understand the role of psychological resilience in the performance and job satisfaction of internship students, the Conservation of Resources (COR) theory introduced by Hobfoll (1989) explains that individuals strive to acquire, maintain, and protect their resources to cope with stress and build reserves for future challenges. Resources are defined as objects, personal characteristics, conditions, or energies valued by individuals or serving as means to obtain these assets (Hobfoll, 1989). In this context, psychological resilience, an individual's ability to recover from stress and manage pressure, can be considered both a personal characteristic and a psychological resource. Nurlaila et al. (2024) report that

resilience functions as a protective factor, helping individuals cope with stress, particularly under high-pressure conditions, and that individuals with higher resilience tend to experience lower stress. Therefore, students with high psychological resilience are better able to preserve their psychological resources, enhancing both performance and job satisfaction. Other factors, such as social support, also play a crucial role in mitigating resource loss. Loliyani et al. (2024) explain that social support acts as a protective factor against stress, positively impacting performance and job satisfaction. Thus, COR theory emphasizes that psychological resilience and social support are essential in maintaining students' resources during internships, enabling them to face workplace challenges while sustaining performance and satisfaction.

The Social Support Theory by Cohen and Wills (1985) emphasizes that social support buffers the negative effects of stress while directly enhancing individual well-being. The theory distinguishes between two mechanisms: the Buffering Hypothesis, where support mitigates stress in high-pressure situations, and the Main-Effect Hypothesis, where support improves well-being regardless of stress. In internships, the Buffering Hypothesis is seen when students facing challenging tasks perform better with guidance from mentors and assistance from peers, reducing perceived pressure and optimizing performance. The Main-Effect Hypothesis is evident when students in supportive work environments experience greater confidence and job satisfaction even without high stress. Empirical evidence supports these mechanisms: Chang et al. (2023) report that social support strengthens psychological resilience, reduces depressive symptoms, and enhances life satisfaction, while Hahm (2021) finds that social and organizational support positively influence job satisfaction. These findings highlight that social support not only aids stress management but also enhances performance and job satisfaction, a factor especially relevant for Generation Z, who currently dominate internship programs.

Generation Z, born approximately between 1996–2012, is a digital-native generation characterized by technological proficiency, creativity, independence, collaboration skills, and a strong attachment to internet and social media (Arum et al., 2023; Atika et al., 2020; Kamil & Laksmi, 2023; Putri et al., 2024). In the workplace, they prefer flexibility, diversity, inclusion, and work-life balance but face challenges such as limited leadership opportunities, career advancement, and adapting to work environments (Alya et al., 2024; Kraght & Brøndum, 2025). Internship programs are intended to bridge theory and practice, develop skills, and prepare students for professional careers (Nugraheni & Wijaya, 2024; Abu Bakar et al., 2011), yet students often encounter communication barriers, limited social interaction, and insufficient infrastructure, which can reduce performance and job satisfaction (Anggraini & Nurhaliza, 2024; Widaningsih et al., 2022). Effective mentorship, appropriate task assignments, and supportive interactions enhance learning and skill development, while gaps between expectations and actual preparedness highlight the critical role of psychological resilience in helping Gen Z students cope with stress, maintain productivity, and optimize performance and satisfaction during internships (Kusumah et al., 2024; Agustin et al., 2024).

Shtembari and Elgün (2024) report that Generation Z internship students face multiple challenges, including difficulties in decision-making, stress from the pandemic, ineffective communication with supervisors, mismatched expectations with mentors, and limited practical experience and skills. Reformasianto and Faizah (2024) highlight that Generation Z has higher expectations than previous cohorts, particularly regarding work

flexibility and collaborative environments. However, internships often fail to meet these expectations, resulting in reduced performance and job satisfaction, especially among students with low psychological resilience who struggle to manage stress and overcome challenges. In contrast, Putri and Sulistiobudi (2024) emphasize that resilience is critical for enhancing work readiness during internships. Accordingly, psychological resilience is a key factor in helping students cope with stress and tackle challenges, thereby optimizing both performance and job satisfaction. This study investigates the roles of psychological resilience and social support in improving performance and job satisfaction among internship students at the Faculty of Business and Economics, Universitas Islam Indonesia, providing insights for educational institutions and companies to design more effective internship programs.

This study examines the effect of psychological resilience on performance and job satisfaction among internship students, as well as the moderating role of social support. Internship students often face challenges that can impact their performance and job satisfaction. Psychological resilience is therefore crucial in helping students cope with and overcome these challenges during internships. Additionally, social support from colleagues, mentors, and the surrounding environment may strengthen or weaken the relationship between psychological resilience and students' performance and job satisfaction.

REVIEW OF LITERATURE

Conservation of Resources Theory (COR) and Social Support Theory

This study's theoretical framework integrates psychological resilience, performance, job satisfaction, and social support, drawing on Conservation of Resources Theory (COR) and Social Support Theory. COR, introduced by Hobfoll (1989), emphasizes individuals' efforts to acquire, maintain, and protect resources, positing that stress arises from actual or potential resource loss, with resources encompassing objects, personal characteristics, conditions, and energy. In the context of internships, psychological resilience functions as a personal resource, enabling students to conserve, protect, and develop resources when facing challenges, thereby enhancing performance through skill acquisition or recognition and increasing job satisfaction by balancing resources and outcomes. Social support serves as an external resource, moderating the relationship between resilience and outcomes by either reinforcing or mitigating resource loss, ultimately facilitating students' adaptation, sustaining productivity, and promoting well-being throughout internship programs.

