

# Negative Correlation Between Social Support and Exam Anxiety Among Indonesian High School Students

Sylvia Lim <sup>1</sup>, Sabrini Mentari Rezeki <sup>2\*</sup>, Catherine Olisa <sup>3</sup>, Marcell Engrasia <sup>4</sup>, Fannesyah Halim <sup>5</sup>, Rina Mirza <sup>6</sup>

<sup>1</sup>Faculty of Psychology, Prima Indonesia University, North Sumatra, Indonesia  
[Sylvialim3006@gmail.com](mailto:Sylvialim3006@gmail.com)

<sup>2</sup>PUI Family Mental Health Center; Faculty of Psychology, Prima Indonesia University, North Sumatra, Indonesia.

[sabrinimentarirezeki@unprimdn.ac.id](mailto:sabrinimentarirezeki@unprimdn.ac.id)

<sup>3</sup>Faculty of Psychology, Prima Indonesia University, North Sumatra, Indonesia  
[catherine31olisa@gmail.com](mailto:catherine31olisa@gmail.com)

<sup>4</sup>Faculty of Psychology, Prima Indonesia University, North Sumatra, Indonesia  
[marcellengrasia26@icloud.com](mailto:marcellengrasia26@icloud.com)

<sup>5</sup>Faculty of Psychology, Prima Indonesia University, North Sumatra, Indonesia  
[fannesyahalimm@gmail.com](mailto:fannesyahalimm@gmail.com)

<sup>6</sup>Faculty of Psychology, Prima Indonesia University, North Sumatra, Indonesia  
[rinamirza.psi@gmail.com](mailto:rinamirza.psi@gmail.com)

---

## Keywords:

Anxiety,  
High School  
Students,  
Social Support,  
Summative  
Assessment

---

---

## ABSTRACT

*Changes in educational policies in Indonesia in recent years have often created uncertainty for students. During adolescence, high academic demands, particularly when facing examinations, frequently trigger stress and anxiety. In this context, social support from parents, peers, and teachers plays an important role in helping students manage the pressures they experience. This study aims to examine the relationship between social support and anxiety among students of SMA Global Prima Medan. The research employed a quantitative approach with a correlational design. The subjects consisted of 142 students selected through proportionate stratified random sampling. The instruments used were the social support scale and the anxiety scale. Data were analyzed using Pearson's Product-Moment Correlation. The results indicated a significant negative relationship between social support and anxiety, with  $r = -0.179$  and  $p = 0.033$  ( $p < 0.05$ ). This means that the higher the social support received by students, the lower their anxiety levels. The coefficient of determination ( $R^2$ ) is 0.035, indicating that social support contributes 3.2% to anxiety, while the remaining 96.8% is influenced by other factors outside this study. In conclusion, social support plays a role in reducing student anxiety, although its contribution is relatively small. These findings emphasize the importance of parents, peers, and teachers in creating a supportive environment for students.*

---

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



**Corresponding Author:**

**Sabrini Mentari Rezeki**

PUI Family Mental Health Center; Faculty of Psychology, Prima Indonesia University, Medan, North Sumatra, 20118, Indonesia.

Email: [sabrinimentarirezeki@unprimdn.ac.id](mailto:sabrinimentarirezeki@unprimdn.ac.id)

---

## 1. INTRODUCTION

Education in Indonesia has undergone several policy changes in recent years, including adjustments to curriculum structures and assessment systems. These changes have increased academic demands on students, particularly at the senior high school level, where summative examinations remain an important indicator of academic achievement. Alongside these academic demands, adolescents are also experiencing developmental transitions characterized by emotional instability and identity formation (Santrock, 2019). Consequently, students are vulnerable to experiencing academic anxiety when facing examinations and performance expectations from schools and parents.

Academic anxiety refers to a psychological condition characterized by excessive worry, tension, and fear related to academic situations, particularly examinations (Durand et al., 2019). Anxiety may manifest through emotional, cognitive, physiological, and behavioral symptoms such as nervousness, difficulty concentrating, rapid heartbeat, self-doubt, and avoidance behavior (Nugraha, 2020). In the context of summative examinations, anxiety may interfere with students' academic performance and psychological well-being. Previous studies have shown that high levels of academic pressure are associated with increased emotional distress among students (Lim et al., 2024).

