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# Evaluating the Role of Family Learning Climate and Self-Related Skills as Determinants of Students' Learning Resilience in the Digital Era

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**Abstract**

The rapid development of digital technology has significantly transformed learning environments and created new challenges for students in maintaining academic resilience. Alongside increased access to information, students are also exposed to digital distractions, academic pressure, and reduced learning control, making learning resilience a critical competence in the digital era. Within this context, Family Learning Climate and Self-Related Skills, including self-regulation, self-efficacy, and emotional management, are assumed to play a central role in supporting students' ability to adapt and persist in learning. This study aims to examine the influence of Family Learning Climate and Self-Related Skills on students' learning resilience in a non-urban educational context in Indonesia. A quantitative research design was employed involving 160 students of SMA 1 Langgudu in the 2025/2026 academic year, selected from a population of 480 students using stratified random sampling. Data was collected through a five-point Likert-scale questionnaire and analyzed using descriptive statistics and multiple linear regression analysis. Instrument validity was ensured through expert judgment, and reliability testing produced Cronbach's alpha values exceeding 0.80, indicating high internal consistency. The results indicate that the regression model is statistically significant ($p < 0.001$), confirming that Family Learning Climate and Self-Related Skills simultaneously influence learning resilience. Family Learning Climate contributes positively and significantly to learning resilience ($\beta = 0.284$, $p = 0.001$), while Self-Related Skills emerge as the stronger predictor ($\beta = 0.316$, $p < 0.001$). Furthermore, the model explains 19.2% of the variance in students' learning resilience. These findings suggest that learning resilience is shaped by a synergy between family support as an external factor and intrapersonal capacity as an internal factor. The study highlights the need for educational policies and practices that strengthen parental involvement and intrapersonal skill development to foster resilient learners in the digital era.

**Keywords**: Family Learning Climate; Self-Related Skills; Learning Resilience; Digital Learning; Secondary Education

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## INTRODUCTION

The rapid development of digital technology over the past decade has generated significant changes in the learning ecosystem, particularly at the primary and secondary education levels (Nurhijriah & Irmansah, 2025). This transformation has not only influenced how students access information but has also reshaped learning interactions,

self regulation strategies, and their capacity to maintain learning resilience in the face of increasingly complex academic demands (Nurbayan et al., 2024). Within this context, the family learning climate and self related skills, which include self regulation, self efficacy, and emotional management, have emerged as two critical determinants that support students' learning success in the digital era (Siswanto et al., 2024). Recent studies highlight that both family support and students' intrapersonal capacities serve as substantial buffers against digital distractions, academic pressure, and the dynamics of technology based learning (Nurhidayatika et al., 2022).

A number of studies further emphasize that the family learning climate constitutes an emotional and structural foundation that influences students' motivation, learning discipline, and their ability to sustain consistency in academic processes (Durahim et al., 2024). Meanwhile, self related skills have been shown to play a pivotal role in enhancing students' ability to manage the demands of digital learning, including heavy workloads, synchronous and asynchronous instructional formats, and social media distractions (Briones et al., 2023). However, most of these studies were conducted in urban settings and developed countries, and therefore may not adequately reflect the characteristics of digital learning ecosystems in developing nations including Indonesia (Ririen & Heriasman, 2021). Consequently, there is an urgent need to reexamine how these two variables interact in shaping students' learning resilience within Indonesia's educational context, which is marked by distinct social, cultural, and digital infrastructure characteristics (Nusraningrum, 2025).

Several studies have begun to highlight the role of families and self regulation in learning outcomes during the COVID 19 pandemic, yet research that specifically positions the family learning climate and self related skills as determinants of students' learning resilience in the post pandemic landscape and the ongoing digital era remains limited (Machmud & Ramadhan, 2022). This research gap raises an important question: to what extent do the family learning climate and self related skills contribute to students' learning resilience amid the challenges of digital learning? This question is both theoretically and practically relevant, as the findings can reinforce resilience based learning models and provide an empirical foundation for developing family education policies and strategies to strengthen students' intrapersonal capacities.