According to Cohen and Wills (1985), Social Support Theory defines social support as resources provided by others that enhance an individual's psychological well-being, including emotional, instrumental, informational, and appraisal support. The theory highlights two primary functions of social support: the buffering function, which mitigates the negative effects of stress by helping individuals cope with pressure, and the direct effect function, which directly promotes well-being regardless of stress levels, such as through positive relationships in the environment. This theory is relevant to the present study as it illustrates how social support, as a moderating variable, can influence the relationship between psychological resilience and both performance and job satisfaction. In the internship context, social support serves as a protective mechanism, helping students manage challenges such as unclear communication or high workload from mentors, thereby enhancing

resilience, maintaining resource balance, and improving overall performance and job satisfaction.

Psychological Resilience on Performance

Resilience is defined as the adaptive process of coping with adversity, trauma, tragedy, threats, or other significant sources of stress (Nashori & Saputro, 2021, p. 12). Similarly, Apriawal (2022) describes resilience as an individual's capacity to adjust, endure, and remain steadfast in challenging or threatening situations, as well as the ability to recover from experienced stress. Meanwhile, employee performance refers to the achievement of task execution in realizing organizational goals, objectives, vision, and mission as outlined in the organization's strategic planning (Battu & Susanto, 2022). Several studies have examined the influence of psychological resilience on performance. Ocktafian (2021) found that resilience has a significant positive effect on both performance and life satisfaction among nurses at Surabaya Islamic Hospital. Similarly, Antonio and Kurniawan (2024) concluded that employee resilience significantly and positively influences performance, both directly and indirectly through the mediation of job insecurity. High resilience reduces job insecurity, thereby enhancing performance, with the direct effect of resilience remaining stronger than the mediated effect. Additionally, Putri and Mujanah (2023) reported that resilience, work ethic, and self-awareness, both individually and simultaneously, significantly affect employee performance. Thus, the following hypothesis is formulated:

H1: Psychological resilience have a significant effect on internship performance.

Psychological Resilience on Job Satisfaction

Several studies have investigated the impact of psychological resilience on job satisfaction. Previous studies have demonstrated the influence of psychological resilience on job satisfaction. Tonnisen and Le (2020) found that both compensation and resilience significantly and positively affected job satisfaction, with higher compensation enhancing employees' sense of recognition and higher resilience helping employees better cope with work challenges. Similarly, Rahmawati (2013) reported a significant positive relationship between employee resilience and job satisfaction, indicating that higher resilience corresponds with greater job satisfaction. Conversely, Pratama et al. (2024) found that leadership style and work motivation significantly influenced job satisfaction among employees at RSU An Ni'mah, while resilience and communication were not significant. Thus, the following hypothesis is proposed:

H2: Psychological resilience have a significant effect on job satisfaction.

Moderating Role of Social Support

Lee, Kao, and Kung (2022) concluded that employees' perceptions of COVID-19 positively and significantly influenced career resilience, with social support serving as a significant mediator in this relationship. Workplace social support was identified as the most influential factor in strengthening employees' career resilience. The study further emphasized that social support enhances career resilience during crises such as the COVID-19 pandemic, enabling employees to maintain performance and carry out tasks effectively. Based on these findings, the following hypothesis is proposed:

H3: Psychological resilience have a significant effect on performance with social support as a moderating variable.

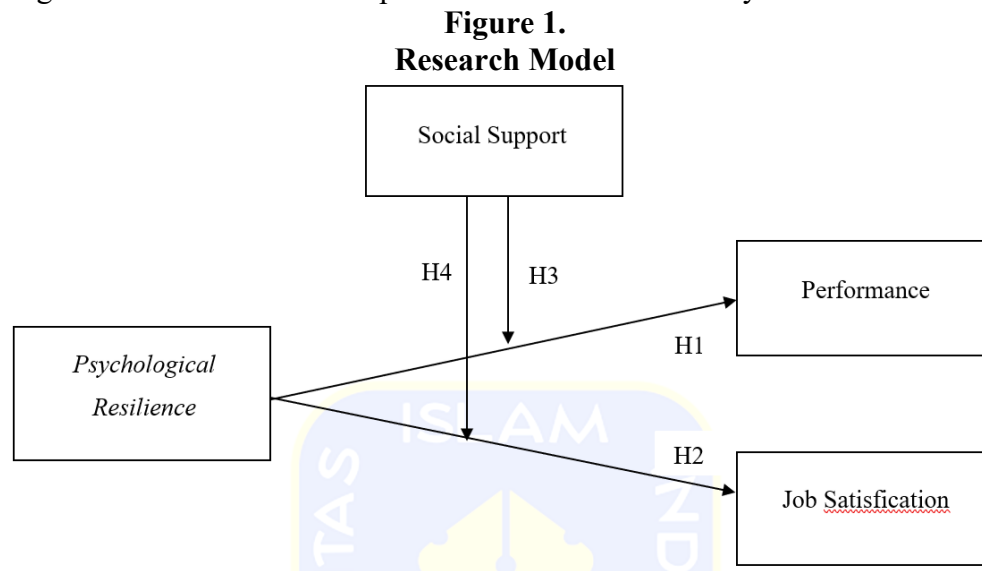
Next, Chang, Yang, and Hsieh (2023) found that life satisfaction significantly reduces depressive symptoms, both directly and indirectly through the mediating roles of peace of

mind (PoM) and psychological resilience. Furthermore, social support was identified as an additional mediator that strengthens the relationship between PoM and psychological resilience. These findings highlight the critical role of psychological resilience and social support in promoting positive psychological outcomes. Thus, the hypothesis is proposed:

H4: Psychological resilience have a significant effect on job satisfaction with social support as a moderating variable

Research Model

Figure 1 illustrates the conceptual framework of this study.



