

## ***ABSTRACT***

In early adolescence, there was a shift in the level of education from the elementary level to the junior high school level. At this time, it is not an easy thing for teenagers to face, because children are required to adjust to meet academic demands and have more responsibilities in their lives. In order for a child to successfully adapt to his environment, he must have an adequate level of resilience. Communication in the family and the provision of parental affection to children are factors that affect academic resilience. If family communication and giving affection to children are well established, children will tend to have a good personality. This study aims to determine the influence of family communication (X) and acceptance of affection (Z) on the academic resilience of SMPIT Nurut Taqwa students. This study uses a quantitative research method. The sample used in this study was the entire student population of SMPIT Nurut Taqwa which amounted to 83 respondents. The data collection method used in this study is a questionnaire. The analysis used in this study is descriptive analysis and multiple linear analysis. The results of this study show that the family communication variable (X) has a significant and positive effect on the academic resilience of students (Y) with a t-value of  $3.313 > 1.990$  and a significance value of  $0.001 < 0.005$ , then the variable of receiving affection (Z) has a significant effect on the academic resilience of students (Y) with a t-value of  $88.710 > 1.990$  and a significance value of  $0.000 < 0.005$ , then the variables of family communication (X) and acceptance of affection (Z) had a stimulating influence on the variables of students' academic resilience (Y) with a value of f calculated as  $7169.72 > 3.110$  and a significance value of  $0.001 < 0.005$ . Then the results of the determination coefficient test with an *r square* value of 98.1%.

**Keywords:** Family Communication, Acceptance of Affection, Academic Resilience. Student