



Parental Social Support on Students' Adjustment

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Abstract. Self-adjustment is an important aspect for new students in dealing with changes in the lecture environment. This study aims to examine the relationship between parental social support and students' self-adjustment ability. Specifically, this study plans to investigate the extent to which parental social support affects the self-adjustment ability of new students of the Faculty of Psychology, Universitas Nasional Karangturi Semarang. This study employed a quantitative survey approach involving 75 students as respondents. The research instruments consisted of a parental social support scale and a self-adjustment scale, which each had a reliability coefficient of $\alpha = 0.774$ and $\alpha = 0.902$. The data were analysed using the Pearson correlation test with the assistance of the SPSS software version 26. The results showed a positive and significant relationship between parental social support and self-adjustment of new students ($r=0.261$, $p=0.023$). These results indicate that the higher the parental social support received by students, the better their ability to adjust in the academic environment. This finding confirms the important role of parental support in helping new students adapt during the transition to university life.

Keywords: *Parental Social Support; Self-Adjustment; Students*

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Introduction

Education has an important role in the life of the individual, not only as a means to increase knowledge, but also as a way to carry out behavioral transformations and character development. The educational process helps individuals to not only understand various theoretical and practical concepts, but also to develop a more mature mindset, a wiser attitude, as well as the ability to face life's challenges better (Conley, 2013). In the context of higher education, especially for freshmen, education encourages these first semester students to adapt to a new and much more complex environment compared to environment in previous education (Conley, 2013).

College life requires students to be able to undergo a significant transition process in their academic, social, and personal lives, and the transition process from high school to college is not an easy one for most freshmen (Conley, 2013). These new college students must be able to adapt to different academic environments where academic activities demands more independent learning, materials become more complex, and academic evaluation are more challenging (Conley, 2013).

Not all new students, hence, are able to adapt well to these changes (Smith, 2020). The inability to adjust often becomes the root of various problems, such as academic stress, dissatisfaction with the college life, and decreased motivation to learn. In the long run, this inability can negatively affect the mental health of students, and it can drive the symptoms of anxiety, depression, or even the symptoms of *burnout* (Conley, 2013). Therefore, self-adjustment is an important variable that needs to be investigated, especially among the freshmen.

Self-adjustment, furthermore, is a key factor that determines the success of freshmen in facing various challenges in the college life (Lestari, 2015). Self-adjustment includes an individual's ability to adapt effectively to changing environments, manage academic and social pressures, and find ways to establish a balance between academic demands and personal needs. As a process, self-adjustment takes time, patience, and support from family, friends, and the higher educational institution itself (Lestari, 2015)

In this context, research on self-adjustment in freshmen becomes especially relevant. Understanding the factors that affect student's ability to adjust, like the level of social support, time management skills, and stress management strategies, could help educational institutions to design more effective support programs. In addition, this research also offers deeper insights into the dynamic situation faced by freshmen during the transition time in college, which can ultimately help create a more inclusive and supportive educational environment for all students, especially those who are experiencing difficulties in the adjustment process (Lestari, 2015).

Self-adjustment is defined as the ability of individuals to achieve a balance between personal needs and the demands of the environment so that individuals can feel comfortable and

do their activities optimally (Gunandar, [2017](#)). For freshmen, self-adjustment includes various aspects, such as academic adjustment involving the ability to meet the demands of study, social adjustment through the ability to build interpersonal relationships, and emotional adjustment in managing pressure and stress. Furthermore, institutional attachment, a sense of belonging to the campus and involvement in college activities, is also an important part of self-adjustment (Schiendler, [2019](#)). Students who are unable to establish self-adjustment well often face difficulties in maintaining academic performance, actively involving in campus social life, and maintaining emotional stability (Smith, [2020](#))

Problems arise when there is no or less support needed for self-adjustment, and one form of support that often becomes the focus of research is social support, particularly support from parents (Ghufron, [2016](#)). Although many studies have highlighted the influence of social support on student welfare, there are gaps in understanding how a specific form of social support from parents can help freshmen to self-adjust, especially in the college life in Indonesia (Smith, [2020](#)). This situation encourages further research to address questions regarding the extent to which parental social support contributes in helping freshmen adjust themselves to the incoming challenges and the identification of these issues becomes a key foundation for bridging research gaps and providing relevant recommendations