RESEARCH METHOD

This study employed a quantitative approach to examine the effects of psychological resilience on internship performance and job satisfaction, with social support as a moderating variable. Following the positivist paradigm (Adil et al., 2023), data were collected from internship students at the Faculty of Business and Economics, Universitas Islam Indonesia, using a structured online questionnaire. A five-point Likert scale (1 = strongly disagree to 5 = strongly agree) assessed respondents' perceptions and attitudes, allowing neutral responses when appropriate. This method enabled systematic hypothesis testing of the relationships between psychological resilience, performance, job satisfaction, and the moderating role of social support. The selected sample ensured an accurate evaluation of these relationships within the internship context, while the quantitative design provided objective measurement of variables and statistical validation of the proposed hypotheses. The measurement items for the research variables are presented in Table 1 below.

Data analysis was conducted using descriptive statistics and classical assumption testing. Descriptive statistics, as explained by Tarigan and Silaban (2024), are employed to organize and simplify raw data into a structured and meaningful format for valid analysis. Classical assumption tests included normality, multicollinearity, heteroscedasticity, simple linear regression, moderated regression analysis, and hypothesis testing. Hypothesis testing was conducted using partial (t-test) and simultaneous (F-test) analyses. An independent

variable was considered significant if Sig. < 0.05, while the combined effect of all independent variables was deemed significant if the F-test probability < 0.05, allowing assessment of both individual and joint impacts on the dependent variable. All analyses were performed using SPSS version 26, ensuring rigorous evaluation of the data and verification of the assumptions underlying the regression models.

Table 1.
Measurement Items.

| Variables | Measurement | Source |
|-------------------------------------|---|----------------------------|
| Psychological Resilience (X) | X1.1 I am able to adapt to changes in my internship environment. | Connor dan Davidson (2003) |
| | X1.2 I can recover quickly after facing difficulties during the internship. | |
| | X1.3 I remain focused and think clearly under work-related pressure. | |
| | X1.4 I prefer to take a leading role in solving problems during the internship. | |
| | X1.5 I always strive to give my best regardless of the situation. | |
| | X1.6 I do not give up easily even when work conditions seem challenging. | |
| | X1.7 I feel capable of controlling the direction and decisions in my life, including during the internship. | |
| | X1.8 I trust that Allah Azza Wa Jalla assists me in overcoming difficulties during the internship. | |
| Performance (Y1) | Y1.1 I am able to plan my tasks to complete them on time during the internship. | Koopmans et al. (2013) |
| | Y1.2 I work with a focus on achieving the desired outcomes of my internship assignments. | |
| | Y1.3 I am capable of fulfilling my responsibilities according to my internship tasks. | |
| | Y1.4 I take the initiative to solve problems that arise during the internship. | |
| | Y1.5 I am able to overcome difficult situations and obstacles during the internship. | |
| | Y1.6 I easily adjust to changes that occur during the internship. | |
| | Y1.7 I tend to focus more on the negative aspects than the positive aspects of work situations during the internship. | |
| | Y1.8 I intentionally work slowly during the internship program. | |

| | | |
|------------------------------|-------|---|
| Job Satisfaction (Y2) | Y2.1 | I feel that the compensation I receive, whether financial or non-financial, during my internship is commensurate with my efforts. |
| | Y2.2 | I am satisfied with the opportunities for increased compensation, both financial and non-financial, during the internship. |
| | Y2.3 | I am satisfied with the personal development opportunities provided during the internship program. |
| | Y2.4 | Interns who demonstrate good performance have the opportunity to receive greater responsibilities and other forms of advancement. |
| | Y2.5 | My supervisor or mentor during the internship demonstrates competence in guiding my tasks. |
| | Y2.6 | I feel comfortable working under the supervision of my internship mentor or supervisor. |
| | Y2.7 | The allowances and facilities I receive during the internship are comparable to those offered by other organizations. |
| | Y2.8 | I feel that the allowances and facilities provided during the internship are fair. |
| | Y2.9 | I receive recognition for my work during the internship. |
| | Y2.10 | I feel that my work has not been adequately acknowledged. |
| | Y2.11 | The rules applied during the internship sometimes make it difficult to complete tasks. |
| | Y2.12 | Task instructions provided during the internship are sometimes unclear. |
| | Y2.13 | I enjoy working with my fellow interns. |
| | Y2.14 | I enjoy interacting with other interns. |
| | Y2.15 | I feel proud of the work I do during the internship. |
| | Y2.16 | I find my work during the internship enjoyable. |
| | Y2.17 | Communication between interns and the organization runs smoothly. |
| | Y2.18 | I often feel insufficiently informed about organizational matters. |

Spector (1985)

| | | | |
|---------------------------|------|---|---------------------|
| Social Support (M) | M1.1 | My family genuinely makes an effort to support me during my internship. | Zimet et al. (1988) |
| | M1.2 | I receive the emotional support and assistance I need from my family during the internship. | |
| | M1.3 | I can talk to my family about my problems when facing challenges at the internship. | |
| | M1.4 | My friends genuinely make an effort to help me overcome difficulties during the internship. | |
| | M1.5 | I can rely on my friends when I encounter problems at the internship. | |
| | M1.6 | I can discuss my internship-related issues with my friends. | |
| | M1.7 | I have someone who is always there when I need support during my internship. | |
| | M1.8 | I have someone with whom I can share both joys and challenges during my internship. | |

RESULTS AND DISCUSSION

The sample of this study consisted of followers of Zaafer’s TikTok account who had previously purchased Zaafer products. A total of 211 valid responses were collected and used for further analysis. The respondents’ demographic profile is presented in Table 2.