One factor considered important in reducing anxiety is social support. Social support refers to emotional, informational, instrumental, and companionship assistance provided by individuals within one's social environment, including family, friends, and teachers (Sarafino et al., 2020). Adequate social support can strengthen self-confidence, improve coping abilities, and reduce

psychological distress when individuals face stressful situations (Sarafino et al., 2020). Conversely, limited social support may intensify emotional and physical symptoms of anxiety (Durand et al., 2019).

Several previous studies have demonstrated a negative relationship between social support and anxiety. (Hermawan, 2023) found that emotional support was significantly associated with lower anxiety levels among juveniles in correctional institutions. Similarly, (Wardani et al., 2023) reported that higher social support contributed to lower anxiety among final-year university students. Although previous studies have examined social support and anxiety in various populations, research focusing specifically on exam anxiety among Indonesian high school students during summative examinations remains limited. In particular, few studies have investigated this relationship within the context of senior high school students in Medan.

Preliminary observations conducted at SMA Global Prima Medan indicated that several students experienced symptoms of academic anxiety before summative examinations, including difficulty sleeping, excessive worry, fear of disappointing parents, and lack of confidence in their academic abilities. Some students also reported feeling unable to share their concerns or receive sufficient emotional encouragement from others. These conditions suggest that social support may play an important role in helping students manage anxiety during examinations.

Based on these considerations, this study aims to examine the relationship between social support and exam anxiety among students at SMA Global Prima Medan. The hypothesis proposed in this study is that there is a significant negative correlation between social support and exam anxiety. In other words, higher levels of social support are expected to be associated with lower levels of exam anxiety among students.

## **2. METHOD**

This study employed a quantitative correlational design to examine the relationship between social support and exam anxiety among students of SMA Global Prima Medan. In this study, social support was treated as the independent variable, while exam anxiety functioned as the dependent variable. A correlational approach was considered appropriate because the study aimed to identify the

direction and strength of the relationship between the two variables without manipulating research conditions.

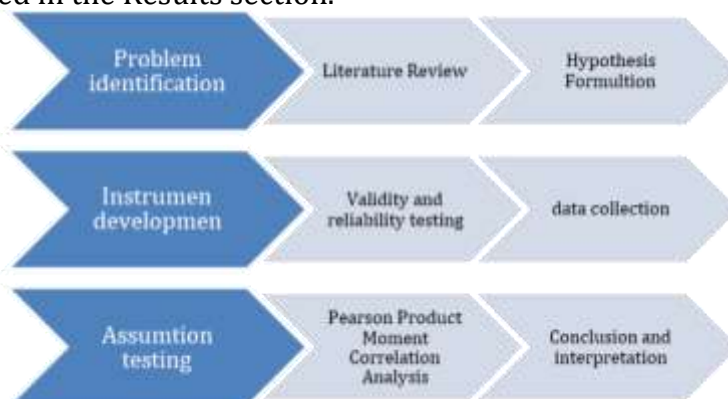
The population of this study consisted of 240 students from Grades X, XI, and XII of SMA Global Prima Medan who were preparing for summative examinations. Based on the Isaac and Michael table with a significance level of 5% (Sugiyono, 2018), the required sample size was 142 students. The study used proportionate stratified random sampling because the population was divided into several class strata with different numbers of students. The sampling process was conducted proportionally to ensure that each class was adequately represented according to its population size. The sample distribution consisted of 18 students from Class X A, 20 students from X B, 19 students from X C, 15 students from XI A, 17 students from XI B, 15 students from XI C, 22 students from XII A, and 16 students from XII B.