The self-adjustment of the freshmen has become an increasingly national and global important issue. World Health Organization (WHO) report shows that more than 35% of first-year students experience significant psychological distress, including stress and anxiety due to adjustment challenges in the higher education environment (Smith, [2020](#)). Data from *The American College Health Association* ([2022](#)) also revealed that 60% of freshmen in the United States face difficulties in their social and academic adaptation, with 30% of them reporting its negative impact on their academic performance (ACHA., [2022](#))

In Indonesia, a survey by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2020 noted that about 40% of new college students experience psychological stress, especially related to adaptation to new learning systems and more complex academic demands. This pressure is increasing on students who come from out of town, who also have to face social challenges such as living away from family and building new social networks on campus (Handini, [2020](#))

Based on preliminary data, first-year students at Universitas Nasional Karangturi Semarang, especially those who are from outside the city often experience stress and pressure in adjusting to the lecture environment. Most of them rely on parental support to overcome these challenges, with research results showing that around 75% of students feel high pressure due to changes in their social and academic environment in their first year. Moreover, newcomers, who

lack direct support from their families, face additional challenges of loneliness and higher academic pressure than local students.

Self-adjustment is an individual's ability to deal with various challenges, pressures, and conflicts in a way that allows them to achieve a balance between the self-demands and the environment (Schiendler, [2019](#)). Self-adjustment involves aspects of recognition, participation, social approval, and conformity (Ghufroon, [2016](#)). For university students, the social support of parents is essential in helping them face new academic and social challenges (Amylia, [2014](#)). Parental support has a significant effect on the adaptability of new students, especially for those who come from outside the city of Semarang. This social support includes various aspects such as emotional, rewarding, instrumental and informational support where all of them play a role in building a sense of security and social attachment (Sarafino, [2011](#)). Research by Gunandar, ([2017](#)) showed that there is a positive relationship between parental social support and the ability to adjust to new students in which students with good social support are better at coping with academic and social pressure.

Student self-adjustment is influenced by various factors, one of them is social support from parents (Anggreani, [2021](#)). This support can be emotional, rewarding, instrumental, and informational support, that bring positive impact on students' well-being and ability to adapt (Anggreani, [2021](#)). However, in reality, not all students can get adequate social support from their parents, especially the newcomers who have to adapt to the new environment and academic situation without their parent physical presence. (Gunandar, [2017](#))

Student self-adjustment is greatly influenced by various factors, one of which is social support from parents. According to some studies, the social support of parents is essential for university students in the face of new academic and social challenges since the family is the initial environment that provides a strong base of emotional and moral support. These studies are confirmed by Gunandar, ([2017](#)) who showed a significant correlation between the self-adjustment of new students who migrated and the parents social support. In addition, research Mailinda (2024) also indicates that the role of social support in helping students adjust to changes in the academic environment is very significant, particularly in the aspect of managing stress and anxiety.

According to research by Sarafino ([2011](#)) student self-adjustment is greatly influenced by various factors, one of which is social support from parents. Other research by Amylia ([2014](#)) studies show that social support from family helps students improve academic motivation, social attachment, and emotional management.

Although there have been many studies that highlight the importance of social support in the process of student self-adjustment, not many have specifically examined how the form of

parental social support plays a role in student adjustment at Universitas Nasional Karangturi. For example, the previous research only focused more on the role of social support during times of pandemic but did not highlighted social support outside of that context.

Research conducted by Angela (2023) showed that other factors such as the emotional state, intellectual development and personality of the subjects had an impact on how well first-year students coped with the pandemic. Rahayu, (2020) carrying out research on the adjustment of first-year students in higher education institution: a study on students of the Faculty of Psychology of UKSW (SWCU). The study showed that most first-year students had moderate to high levels of self-adjustment on all four subscales. However, there were still some students who had a low self-adjustment rate. Paramo (2014), then, reported that the results of this study showed that teachers were adept at motivating students to adapt and learn new material in the classroom.