Table 2.

Respondent Characteristics.

| | Category | Frequency | % |
|---|------------------------------|-----------|------|
| Year of Enrollment | 2020 | 2 | 2.0 |
| | 2021 | 44 | 37.0 |
| | 2022 | 74 | 61.0 |
| Study Program | Management | 119 | 99.0 |
| | Accounting | 1 | 1.0 |
| Internship Type | Independent Internship | 37 | 31.0 |
| | Credit Conversion Internship | 82 | 68.0 |
| | Impactful Internship | 1 | 1.0 |
| Internship Duration | 1 Month | 5 | 4.0 |
| | 2 Months | 1 | 1.0 |
| | 3 Months | 7 | 6.0 |
| | 4 Months | 94 | 78.0 |
| | 5 Months | 13 | 11.0 |
| Compensation During the Internship | Received Salary | 28 | 23.0 |
| | Did Not Receive Salary | 92 | 77.0 |

Source: Data processed (2025).

Table 2 shows that most respondents were 2022 enrollees (61%), predominantly from the Management program (99%). The majority participated in credit conversion internships

(68%), with smaller proportions in independent (31%) and impactful internships (1%). In terms of duration, four-month internships were most common (78%), followed by five-month (11%) and three-month (6%) placements. Additionally, 77% of students did not receive salary compensation, while only 23% were paid. Overall, the sample primarily comprised 2022 Management students undertaking four-month, unpaid credit conversion internships.

Instrument Testing Results: Validity and Reliability Test

The instrument testing included validity and reliability analyses to ensure the questionnaire’s accuracy and consistency. The validity test confirmed that each item was valid when the calculated r value exceeded the r table value of 0.1793 at a 5% significance level (Putri et al., 2024). Reliability was assessed using Cronbach’s Alpha (α), where a coefficient above 0.6 indicated consistent and dependable responses. Overall, the results confirmed that all items were valid and reliable, as summarized in Table 3.

Table 3.
Validity and Data Reliability

| Variables | Indicators | r-count | r-Table | α |
|-------------------------------------|------------|---------|---------|----------|
| Psychological Resilience (X) | X1.1 | 0,606 | 0,179 | 0,792 |
| | X1.2 | 0,609 | 0,179 | |
| | X1.3 | 0,733 | 0,179 | |
| | X1.4 | 0,595 | 0,179 | |
| | X1.5 | 0,673 | 0,179 | |
| | X1.6 | 0,630 | 0,179 | |
| | X1.7 | 0,620 | 0,179 | |
| | X1.8 | 0,687 | 0,179 | |
| Performance (Y1) | Y1.1 | 0,560 | 0,179 | 0,719 |
| | Y1.2 | 0,620 | 0,179 | |
| | Y1.3 | 0,622 | 0,179 | |
| | Y1.4 | 0,612 | 0,179 | |
| | Y1.5 | 0,625 | 0,179 | |
| | Y1.6 | 0,571 | 0,179 | |
| | Y1.7 | 0,564 | 0,179 | |
| | Y1.8 | 0,534 | 0,179 | |
| Job Satisfaction (Y2) | Y2.1 | 0,566 | 0,179 | 0,876 |
| | Y2.2 | 0,692 | 0,179 | |
| | Y2.3 | 0,544 | 0,179 | |
| | Y2.4 | 0,513 | 0,179 | |
| | Y2.5 | 0,539 | 0,179 | |
| | Y2.6 | 0,565 | 0,179 | |
| | Y2.7 | 0,632 | 0,179 | |
| | Y2.8 | 0,688 | 0,179 | |
| | Y2.9 | 0,661 | 0,179 | |
| | Y2.10 | 0,591 | 0,179 | |
| | Y2.11 | 0,593 | 0,179 | |
| | Y2.12 | 0,559 | 0,179 | |
| | Y2.13 | 0,528 | 0,179 | |
| | Y2.14 | 0,526 | 0,179 | |

| | | | | |
|---------------------------|-------|-------|-------|-------|
| | Y2.15 | 0,535 | 0,179 | |
| | Y2.16 | 0,556 | 0,179 | |
| | Y2.17 | 0,586 | 0,179 | |
| | Y2.18 | 0,509 | 0,179 | |
| Social Support (M) | M1.1 | 0,504 | 0,179 | 0,672 |
| | M1.2 | 0,570 | 0,179 | |
| | M1.3 | 0,494 | 0,179 | |
| | M1.4 | 0,557 | 0,179 | |
| | M1.5 | 0,594 | 0,179 | |
| | M1.6 | 0,498 | 0,179 | |
| | M1.7 | 0,621 | 0,179 | |
| | M1.8 | 0,588 | 0,179 | |

Source: Data processed (2025).

Table 3 shows that all questionnaire items for the variables of psychological resilience (X), performance (Y1), job satisfaction (Y2), and social support (M) have r-count values greater than the r-table value of 0.1793 at a 5% significance level, indicating that all items are valid and appropriate for use as research instruments. Furthermore, the reliability test results show that all variables have Cronbach’s Alpha values ≥ 0.6 , confirming that each variable demonstrates strong internal consistency and reliability. These results suggest that the respondents’ answers were stable and consistent over time.

Normality Test

The normality test results using the Shapiro–Wilk method for the variable psychological resilience (X) in relation to performance (Y1) and job satisfaction (Y2), with social support (M) as the moderating variable, are presented in Table 4 below.