This article aims to evaluate the role of the family learning climate and self related skills as determinants of students' learning resilience in the digital era. Specifically, this study examines the relationships among these variables using a quantitative approach and inferential statistical analysis to generate valid empirical findings. With this focus, the research contributes to three main areas: (1) enriching the literature on learning resilience within digital learning contexts in developing countries, (2) offering empirical evidence on the importance of harmonizing family roles with the strengthening of intrapersonal skills, and (3) presenting novelty by integrating two determinant variables that have largely been examined separately in previous studies. The findings of this study are expected to strengthen the foundation for educational policies and practices that are responsive to digital dynamics and contemporary learning needs.

**METHOD**

This study employed a quantitative approach aimed at evaluating the roles of Family Learning Climate and Self-Related Skills as determinants of students' learning resilience in the digital era. The research population comprised all students of SMA 1 Langgudu in the 2025/2026 academic year, totaling 480 students, with a sample of 160 students selected using stratified random sampling from each class. The instrument used was a five-point Likert-scale questionnaire measuring three primary variables: Family Learning Climate, Self-Related Skills, and students' learning resilience (Siswanto et al., 2024). The questionnaire's validity was assessed through expert content validity, while its

reliability was tested using Cronbach's alpha, yielding values greater than 0.80. Data were collected online via the school's survey platform over a two-week period, with anonymous responses to minimize social desirability bias (Winarni, 2021).

Data analysis utilized descriptive statistics to present the sample profile and variable scores, as well as multiple linear regression to examine the influence of Family Learning Climate and Self-Related Skills on students' learning resilience at a significance level of $\alpha = 0.05$. The assumptions of normality, linearity, multicollinearity, and heteroscedasticity were tested to ensure the robustness of the results. This methodological design enables replication by other researchers in different schools or regions, although its primary limitation lies in the focus on a single school, requiring cautious interpretation when generalizing the findings.

## RESULT

This section presents the results of data analysis obtained from 160 student respondents at SMA 1 Langgudu in the 2025/2026 academic year. The findings include a description of respondents' characteristics, descriptive statistics of the research variables, classical assumption testing, and multiple linear regression analysis to examine the influence of Family Learning Climate and Self-Related Skills on learning resilience.

### Respondent Characteristics

The distribution of respondents by class is presented in Table 1.

Table 1. Distribution of Respondents by Grade Level

| Grade Level | Number of Students | Percentage |
|---|---|---|
| X | 54 | 33.8% |
| XI | 52 | 32.5% |
| XII | 54 | 33.8% |
| Total | 160 | 100% |

Table 1 shows that the number of respondents is relatively balanced across grade levels, indicating that the sample can be considered representative in describing the student population of SMA 1 Langgudu.

### Descriptive Statistics of Research Variables

Descriptive statistics were conducted to describe the mean scores, standard deviations, and data tendencies for each research variable.

Table 2. Descriptive Statistics of Research Variables

| Variable | Mean | Std. Dev. | Category |
|---|---|---|---|
| Family Learning Climate | 3.78 | 0.51 | Good |
| Self-Related Skills | 3.85 | 0. 48 | Good |
| Learning Resilience | 3. 74 | 0. 53 | Good |

Based on Table 2, the mean scores of all variables fall into the good category. This indicates that students generally experience a supportive family learning environment,

possess adequate intrapersonal skills, and demonstrate a relatively good level of learning resilience in dealing with digital learning.

**Results of Classical Assumption Tests**

Before conducting the regression analysis, the data were tested to meet the classical assumptions to ensure the appropriateness of the model.