This study aims to examine the relationship between parental social support with students' adjustment skills. The specific objective of this research is to understand the extent to which parental social support affects the adaptability of new students of the Faculty of Psychology, Universitas Nasioanal Karangturi Semarang. This study is expected to contribute to the development of psychological science, specifically in the context of developmental and educational psychology, which is related to the role of social support in individual self-adjustment in early adulthood. The results of this study are expected to be useful for parents, students, and subsequent researchers to understand the importance of social support in helping students adapt to new campus life.

The hypothesis proposed in this study is that there is a positive and significant relationship between parental social support and the adjustment of new students. The higher the social support given by parents, the better the student's ability to adapt to the new academic environment.

Methods

This study used a quantitative approach with correlational design to examine the relationship between parental social support (variable X) with student self-adjustment (variable Y). The population in this study is a student of the Faculty of Psychology, Universitas Nasional Karangturi Semarang class of 2023-2024. Participants were recruited using techniques *Purposive sampling*, that is, researchers select samples based on certain considerations. In this research, totally 75 students met the research criteria.

Data collection techniques employed survey approach with Google form, and measuring instruments were in the form of questionnaires consisting of several question items. These

questionnaires had been tested for validity and reliability. The results of the validity test of measuring instruments show that all items in the questionnaires are declared valid, with Pearson's correlation value for each item is greater than R table (0.227); which means it can be used for measurement. Meanwhile, the reliability test was calculated using Cronbach's alpha coefficient showing the value for the parental social support variable is 0.774, and for the self-adjustment variable is 0.908. Both variables have shown showed a high level of reliability, so they can be relied upon for data collection. The hypothesis test, moreover, employed Pearson correlation as the main method of analysis. This technique was carried out with the help of software *Statistical Package for the Social Sciences* (SPSS) version 26 (Schiendler, [2019](#)).

Results

After going through a series of validity and reliability tests showing that the research instrument is reliable, the next step is to analyze the results of the study. This analysis aims to identify the relationship between parental social support and student adjustment at Universitas Nasional Karangturi Semarang. The results of the study are presented to provide a clear picture of how parental social support affects students' ability to adapt to their academic environment. The following is a brief explanation of the research results.

Table 1.
The Validity Test

Parental Social Support				Students' Self-Adjustment			
Item	R table	R count	Description	Item	R table	R count	Description
D01	0,2272	0,455	Valid	PD1	0,2272	0.320	Valid
D02	0,2272	0,235	Valid	PD2	0,2272	0.404	Valid
D03	0,2272	0,609	Valid	PD3	0,2272	0.400	Valid
D04	0,2272	0,240	Valid	PD4	0,2272	0.522	Valid
D05	0,2272	0,543	Valid	PD5	0,2272	0.446	Valid
D06	0,2272	0,256	Valid	PD6	0,2272	0.494	Valid
D07	0,2272	0,638	Valid	PD7	0,2272	0.512	Valid
D08	0,2272	0,250	Valid	PD8	0,2272	0.621	Valid
D09	0,2272	0,372	Valid	PD9	0,2272	0.371	Valid
D010	0,2272	0,257	Valid	PD10	0,2272	0.552	Valid
D011	0,2272	0,571	Valid	PD11	0,2272	0.459	Valid
D012	0,2272	0,228	Valid	PD12	0,2272	0.386	Valid
D013	0,2272	0,628	Valid	PD13	0,2272	0.519	Valid
D014	0,2272	0,265	Valid	PD14	0,2272	0.391	Valid
D015	0,2272	0,342	Valid	PD15	0,2272	0.326	Valid
D016	0,2272	0,284	Valid	PD16	0,2272	0.431	Valid
D017	0,2272	0,662	Valid	PD17	0,2272	0.505	Valid
D018	0,2272	0,264	Valid	PD18	0,2272	0.765	Valid
D019	0,2272	0,492	Valid	PD19	0,2272	0.353	Valid
D020	0,2272	0,397	Valid	PD20	0,2272	0.784	Valid
D021	0,2272	0,372	Valid	PD21	0,2272	0.496	Valid
D022	0,2272	0,242	Valid	PD22	0,2272	0.758	Valid
D023	0,2272	0,453	Valid	PD23	0,2272	0.271	Valid
D024	0,2272	0,259	Valid	PD24	0,2272	0.733	Valid
D025	0,2272	0,407	Valid	PD25	0,2272	0.235	Valid