Data were collected using two Likert-type psychological scales, namely the Social Support Scale and the Exam Anxiety Scale. Each instrument used four response categories consisting of Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Favorable items were scored from 4 to 1, whereas unfavorable items were scored reversely. The Exam Anxiety Scale was developed based on Clark and Beck's theory (Nugraha, 2020), which conceptualizes anxiety into affective, physiological, cognitive, and behavioral aspects. Initially, the scale consisted of 40 items distributed equally across the four dimensions. After pilot testing, 26 items were declared valid with corrected item-total correlation coefficients ranging from 0.303 to 0.582, while 14 items were removed because they did not meet the minimum validity criterion of 0.30 (Azwar, 2015). Reliability testing using Cronbach's Alpha produced a coefficient of 0.881, indicating that the instrument had good internal consistency.

The Social Support Scale was constructed based on the theory proposed by (Sarafino et al., 2020), which includes emotional or esteem support, tangible instrumental support, informational support, and companionship support. The initial scale consisted of 40 items. Following the pilot test, 36 items were found to be valid with corrected item-total correlation coefficients ranging from 0.309 to 0.738, whereas four items were excluded because their validity coefficients were below 0.30 (Azwar, 2015). The reliability analysis yielded a Cronbach's Alpha coefficient of 0.935, indicating excellent reliability.

Prior to the main study, pilot testing was conducted on August 4, 2025, at SMA Sriwijaya Medan involving 100 students from Grades X and XI. Permission for data collection was obtained from the school administration before the instruments were distributed. The questionnaires were administered directly in classrooms using paper-based forms. Participants first received instructions regarding the objectives of the study and procedures for completing the scales. After all questionnaires had been completed, the responses were collected for scoring, validity testing, and reliability analysis. The main data collection was subsequently conducted at SMA Global Prima Medan during the period when students were preparing for summative examinations.

Data analysis was performed using IBM SPSS Statistics version 21. Pearson Product Moment Correlation was employed to examine the relationship between social support and exam anxiety because both variables were measured using interval-scale scores and the study aimed to determine the direction and strength of the linear relationship between the variables. Prior to hypothesis testing, assumption tests including normality and linearity tests were conducted to ensure that the data met the assumptions required for Pearson correlation analysis. The results of these assumption tests are presented in the Results section.



**Figure 1. Research Flow Chart**

### **3. RESULTS AND DISCUSSION**

#### **3.1. Research Data Description**

The anxiety scale consisted of 26 items, with item scores ranging across four response options scored from one to four. The minimum and maximum possible scores ranged from  $26 \times 1$  to  $26 \times 4$ ,

resulting in a score range of 26 to 104, with a hypothetical mean calculated as  $(26 + 104) / 2 = 65$ . The hypothetical standard deviation in this study was calculated as  $(104 - 26) / 6 = 13$ . Based on the completed anxiety scale, the empirical mean obtained was 70 with a standard deviation of 11.139.

**Table 1. Comparison of Empirical and Hypothetical Data of Anxiety**

Variable	Empirical				Hypothetical			SD
	Min	Max	Mean	SD	Min	Max	Mean	
Anxiety	39	95	64,47	11,13 9	26	104	65	13

The analysis results for the anxiety scale showed that the empirical mean was lower than the hypothetical mean ( $64.47 < 65$ ). Therefore, the level of anxiety in this study can be categorized as moderate. Furthermore, the subjects were classified into three categories of anxiety: low, moderate, and high. The categorization of anxiety levels was conducted by dividing the normal distribution into three standard deviation categories.

**Table 2. Categorization of Anxiety**

No	Guide	Score	Category	Frequency	Percentage
1.	$X < (\mu - 1\sigma)$	$X < 53$	Low	18	13%
2.	$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$53 \leq x < 78$	Medium	107	75%
3.	$X \geq (\mu + 1\sigma)$	$X \geq 78$	High	17	12%
<b>Total</b>				142	100%

Table 2 shows that 17 respondents had a high level of anxiety, 107 respondents had a moderate level of anxiety, and 18 respondents had a low level of anxiety. Thus, it can be concluded that the majority of respondents had anxiety levels in the moderate category, accounting for 75% of the sample.

The social support scale consisted of 36 items, with item scores ranging across four response options scored from one to four. The minimum and maximum possible scores ranged from  $36 \times 1$  to  $36 \times 4$ , resulting in a score range of 36 to 144, with a hypothetical mean calculated as  $(36 + 144) / 2 = 90$ . The hypothetical standard deviation in this study was calculated as  $(144 - 36) / 6 = 18$ . Based on the completed social support scale, the empirical mean obtained was 70 with a standard deviation of 3.233.