Table 3. Summary of Classical Assumption Tests

| Assumption Test | Indicator | Criteria | Result | Conclusion |
|---|---|---|---|---|
| Normality | Kolmogorov–Smirnov | p > 0.05 | p > 0.05 | Normal |
| Linearity | ANOVA | p < 0.05 | p < 0.05 | Linear |
| Multicollinearity | Tolerence | > 0.10 | > 0.10 | Not Present |
| | VIF | > 0.10 | < 5.00 | |
| Heteroscedasticity | Glejser Test | p > 0.05 | p > 0.05 | Not Present |

Table 3 indicates that all regression assumptions have been satisfied; therefore, multiple linear regression analysis is appropriate for use in this study.

**Results of Multiple Linear Regression Analysis**

The regression model was used to examine the effects of Family Learning Climate and Self-Related Skills on learning resilience.

Table 4. Regression Model Test Results (ANOVA)

| Model | Indicator | Criteria | Result | Conclusion |
|---|---|---|---|---|
| Regression | 18.64 | 2. 157 | <0.001 | Significant Model |

The F-test results indicate that the regression model is statistically significant, meaning that Family Learning Climate and Self-Related Skills simultaneously have a significant effect on students' learning resilience.

Table 5. Regression Coefficients

| Variabel | β (Beta) | t-value | Sig. | Remark |
|---|---|---|---|---|
| Family Learning Climate | 0.284 | 3. 47 | 0.001 | Significant (+) |
| Self-Related Skills | 0. 316 | 3. 89 | <0.001 | Significant (+) |

Based on Table 5, both independent variables have a positive and significant effect on learning resilience. Self-Related Skills shows a higher beta value, indicating a stronger relative contribution compared to Family Learning Climate.

Table 6. Coefficient of Determination

| Variabel | Value |
|---|---|
| $R^2$ | 0.192 |
| Adjusted $R^2$ | 0. 182 |

The $R^2$ value of 0.192 indicates that 19.2% of the variance in learning resilience is explained by Family Learning Climate and Self-Related Skills, while the remaining variance is influenced by other factors outside the model. Overall, the regression model was statistically significant ($p < 0.001$), indicating that the proposed model adequately explains variations in students' learning resilience. Family Learning Climate was found to have a positive and significant effect on learning resilience, suggesting that a supportive home learning environment contributes to students' ability to cope with academic challenges. Self-Related Skills emerged as the strongest predictor, showing the largest contribution to learning resilience, which highlights the importance of students' intrapersonal competencies in sustaining learning in digital contexts. Furthermore, the model accounted for 19.2% of the variance in learning resilience, while the remaining variance was influenced by other factors not included in the model. In addition, all classical assumptions were satisfied, indicating that the regression results are valid and reliable.

## DISCUSSIO

### The Influence of Family Learning Climate on Students' Learning Resilience

The findings of this study indicate that the Family Learning Climate makes a significant contribution to enhancing students' learning resilience in the digital era. Descriptively, this variable shows a mean score of 3.84 (SD = 0.62), indicating that most students at SMA 1 Langgudu perceive their families as relatively supportive, structured, and conducive learning environments. This perception includes aspects such as effective communication, proportional supervision of learning activities, and stable emotional support all of which collectively form an essential psychosocial foundation for sustaining learning processes amid digital challenges. These descriptive results are reinforced by the multiple linear regression analysis, which demonstrates that the Family Learning Climate has a positive and significant effect on learning resilience, with $\beta = 0.284$, $t = 3.47$, and $p = 0.001$. This coefficient confirms that the more positive the learning climate within the family, the higher the students' ability to maintain motivation, manage academic pressure, and control digital distractions. In the context of technology-based learning, the family's role becomes increasingly crucial, as students face high-intensity digital device usage, exposure to unfiltered information, and demanding multitasking conditions that may weaken focus and learning consistency.

Theoretically, these results support the argument of Soenens & Vansteenkiste, who state that the family serves as a primary source of emotional and motivational regulation that helps students build discipline, strengthen self-efficacy, and enhance regulatory capacity. The family functions as an external regulatory system that provides guidance, boundaries, and positive reinforcement, enabling students to minimize maladaptive behaviors such as procrastination and excessive dependence on gadgets (Al-bahri, 2025). In other words, the family learning climate acts as a buffer that protects students from various structural and psychological challenges inherent in digital learning environments (Salsabila et al., 2025).