Table 4.
Normality Test
Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| X | .079 | 120 | .260 | .971 | 120 | .061 |
| Y1 | .087 | 120 | .225 | .975 | 120 | .087 |
| Y2 | .074 | 120 | .258 | .964 | 120 | .063 |
| M | .077 | 120 | .279 | .975 | 120 | .064 |

a. Lilliefors Significance Correction

Source: Data processed (2025).

Note: Psychological resilience (X), Performance (Y1), Job satisfaction (Y2), Social support (M).

Table 4 shows the results of the classical assumption test using the Shapiro–Wilk method, which produced significance values of 0.061 for psychological resilience, 0.087 for performance, 0.063 for job satisfaction, and 0.064 for social support. Since all significance values exceed 0.05, it indicates that all variables in this study are normally distributed.

Multicollinearity Test

The multicollinearity test aims to assess the strength of the relationship among independent variables in a multiple regression model (Kumayas, 2024). A good regression

model should be free from multicollinearity among its independent variables. The presence of multicollinearity can be identified through the Variance Inflation Factor (VIF) value, where a VIF greater than 10 indicates multicollinearity, while a VIF less than 10 suggests its absence. The results of the multicollinearity test are presented below

Table 5.
Multicollinearity Test to Performance (Y1)
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficient | t | Sig. | Collinearity Statistics | |
|--------------|-----------------------------|------------|--------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 (Constant) | 4.652 | 2.170 | | 2.143 | .034 | | |
| X | .693 | .062 | .687 | 11.232 | .000 | .894 | 1.119 |
| M | .171 | .050 | .209 | 3.410 | .001 | .894 | 1.119 |

a. Dependent Variable: Y1

Source: Data processed (2025).

Note: Psychological resilience (X), Performance (Y1), Job satisfaction (Y2), Social support (M).

Table 5 shows that the VIF values for psychological resilience (X) and social support (M) to performance (Y1) are both 1.119. As all VIF values are below the threshold of 10, it indicates that there is no multicollinearity among the independent and moderating variables. This finding confirms that the regression model used in this study meets the assumption of independence between variables, ensuring the reliability of the estimated coefficients.

Table 6.
Multicollinearity Test to Job Satisfaction (Y2)
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficient | t | Sig. | Collinearity Statistics | |
|--------------|-----------------------------|------------|--------------------------|-------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 (Constant) | 31.472 | 7.972 | | 3.948 | .000 | | |
| X | .783 | .227 | .302 | 3.452 | .001 | .894 | 1.119 |
| M | .514 | .184 | .245 | 2.796 | .006 | .894 | 1.119 |

a. Dependent Variable: Y2

Source: Data processed (2025).

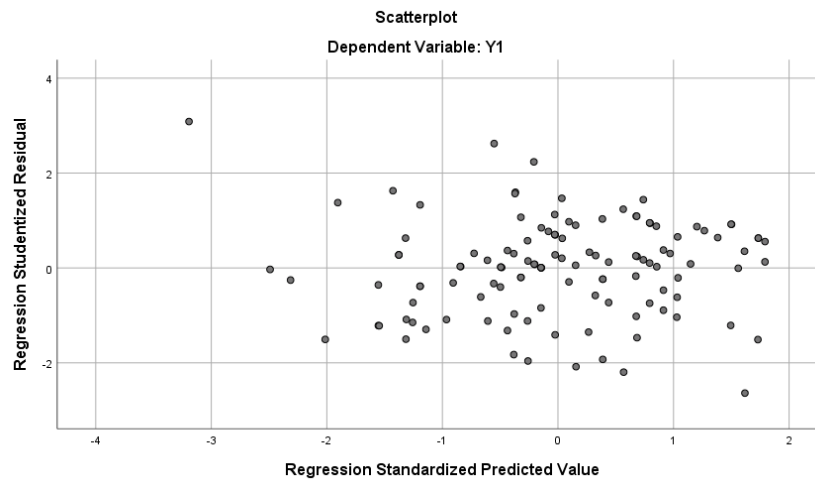
Note: Psychological resilience (X), Performance (Y1), Job satisfaction (Y2), Social support (M).

Table 6 shows that the VIF values for psychological resilience (X) and social support (M) to job satisfaction (Y2) are both 1.119. Since all VIF values are below the threshold of 10, it indicates that no multicollinearity exists among the independent and moderating variables. This result confirms that the regression model fulfills the multicollinearity assumption, ensuring that each variable contributes independently to the analysis.

Heteroscedasticity Test

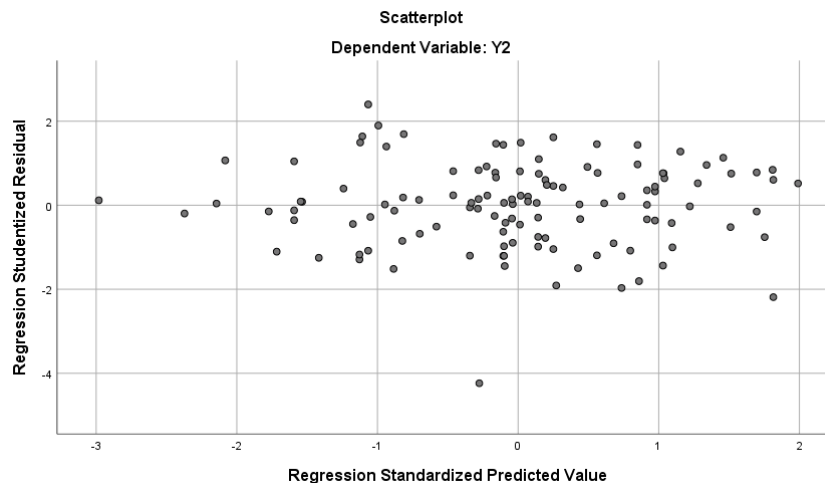
According to Purwita and Sari (2023), the heteroscedasticity test is used to examine whether there are differences in residuals and variance across observations in a regression model. In this study, the heteroscedasticity test was conducted using the scatter plot method, which visualizes the relationship between ZPRED and SRESID. The model is considered free from heteroscedasticity if the resulting plot does not display any specific pattern, such as point concentration in the center, narrowing and widening patterns, or other systematic distributions. The results of the heteroscedasticity test are presented in Figures 2 and 3.