**Table 3. Comparison of Empirical and Hypothetical Scores of Social Support**

Variable	Empirical			SD	Hypothetical			SD
	Min	Max	Mean		Min	Max	Mean	
Social Support	68	104	102,65	14,503	36	104	90	10

The analysis results for the social support scale showed that the empirical mean was higher than the hypothetical mean ( $102.65 > 90$ ). Therefore, the level of social support in this study can be categorized as high. Furthermore, the subjects were classified into three categories of social support: low, moderate, and high. The categorization of social support levels was conducted by dividing the normal distribution into three standard deviation categories.

**Table 4. Categorization of Social Support**

No	Guide	Score	Category	Frequency	Percentage
1	$X < (\mu - 1\sigma)$	$X < 72$	Low	3	2%
2	$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$72 \leq x < 108$	Medium	95	67%
3	$X \geq (\mu + 1\sigma)$	$X > 108$	High	44	31%
<b>Total</b>				142	100%

Table 4 shows that 44 respondents had a high level of social support, 95 respondents had a moderate level of social support, and 3 respondents had a low level of social support. Thus, it can be concluded that the majority of respondents had social support levels in the moderate category, accounting for 67% of the sample.

### 3.2 Assumption tests

Before conducting hypothesis testing, assumption tests were performed to determine whether there were deviations in the collected data. The assumption tests included normality and linearity tests.

### 3.2.1 Normality Test

The normality test was conducted using the Kolmogorov–Smirnov Test. The normality criterion was based on the significance value, where  $p > 0.05$  indicates that the data are normally distributed (Priyatno, 2016).

**Table 5. Comparison of Empirical and Hypothetical Data on the Anxiety Scale**

Variable	SD	SH-W	Sig.	P	Keterangan
Anxiety	11.139	0.989	0.350	$P > 0.05$	Normal distribution
Social Suport	14.503	0.975	0.112	$P > 0.05$	Normal distribution

Based on the results of the Shapiro–Wilk normality test, the anxiety variable obtained a significance value of 0.350 ( $p > 0.05$ ) with a standard deviation of 11.139, while the social support variable obtained a significance value of 0.112 ( $p > 0.05$ ) with a standard deviation of 14.503. These findings indicate that both variables are normally distributed and therefore meet the assumption of normality required for statistical analysis.

### 3.2.2 Linearity Test

The linearity test was conducted using the F-test (ANOVA) to determine whether the variables of anxiety and social support had a linear relationship. The variables were considered linear because the significance value was  $P < 0.05$ . Therefore, there was a significant linear relationship between the independent and dependent variables.

**Table 6. Linearity Test Results**

ANOVA Table			F	Sig.
(Combined)			1.041	.427
Anxiety	Between	Linearity	4.568	.035
* Social Suport	Groups	Deviation from Linearity	.970	.539

Based on Table 6, the anxiety and social support variables demonstrated a linear relationship, as indicated by the significance value of 0.035 ( $P < 0.05$ ). These results suggest that the data met the requirements for Pearson Product Moment correlation analysis.

### 3.3 Hypothesis Test Results

After the assumption tests were fulfilled, hypothesis testing was conducted. The statistical test results are presented in Table 3.

**Table 7. Correlation Between Anxiety and Social Support**

<b>Analysis</b>	<b>Pearson Correlation</b>	<b>Significance (p)</b>
Correlation	- 0.179	0.033

Based on the results of the Pearson Product Moment correlation analysis, the correlation coefficient between social support and anxiety was  $-0.179$  with a significance value of 0.033 ( $p < 0.05$ ). These findings indicate that there is a statistically significant negative relationship between social support and anxiety. This means that higher levels of social support are associated with lower levels of anxiety, whereas lower levels of social support are associated with higher levels of anxiety among the respondents.