This condition is also aligned with the statistical assumptions of the study, which indicate the absence of multicollinearity among predictor variables and the fulfillment of normality, linearity, and homoscedasticity assumptions. This strengthens the reliability of the regression model and ensures that the influence of the Family Learning Climate on learning resilience is a stable and measurable contribution. In the context of SMA 1 Langgudu, family support remains a vital element even though learning activities have become highly integrated with online platforms and digital devices. Students who receive adequate family support tend to exhibit more consistent study routines, better time management skills, and stronger psychological resilience in facing academic pressures. The Family Learning Climate is not merely a supporting factor but a key determinant that plays a direct role in shaping students' learning resilience. The family's role as a

regulatory, emotional, and structural companion forms the primary foundation for ensuring students' success in navigating the complexities of learning in the digital era.

**The Role of Self-Related Skills in Enhancing Learning Resilience in the Digital Era**

The results of this study show that Self-Related Skills play a highly significant role in shaping students' learning resilience in the digital era. Descriptively, this variable obtained a mean score of 3.91 (SD = 0.58), indicating that students at SMA 1 Langgudu generally possess well-developed intrapersonal skills, particularly in self-regulation, self-efficacy, and emotional management. This relatively high mean score suggests that students already have the foundational capacities needed to navigate various technology-based academic demands. Inferentially, the regression analysis confirms that Self-Related Skills are a significant predictor of learning resilience, with $\beta = 0.316$, $t = 3.89$, and $p < 0.001$. This coefficient also indicates that Self-Related Skills contribute slightly more than the Family Learning Climate in influencing students' learning resilience. In other words, the higher the students' abilities to regulate themselves, assess their own capabilities, and manage academic stress, the stronger their resilience when facing challenges in digital learning environments.

Theoretically, these findings align with Zimmerman's (2020) perspective, which asserts that self-regulation (self-regulated learning) and self-efficacy are crucial predictors of academic success, particularly in learning environments that demand high levels of autonomy (Friscilla Wulan Tersta et al., 2025). The self-regulated learning model explains that students who can set learning goals, monitor their academic performance, and evaluate their learning outcomes independently tend to be more adaptive and resilient under pressure (Sari et al., 2024). This is highly relevant in digital learning contexts, which offer flexibility but simultaneously require strong consistency and self-management skills (Jonker et al., 2020).

In the context of SMA 1 Langgudu, students with well-developed Self-Related Skills demonstrate greater abilities in managing study time, navigating online platforms, and filtering information effectively. They are also better at overcoming digital distractions such as social media notifications or entertainment content one of the most pervasive challenges in technology-based learning. Furthermore, students with high self-efficacy are more confident in completing tasks independently, seeking help when necessary, and sustaining motivation despite technical or academic difficulties. These findings reinforce the argument that learning resilience in the digital era is not solely dependent on external support but is strongly influenced by students' internal capacities to regulate their behavior, emotions, and learning strategies (Silaen, 2025). Thus, Self-Related Skills function as an internal mechanism that strengthens academic adaptability and enables students to remain productive, focused, and persistent in dynamic and distraction-filled learning environments (Cronin-Golomb & Bauer, 2023). Overall, Self-Related Skills represent a key element that ensures students' success in coping with the complexities of digital learning. Strengthening these regulatory and intrapersonal skills should therefore become a central focus of educational interventions whether through digital literacy training, routine time-management practice, or school-based programs designed to enhance students' self-efficacy (Astuti & Rozikin, 2024).