Figure 2.
Heteroscedasticity Test to Performance (Y1)



Source: Data processed (2025).

Figure 3.
Heteroscedasticity Test to Job Satisfaction (Y2)



Source: Data processed (2025).

Based on Figures 2 and 3, it can be observed that the scatter plots do not display any specific or systematic patterns, and the data points are randomly dispersed. This indicates

that the regression model in this study does not exhibit heteroscedasticity, suggesting that the model is appropriate and suitable for use in further analysis.

Simple Linear Regression Test Results

Simple Linear Regression Test: The Effect of Psychological Resilience on Performance

The results of the simple linear regression analysis examining the effect of psychological resilience on performance are presented in Table 6.

Table 6.
The Effect of Psychological Resilience (X) on Performance (Y1)

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Collinearity Statistics | | |
|-------|------------|-----------------------------|------------|---------------------------|--------|-------------------------|-----------|-------|
| | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | 7.640 | 2.073 | | 3.685 | .000 | | |
| | X | .762 | .061 | .755 | 12.508 | .000 | 1.000 | 1.000 |

a. Dependent Variable: Y1

Source: Data processed (2025).

Based on Table 6, the simple linear regression model obtained in this study is expressed as $Performance (Y1) = 7.640 + 0.762X + e$. The constant value of 7.640 indicates that when the independent variable, psychological resilience, remains unchanged, the predicted performance (Y1) is 7.640. The regression coefficient of 0.762 shows that an increase of one unit in psychological resilience leads to a 0.762 increase in performance. The coefficient of determination (R^2) of 0.570 implies that psychological resilience explains 57% of the variation in student performance, while the remaining 43% is influenced by other factors not included in this study. Furthermore, the correlation coefficient (R) of 0.755 indicates a strong positive relationship between psychological resilience and student performance.

Simple Linear Regression Test: The Effect of Psychological Resilience on Job Satisfaction.

The results of the simple linear regression analysis examining the effect of psychological resilience on job satisfaction are presented in Table 7.

Table 7.
The Effect of Psychological Resilience (X) on Job Satisfaction (Y2)

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Collinearity Statistics | | |
|-------|------------|-----------------------------|------------|---------------------------|-------|-------------------------|-----------|-------|
| | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | 40.470 | 7.501 | | 5.395 | .000 | | |
| | X | .989 | .220 | .382 | 4.489 | .000 | 1.000 | 1.000 |

a. Dependent Variable: Y2

Source: Data processed (2025).

Based on Table 7, The simple linear regression model obtained in this study is expressed as $Job Satisfaction (Y2) = 40.470 + 0.989X + e$. The constant value of 40.470

indicates that when the independent variable psychological resilience remains unchanged, the predicted job satisfaction (Y2) is 40.470. The regression coefficient of 0.989 suggests that an increase of one unit in psychological resilience leads to a 0.989 increase in job satisfaction. The coefficient of determination (R^2) of 0.506 implies that psychological resilience explains 50.6% of the variation in job satisfaction, while the remaining 49.4% is influenced by other factors outside this study. Furthermore, the correlation coefficient (R) of 0.494 indicates a strong positive relationship between psychological resilience and job satisfaction.

The Results of the Moderated Regression Analysis (MRA)

Moderated Regression Analysis (MRA): The Effect of Psychological Resilience on Performance with Social Support as a Moderating Variable

The results of the Moderated Regression Analysis (MRA) examining the effect of psychological resilience on performance with social support as a moderating variable are presented in Table 8.

Table 8.
The Effect of Psychological Resilience (X) on Performance (Y1) with Social Support (M) as a Moderating Variable

| | | ANOVA ^a | | | | |
|-------|------------|--------------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 1034.658 | 2 | 517.329 | 91.086 | .000 ^b |
| | Residual | 664.509 | 117 | 5.680 | | |
| | Total | 1699.167 | 119 | | | |

a. Dependent Variable: Y1

b. Predictors: (Constant), M, X

Source: Data processed (2025).

Table 8 shows that the Moderated Regression Analysis (MRA) model obtained in this study is expressed as $Performance (Y1) = 14.421 + 0.404X + 0.152M + 0.010XM$. The constant value of 14.421 indicates that when psychological resilience (X), social support (M), and their interaction (XM) remain constant, the predicted performance (Y1) is 14.421. The regression coefficients of 0.404 for psychological resilience and 0.152 for social support indicate that increases in these variables lead to higher performance levels. The interaction coefficient of 0.010 suggests that social support acts as a moderating variable, strengthening the influence of psychological resilience on performance. The coefficient of determination (R^2) of 0.611 indicates that 61.1% of the variation in performance is explained by psychological resilience, social support, and their interaction, while the remaining 38.9% is influenced by other unobserved factors. The correlation coefficient (R) of 0.782 further confirms a strong relationship among these variables.