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D026	0,2272	0,242	Valid	PD26	0,2272	0.813	Valid
D027	0,2272	0,357	Valid	PD27	0,2272	0.240	Valid
D028	0,2272	0,323	Valid	PD28	0,2272	0.590	Valid
D029	0,2272	0,241	Valid	PD29	0,2272	0.387	Valid
D030	0,2272	0,272	Valid	PD30	0,2272	0.730	Valid
D031	0,2272	0,335	Valid	PD31	0,2272	0.687	Valid
D032	0,2272	0,272	Valid	PD32	0,2272	0.658	Valid

Source: Research Results, processed with IBM SPSS, 2024.

Based on the results shown in the table 1, there are a total of 64 question items used in this research instrument, where all data are valid and none of them were excluded.

Table 2.
The Reliability Test

Variable	Number of Items	Minimum Limit	Cronbach ' S Alpha	Description
Parental Social Support	32	0.60	0.774	Reliable
Students' Self-Adjustment	32	0.60	0.908	Reliable

Source: Research Results, processed with IBM SPSS, 2024.

The results of the reliability test show that the research instrument has a very good level of consistency, with the Cronbach's Alpha value above the generally accepted minimum threshold of reliability (0.60). This shows that the items in the instrument are able to measure the construct in question consistently, hence a reliable tool for the research.

Table 3.
Normality Test

One-Sample Kolmogorov-Smirnov Test	Statistic	Asymp. Sig. (2-tailed)	p(Sig.)
Unstandardized Residual	0.079	0.200	> 0.05

Source: Research Results, processed with IBM SPSS, 2024.

From the results of the normality test, the value of Asymp can be seen. Sig. (2-tailed) of 0.200; the value has met the conditions for the data to be distributed normally (> 0.05), so the assumptions required to perform Pearson correlation test have been met.

Table 4.
The Linearity Test

Between Group	Description	F	Sig.
student self-adjustment*	Linearity		
parental social support	Deviation from Linearity	1,209	0,281

Source: Research Results, processed with IBM SPSS, 2024.

Sig Value. at Deviation from Linearity of 0.281 (greater than 0.05), indicating that the data meet the assumption of linearity so that the regression model can be continued. From these results it can be said that the assumptions required for the Pearson correlation test have been met.

Table 5.
The Hypothesis Test

Variable	Pearson Correlation (r)	Sig. (2-tailed)	N
X (Parental Social Support) - Y (Self-Adjustment)	0,261	0,023	75

Source: Research Results, processed with IBM SPSS, 2024.

Based on the results of Pearson Correlation analysis above, the variable relationship between parental support and self-adjustment obtained a significance value of 0.023. Based on the significance level reference, the significance value is less than 0.05 which means there is a relationship between parental support variables (X) with self-adjustment (Y). The next step is to look at the power of significance between variables X and Y. According to the results of the correlation test between parental support variables (X) and self-adjustment (Y), the correlation coefficient is 0.261 which means the significance is in the weak category. The correlation number also shows positive correlation; thus it can be interpreted that there is correlation between the two variables. In other words, the higher the parental support, the better the adjustment. Therefore, the hypothesis (Ha), stating that there is a relationship between parental support (X) and self-adjustment (Y), is acceptable.

Discussion

The results of this study have revealed a significant positive relationship between parental social support and students' self-adjustment at Universitas Nasional Karangturi Semarang; in which the higher the social support provided by parents, the better the students' ability to adapt to the new academic environment. These findings are consistent with the results of previous studies conducted by Gunandar (2017) which also found that social support from parents plays an important role in helping new students adapt to the academic environment. Research from Zalika (2022), in addition, also emphasizes that students who get emotional and practical supports from their parents tend to have better levels of adjustment, which includes the ability to cope with stress and difficulties.