**The Interaction of External and Internal Factors on Students' Learning Resilience**

The findings of this study indicate that students' learning resilience in the digital era is not determined by a single factor but rather emerges from a dynamic interaction between external factors, namely the Family Learning Climate, and internal factors, specifically Self-Related Skills. Multiple linear regression analysis demonstrates that these two variables simultaneously contribute significantly to learning resilience, with the regression model explaining 19.2% of the variance ($R^2 = 0.192$) in students' ability to

maintain motivation, consistency, and perseverance in digital learning environments. Individually, the Family Learning Climate exerts a positive effect ($\beta = 0.284$, $p = 0.001$), as does Self-Related Skills ($\beta = 0.316$, $p < 0.001$), confirming that both environmental support and intrapersonal capacity play complementary and essential roles.

As an external factor, the Family Learning Climate provides a regulatory and emotional foundation that enables students to face the challenges of digital learning. Open communication, proportional supervision, and consistent learning structures within the family serve as protective mechanisms against digital distractions and academic pressure (Ngulandari et al., 2024). Meanwhile, Self-Related Skills function as internal resources that allow students to independently regulate behavior, emotions, and learning strategies capabilities that are crucial in flexible, technology-based learning contexts (Budhi Santosa et al., 2024).

The interaction of these two factors underscores that the digitalization of education does not diminish the role of the family; rather, it highlights the urgency of parental involvement in supporting learning resilience (Nudin et al., 2024). Simultaneously, students are required to possess strong self-regulation skills to use digital platforms effectively, manage their time efficiently, and sustain focus. The synergy between external support and internal capabilities reflects an ecosystemic model of learning resilience, in which resilience is formed through the balance between a supportive environment and adaptive intrapersonal capacities (Banić & Orehovački, 2024). In the context of Indonesia, particularly in non-urban areas such as SMA 1 Langgudu, this interaction becomes increasingly complex due to variations in digital infrastructure, family cultural heterogeneity, and socio-economic disparities. These contextual factors can moderate the effectiveness of family support and students' intrapersonal capacities. Therefore, educational interventions should not only focus on providing digital facilities but also emphasize strengthening the role of the family as an educational partner and developing students' intrapersonal skills, including self-regulation, self-efficacy, and emotional management.

Overall, this study confirms that students' success within the digital learning ecosystem results from an integrative interaction between environmental support and personal capabilities. The findings provide empirical evidence for the importance of a dual approach combining environmental and intrapersonal factors in the technology-based education, while also enriching the literature on learning resilience in non-urban educational contexts in Indonesia, where infrastructure challenges and socio-cultural variations are significant factors.

## CONCLUSION

The findings of this study indicate that students' learning resilience in the digital era is shaped by the significant interaction between family support and intrapersonal capacities. Together, Family Learning Climate and Self-Related Skills account for 19.2% of the variance in students' learning resilience, while the remaining variance is influenced by factors beyond the model. Family Learning Climate contributes positively to learning resilience ($\beta = 0.284$), highlighting the importance of emotional support, effective communication, and structured supervision at home. However, Self-Related Skills exert a stronger influence ($\beta = 0.316$), demonstrating that self-regulation, self-efficacy, and emotional management are the primary drivers of students' adaptability in digital learning environments. These results confirm that learning resilience in non-urban Indonesian contexts emerges from the synergy between environmental support and personal competence rather than from a single determinant. Therefore, educational policies and practices should simultaneously strengthen family engagement and prioritize the development of students' intrapersonal skills to foster resilient, independent, and adaptive learners in the digital era.

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**AUTHOR CONTRIBUTION STATEMENT**

The Author Contributions Statement can be up to several sentences long and should briefly describe the tasks of individual authors. Please list only 2 initials for each author, without full stops, but separated by commas (e.g. JC, JS). In the case of two authors with the same initials, please use their middle initial to differentiate between them (e.g. REW, RSW). The Author Contributions Statement should be included at the end of the manuscript before the References. The Author Contributions Statement can be up to several sentences long and should briefly describe the tasks of individual authors. Please list only 2 initials for each author, without full stops, but separated by commas (e.g. JC, JS). In the case of two authors with the same initials, please use their middle initial to differentiate between them (e.g. REW, RSW).

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