Moderated Regression Analysis (MRA): The Effect of Psychological Resilience on Job Satisfaction with Social Support as a Moderating Variable

The results of the Moderated Regression Analysis (MRA) examining the effect of psychological resilience on job satisfaction with social support as a moderating variable are presented in Table 9.

Table 9.
The Effect of Psychological Resilience (X) on Job Satisfaction (Y2) with Social Support (M) as a Moderating Variable

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 2232.280 | 2 | 1116.140 | 14.568 | .000 ^b |
| | Residual | 8964.312 | 117 | 76.618 | | |
| | Total | 11196.592 | 119 | | | |

a. Dependent Variable: Y2

b. Predictors: (Constant), M, X

Source: Data processed (2025).

Table 9 presents the Moderated Regression Analysis (MRA) model: Job Satisfaction (Y2) = 64.619 + 0.198X + 0.583M + 0.032XM. The constant (64.619) indicates baseline job satisfaction when psychological resilience (X), social support (M), and their interaction (XM) are constant. The positive coefficients for X (0.198) and M (0.583) show that both variables enhance job satisfaction, while the interaction term (0.032) confirms that social support strengthens the positive effect of psychological resilience. The R² value of 0.503 means that 50.3% of job satisfaction is explained by these variables, and the correlation coefficient (R = 0.550) indicates a strong overall relationship.

Hypotheses Testing

Hypothesis 1: Psychological Resilience on Performance

First, hypothesis 1 was tested to analyze the relationship between psychological resilience (X) and performance (Y1), as shown in Table 10.

Table 10.
Hypotheses 1
Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-----------|
| | | B | Std. Error | | | | Beta | Tolerance |
| 1 | (Constant) | 7.640 | 2.073 | | 3.685 | .000 | | |
| | X | .762 | .061 | .755 | 12.508 | .000 | 1.000 | 1.000 |

a. Dependent Variable: Y1

Source: Data processed (2025).

Table 10 shows that the significance value of psychological resilience on performance is 0.000. Since the t-test significance value of variable X on Y1 is less than 0.05, it can be concluded that psychological resilience has a significant effect on performance.

Hypothesis 2: Psychological Resilience on Job Satisfaction

Next, hypothesis 2 was tested to analyze the relationship between psychological resilience (X) and job satisfaction (Y2), as shown in Table 11.

Table 11.
Hypotheses 2
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|--------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | B | Std. Error | | | | Tolerance | VIF |
| 1 (Constant) | 40.470 | 7.501 | | 5.395 | .000 | | |
| X | .989 | .220 | .382 | 4.489 | .000 | 1.000 | 1.000 |

a. Dependent Variable: Y2

Source: Data processed (2025).

Table 11 shows that the significance value of psychological resilience on job satisfaction is 0.000. Since the t-test significance value of variable X on Y2 is less than 0.05, it can be concluded that psychological resilience has a significant effect on job satisfaction.

Hypotheses 3: The Moderating Role of Social Support on The Relationship Between Psychological Resilience and performance

Hypothesis test 3 is used to determine whether all independent variables included in the model jointly influence the dependent variable. The results of hypothesis test 3 are presented in Table 12.

Table 12.
Hypotheses 3
ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1034.658 | 2 | 517.329 | 91.086 | .000 ^b |
| | Residual | 664.509 | 117 | 5.680 | | |
| | Total | 1699.167 | 119 | | | |

a. Dependent Variable: Y1

b. Predictors: (Constant), M, X

Source: Data processed (2025).

Table 12 shows that the ANOVA test yields an F-value of 91.086 with a significance level of 0.000. Since the probability value is less than 0.05, it can be concluded that psychological resilience (X) and social support (M) jointly have a significant effect on performance (Y1).

Hypotheses 4: The Moderating Role of Social Support on The Relationship Between Psychological Resilience and Job Satisfaction

Hypothesis test 4 is used to determine whether all independent variables included in the model jointly influence the dependent variable. The results of hypothesis test 4 are presented in Table 13.

Table 13.
Hypotheses 4
ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|-------|----------------|----|-------------|---|------|
|-------|----------------|----|-------------|---|------|

| | | | | | | |
|---|------------|-----------|-----|----------|--------|-------------------|
| 1 | Regression | 2232.280 | 2 | 1116.140 | 14.568 | .000 ^b |
| | Residual | 8964.312 | 117 | 76.618 | | |
| | Total | 11196.592 | 119 | | | |

- a. Dependent Variable: Y2
- b. Predictors: (Constant), M, X

Source: Data processed (2025).

Table 13 shows that the ANOVA test results indicate an F-value of 14.568 with a significance level of 0.000. Since the probability value is less than 0.05, it can be concluded that the variables psychological resilience (X) and social support (M) jointly have a significant effect on job satisfaction (Y2).

Summary Hypotheses Testing

The summary of the hypothesis testing results is presented in Table 14 below.

Table 14.
Summary

| No | Hypotheses | Note |
|----|--|-------------|
| H1 | Psychological Resilience has an effect on Performance | Significant |
| H2 | Psychological Resilience has an effect on Job Satisfaction. | Significant |
| H3 | Psychological Resilience has an effect on Performance with Social Support as a moderating variable. | Significant |
| H4 | Psychological Resilience has an effect on Job Satisfaction with Social Support as a moderating variable. | Significant |

Source: Data processed (2025).