**Table 8. Coefficient of Determination**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.179a	0.032	0.025	10.998

The R Square value was 0.032, indicating that variables outside the scope of this study contributed 96.8% to anxiety, while social support contributed 3.2% to the variance in anxiety levels.

## 4. DISCUSSION

Based on the findings, the negative relationship between social support and anxiety indicates that support from the surrounding environment plays an important role in helping students cope with academic pressure. Support provided by peers, parents, and teachers may help students feel emotionally secure, provide opportunities to share difficulties, and obtain assistance when dealing with academic demands and examinations Maharani. Such conditions enable students

to manage feelings of worry and pressure more effectively throughout the academic process. In this context, social support functions not only as emotional assistance but also as a source of motivation and psychological reinforcement that helps students maintain emotional stability when facing stressful situations.

The findings of this study support previous research conducted by (Santo & Alfian, 2021), (Tamara et al., 2025), (Chusnah & Fahmawati, 2024), as well as (Rezeki et al., 2021), all of which similarly found that social support had a negative effect on anxiety. The consistency of these findings suggests that social support consistently serves as a factor that helps individuals reduce emotional distress when facing stressful situations, including academic demands. Support from peers, family members, and teachers may provide students with feelings of security, care, and reassurance that they are not facing academic pressure alone. Such conditions help students better manage feelings of worry and tension during the learning process and prior to examinations.

However, the findings of this study differ from those reported by (Lahimade et al., 2022) and (Ismail et al., 2023), which found that social support had a positive and significant effect on anxiety. These differences may be influenced by variations in research settings, measurement instruments, and the forms of social support examined in each study. In certain conditions, social support may not always reduce anxiety, particularly when the support provided is perceived as pressure, excessive control, or high expectations from parents, teachers, or peers. Such conditions may instead increase students' concerns regarding academic achievement and the social expectations they are expected to fulfill.

Differences in developmental stages and environmental contexts may also explain the inconsistency in research findings. The present study involved high school students who primarily faced academic pressure related to examinations, whereas previous studies may have involved participants experiencing different psychological conditions and social stressors. In addition, cultural factors and interpersonal relationship dynamics may influence how individuals perceive and interpret the social support they receive. Support perceived as attention and motivation by some students may be

interpreted by others as a source of pressure and demands, thereby potentially increasing anxiety levels.

These differing findings indicate that the relationship between social support and anxiety is complex and highly context-dependent. Therefore, the effectiveness of social support in reducing anxiety is determined not only by the presence of support itself, but also by the quality, form, and manner in which the support is provided. Support delivered through empathy, emotional warmth, and positive communication is more likely to help students manage anxiety effectively compared to support perceived as controlling or demanding.

In this study, social support appeared to function more as a protective or buffering factor rather than as a primary factor directly determining students' anxiety levels (Tami & Selian, 2025). The presence of social support helps students reduce emotional pressure so that it does not develop into more severe anxiety. Students who perceive attention, motivation, and assistance from their environment tend to demonstrate better abilities in dealing with academic pressure compared to students who feel they must face such pressure alone. This finding is consistent with the perspective proposed by (Durand et al., 2019), who stated that limited social support may intensify emotional and psychological symptoms among individuals experiencing stressful situations.

This study provides practical contributions for schools and families in supporting students' mental health. Schools may strengthen counseling services, peer-support programs, and create more supportive learning environments to provide students with opportunities to express the academic pressures they experience. Parents also play an important role in providing emotional support through open communication, attention to children's psychological conditions, and guidance throughout the learning process. With adequate social support and appropriate stress management, students are expected to face academic demands with greater emotional stability.

## **5. CONCLUSION**

This study found a significant negative relationship between social support and anxiety among students at Global Prima Senior High School Medan, with a Pearson Product Moment correlation coefficient of  $r = -0.179$  and a significance value of  $p = 0.033$ . The findings indicate

that students who perceived higher levels of social support tended to experience lower levels of anxiety. However, the correlation strength was categorized as weak, suggesting that social support was not the dominant factor influencing students' anxiety levels. The coefficient of determination ( $R^2 = 0.032$ ) showed that social support contributed 3.2% to anxiety, while the remaining 96.8% was influenced by other psychological, academic, and environmental factors not examined in this study. Nevertheless, social support remains an important protective factor in helping students manage emotional pressure during academic activities and examinations. This study was limited by the use of a cross-sectional design, self-report instruments, and participants from a single school, which may limit the generalizability of the findings.