Research Gunandar (2017), furthermore, explains that the social support of parents has an impact not only on the emotional aspect but also on the practical ability of students to deal with academic and social pressures. Emotional support such as attention, affection, and motivation from parents helps students feel valuable and accepted, which in turn increases their confidence in dealing with new situations. On the other hand, practical support like financial assistance, advice, or even the provision of daily necessities makes students easily focus on their academic tasks without being distracted by external problems (Bhebe, 2012).

Student adjustment consists of various aspects like the ability to deal with academic stress, establish healthy social relationships, manage time, and manage daily life independently. Students

who feel supported by their parents tend to be better able to cope with these difficulties than those who lack this kind of support (Cholivawati, [2021](#)). They have stronger emotional and mental resources to manage challenges like increased academic demands, having interpersonal relationships with friends and lecturers, or other social pressures (Zalika, [2022](#)).

Conversely, students who lack social support from their parents often have difficulty in adapting to the environment (Desmita, [2017](#)). They are more prone to stress, anxiety and feelings of loneliness, which can eventually negatively affect their academic performance and mental health. A lack of emotional support can leave students feeling isolated while a lack of practical support may cause them to feel overwhelmed by enormous responsibilities (Dwi, [2018](#)).

This result emphasizes the importance of the role of the family, especially parents, in supporting the transition process of new students into the college life. Parents can provide support through various ways, such as giving time to listen to children's complaints, provide motivation to continue learning, and help find solutions to problems faced by students. In addition, this finding also has implications for educational institutions, where universities can develop supporting programs that involve the role of the family, such as seminars on the importance of parental support or communication forums between parents and students.

On the other hand, research done by Mailinda ([2024](#)) gives additional perspectives that enhance understanding of the factors influencing student adjustment. Although social support from parents has been shown to be important in students' adaptation processes, her study highlights that other factors, such as personality and individual resilience, also play a significant role. Student self-adjustment is the result of a complex interaction between various variables, both internal and external, that influence each other. Personality, for example, contributes to the way university students face challenges and adapt to new environments (Rahayu, [2020](#)).

Students who are interested in learning a new language (*openness to experience*) tend to be more flexible in adapting to academic and social demands (Rokhmatika, L., [2013](#)). They are easier to build interpersonal relationships, find creative solutions to problems, and accept changes with a positive attitude. In contrast, college students with personalities that tend to be introverted or anxious may face more barriers to adjustment, even if they get adequate social support from their parents (Samani, [2013](#)).

Individual resilience (*resilience*) is also an important factor mentioned in the study Mailinda ([2024](#)). Individual resilience refers to a person's ability to bounce back from difficult situations and stay afloat despite pressure or challenges. Students with high levels of resilience tend to have effective coping strategies, such as the ability to manage stress, seek help when needed, and maintain motivation despite failure or obstacles. This resilience, although it can be

strengthened by social support, is also the result of life experiences, emotional education and learning that favor the development of independence. (Ulpa, [2020](#))

Mailinda ([2024](#)) also emphasizes that social support from parents, personality, and individual resilience are not stand-alone variables. Instead, the three interact with each other to influence students' ability to adjust. For example, strong social support may have a more significant impact on college students with more introverted personalities or low individual resilience as they may rely more on the external environment for motivation and a sense of security. Conversely, students with more extroverted personalities or high resilience may be better able to rely on their internal resources to face challenges, even if they receive minimal social support. (Umi, [2020](#))

Social support from parents plays an important role in supporting students' academic success and self-adjustment. However, some studies suggest that certain dimensions of social support, such as instrumental support, have a more significant influence compared to emotional support alone (Uthia, [2015](#)). Social instrumental support which is more concrete includes financial support, provision of educational resources or other practical assistance. This kind of support can directly affect the student's ability to face the academic and daily demands of college life.