Psychological Resilience has an effect on Student Performance in Internship Program

The findings indicate that psychological resilience has a positive and significant effect on student performance in internship programs. This finding is consistent with Antonio and Kurniawan (2024), who found that higher resilience levels lead to improved employee performance, while lower resilience corresponds to reduced performance. Similarly, Ocktafian (2021) reported that resilience has a positive and significant impact on nurses’ performance, showing that individuals with greater adaptability and endurance perform better in carrying out their duties. Supporting these findings, Faried et al. (2024) emphasized that employees with high resilience can handle work challenges more effectively, adapt quickly to difficult situations, and thus enhance their performance.

The results of this study align with previous research, confirming that students who can adapt to pressure, manage emotions, and stay focused on goals tend to achieve better performance during internships. Furthermore, psychological resilience enables students to remain productive despite challenges such as heavy workloads, unfamiliar environments, or supervisory pressure. Strong resilience helps maintain motivation and supports effective task completion. Therefore, it can be concluded that improving psychological resilience contributes positively to enhancing student performance throughout internship programs.

Psychological Resilience has an effect on Job Satisfaction of Students in Internship Programs

The results of the study indicate that psychological resilience has a positive and significant effect on the job satisfaction of students participating in internship programs. This finding is consistent with the research of Tonnisen and Ie (2020), which demonstrated a

positive influence of resilience on job satisfaction. It suggests that when employees in an organization possess higher resilience levels, their job satisfaction also tends to increase. Similarly, Widati and Muafi (2020) found that resilience had a positive and significant effect on job satisfaction among special education teachers (SLB) in Yogyakarta. High resilience levels help teachers manage pressure and work-related challenges more effectively, and with adaptive abilities and a positive outlook, they become more productive and experience greater satisfaction with their work.

In line with previous studies, Rahmawati (2013) also found a positive and significant relationship between resilience and job satisfaction. Employees with higher resilience tend to cope more effectively with stress and work challenges, leading to greater satisfaction in their jobs. In this study, students who exhibited higher psychological resilience were found to experience higher job satisfaction during their internships, as they were better able to overcome obstacles and adapt to the work environment.

Students with strong resilience perceive internship experiences not merely as burdens but as opportunities for learning and growth. This ability allows them to handle work pressure, adapt to organizational settings, and find greater meaning in their work experience. Therefore, it can be concluded that psychological resilience not only influences performance but also significantly enhances the job satisfaction of students participating in internship programs.

The Effect of Psychological Resilience on Student Performance in Internship Programs with Social Support as a Moderating Variable

The hypothesis testing results indicate that social support strengthens the influence of psychological resilience on the performance of students in internship programs. This finding is consistent with the study of Mulyono et al. (2025), which confirmed that social support moderates the relationship between resilience, including psychological resilience, and student performance. Adequate social support enables resilient students to further enhance their performance as they feel valued, assisted, and motivated by their surroundings.

Social support provided by peers, mentors, and family serves as an external factor that helps students overcome challenges and build confidence in their work. When students possess high resilience and receive strong social support, they are better equipped to face difficulties with optimism and deliver higher-quality outcomes. These results demonstrate that social support is a crucial factor that reinforces the relationship between psychological resilience and student performance during internship programs.

The Effect of Psychological Resilience on Student Job Satisfaction in Internship Programs with Social Support as a Moderating Variable

The study findings also reveal that social support strengthens the influence of psychological resilience on the job satisfaction of students in internship programs. This result aligns with the study of Putri et al. (2021), which found that social support effectively moderates the relationship between resilience and job satisfaction. The higher the social support received by employees, the greater their resilience, which in turn enhances their job satisfaction. In this study, social support from peers and supervisors enhances students' satisfaction with their internship experience.

Social support allows students to feel more accepted and appreciated within the organization, thereby improving their perception of the work experience. Students who possess resilience and receive social support are more likely to feel satisfied even when

facing workload or pressure. These findings confirm that social support not only contributes to improving performance but also plays a significant role in strengthening job satisfaction among students during internship programs.

CONCLUSION

The study concludes that psychological resilience significantly enhances students' performance and job satisfaction during internships. Moreover, social support moderates these relationships, strengthening the positive effects of resilience on both performance and satisfaction. These findings highlight the critical role of supportive peers, mentors, and family in maximizing students' internship outcomes.

Based on the findings of this study, several recommendations can be proposed. First, students participating in internship programs are encouraged to continuously develop their psychological resilience to effectively cope with work pressure, adapt to new environments, and enhance both performance and job satisfaction. This can be achieved through stress management training, communication skills development, and fostering a positive mindset to maximize the benefits of the internship experience. Second, universities are expected to provide mentoring or coaching programs for students currently undertaking or preparing for internships, while also creating an academic environment that supports resilience building and social support. Additionally, peers and internship supervisors should offer adequate social support to help students feel more confident, motivated, and appreciated during their internship. Third, future researchers are advised to expand the research variables, such as including work motivation, job satisfaction, or work-life balance as additional factors influencing internship performance and satisfaction. Moreover, studies with larger sample sizes and more diverse internship programs are recommended to produce more comprehensive results that can be generalized more broadly.

This study has several limitations that should be considered for future research. First, the sample was limited to a specific group of internship students, which may restrict the generalizability of the findings. Future studies should include a larger and more diverse sample across multiple institutions or regions. Second, data were collected solely through questionnaires, relying on participants' subjective perceptions. Incorporating additional methods such as interviews or direct observations could enhance data validity and provide deeper insights. Third, the study focused only on the impact of psychological resilience on performance and job satisfaction with social support as a moderator, while other factors such as work motivation, work environment, and work-life balance were not examined. Future research should consider these variables to offer a more comprehensive understanding of factors influencing student performance and satisfaction during internships. Addressing these limitations will allow subsequent studies to produce more robust and generalizable findings, contributing to the development of more effective internship programs.

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