For example, research by Angela ([2023](#)) revealed that students who receive financial support from parents tend to have a better ability to complete their studies on time and achieve higher academic achievement. Financial support allows students to focus on their studies without having to face additional pressures such as finding a part-time job to meet basic needs. This gives them more time and energy to develop themselves academically, participate in campus activities, and build a supportive social network. (Windaniati., [2015](#))

In addition, support in the form of providing access to educational resources, such as paying tuition fees, providing learning equipment, or even providing additional facilities such as adequate technological devices, is also an important factor (Wistarini, [2019](#)). With access to these resources, students have a greater opportunity to make optimal use of the academic environment. Students, for instance, can join training programs, get additional reference materials, or even attend seminars and workshops relevant to their field of study. All of them contribute directly to improving the quality of their education. (Windaniati., [2015](#))

On the contrary, while emotional support, such as attention, compassion, and motivation, remains important in building students' self-confidence and their psychological well-being, research suggests that emotional support alone may not be enough to meet practical challenges in the classroom (Abidin, [2012](#)). Students who receive emotional support but do not receive adequate financial assistance may still face difficulties in adjusting, especially if they are burdened

by economic problems or lack of access to educational resources. Angela (2023) in her research emphasize the importance of multidimensional approach in providing social support to students.

Parents must to realize that the needs of their children during their study in college are not only emotional but also practical. The combination of emotional and instrumental support creates a more conducive environment for students to develop academically and personally (Abidin, 2012). Furthermore, emotional support provides a sense of security and motivation, while instrumental support helps them overcome concrete obstacles that may be preventing them from achieving their academic goals. (Ariana, 2016)

Research by Zahro (2024) moreover describes that in certain cultures, parents may focus more on academic support than emotional support, and this circumstance can affect the way students adjust. These findings suggest the need for further research to explore how cultural differences may affect the dynamics of social support and self-adjustment. Taking into account the results of studies showing the importance of social support of parents for their children during the process of adaptation the academic environment, this study has made a significant contribution to the development of the science of educational psychology. In the context of student adaptation, this finding confirms that the role of parents in supporting their children is not only crucial in the stage of primary to secondary education, but also in the stage of secondary education to higher education, which is more complex and challenging (Cholivawati, 2021).

Social support provided by parents, whether in the form of motivation, attention, or practical assistance such as financial support and the provision of educational resources, has been shown to contribute significantly to students' ability to face new academic and social demands. Parental social support has a significant impact on students' ability to adjust, and the need for intervention strategies that actively involve parents should be highlighted (Zalika, 2022) One strategy that can be implemented is conducting an orientation or a training program specifically designed to educate parents about their role during their child's college years. This program can include raising awareness about the importance of emotional and instrumental combined support, positive communication training, and providing information about common challenges students face; such as academic stress, time management, and social pressure. By understanding the changes students are going through and the challenges they will face, parents can provide more relevant support to their children needs (Desmita, 2017).

Universities, on the other hand, can also strengthen collaboration with parents through programs like seminars, workshops, or discussion forums. Involving parents in students' educational process can create a more inclusive and supportive environment. In addition, educational institutions can develop policies that consider the role of the family in supporting student adaptation, such as providing counseling services involving families or providing

information on resources that can help students from economically less-fortunate backgrounds. With these measures, universities can help build a more holistic support system for students during their transition

Overall, the results underscore the importance of understanding social support as a key component in students' self-adjustment. Further research is expected to explore this relationship more deeply, as well as consider other factors that could relate to self-adjustment in a broader context.

Conclusion

This study concludes that the social support of parents has a significant and positive correlation with the freshmen' ability to adjust at the Faculty of Psychology, Universitas Nasional Karangturi Semarang. This finding confirms that the higher the social support received by students, especially in the form of emotional and informational support, the better their ability to adapt to the new academic environment. This study shows that social support is not merely material assistance, but the most important one is the emotional aspect that provides a sense of security, acceptance, and appreciation by students.

This study provides a new contribution to the developmental psychology literature by emphasizing the importance of the role of emotional and informational support from parents in helping students through the transition from adolescence to early adulthood. These findings reinforce the view that effective forms of social support may vary depending on the situation of students, particularly for students from other cities who have limited direct access to physical support from parents. Furthermore, long-distance social support, while still significant, has limitations when compared to physical presence that provides stronger emotional stability and comfort.

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