Students are encouraged to actively seek emotional and academic support from peers, teachers, and family members in order to better manage anxiety related to academic demands. Parents and schools are also expected to provide supportive environments through effective communication, emotional encouragement, counseling services, and stress-management programs that may help students cope with examination pressure more effectively. Furthermore, future researchers are recommended to investigate additional variables related to anxiety, such as coping strategies, academic stress, resilience, self-efficacy, and family communication. Future studies are also encouraged to involve larger and more diverse samples across multiple schools and apply longitudinal research designs to obtain a more comprehensive understanding of the relationship between social support and anxiety over time.

## REFERENCES

- Azwar, S. (2015). *Penyusunan Skala Psikologi Edisi 2*. Pustaka Belajar.
- Chusnah, A., & Fahmawati, Z. N. (2024). Hubungan Antara Dukungan Sosial dengan Kecemasan dalam Mengerjakan Skripsi pada Mahasiswa Fakultas Psikologi dan Ilmu Pendidikan Universitas Muhammadiyah Sidoarjo. *Intelektualitas Jurnal Penelitian Lintas Keilmuan*, 1(1), 35-48. <https://doi.org/10.47134/intelektualitas.v1i1.2555>
- Durand, V. M., Barlow, D. H., & Hofmann, S. G. (2019). *Essentials of*

- Abnormal Psychology (Eighth Edition)*. Cengage Learning.
- Hermawan, M. R. (2023). 10082-Article Text-35550-1-10-20231231. *Jurnal Fenomena*, 32(2), 80–87. <https://doi.org/10.30996/fn.32i2.10082>
- Ismail, L., Mukramin, S., Haniah, S., Sridewi, & Aminah, A. (2023). Pengaruh Dukungan Sosial dan Self-Efficacy Terhadap Kecemasan Dunia Kerja Bagi Mahasiswa Pendidikan Tingkat Akhir. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 17(3), 1849–1860. [https://d1wqtxts1xzle7.cloudfront.net/110218689/951-libre.pdf?1704779853=&response-content-disposition=inline%3B+filename%3DPengaruh\\_Dukungan\\_So\\_sial\\_dan\\_Self\\_Effica.pdf&Expires=1751073845&Signature=fk8ESvvZ81HNA-755LztSpFBnyY14b5~5tRQiMGiY0bRZlypOwAexKqWc](https://d1wqtxts1xzle7.cloudfront.net/110218689/951-libre.pdf?1704779853=&response-content-disposition=inline%3B+filename%3DPengaruh_Dukungan_So_sial_dan_Self_Effica.pdf&Expires=1751073845&Signature=fk8ESvvZ81HNA-755LztSpFBnyY14b5~5tRQiMGiY0bRZlypOwAexKqWc)
- Lahimade, S. V. M., Binilang, B. B., & Wuwung, O. C. (2022). Pengaruh Dukungan Sosial Keluarga, Efikasi Diri dan Kecerdasan Spiritual terhadap Kecemasan Mahasiswa Semester VIII IAKN Manado. *Jurnal Ilmiah Wahana Pendidikan*, 8(18), 491–497.
- Lim, V., Siauwira, V., Rezeki, S. M., & Elvinawanty, R. (2024). Kecemasan Sosial Ditinjau dari Body Image pada Siswi Sma Global Prima National Plus School Social. *Tabulara: Jurnal Ilmiah Magister Psikologi*, 5(3), 1084–1093. [www.jurnalp3k.com/index.php/J-P3K/index](http://www.jurnalp3k.com/index.php/J-P3K/index)
- Nugraha, A. D. (2020). Memahami Kecemasan : Perspektif Psikologi Islam. *Indonesian Journal of Islamic Psychology*, 2(1), 1–22. <https://doi.org/https://doi.org/10.18326/ijip.v2i1.1-22>
- Rezeki, S. M., Lubis, M. R., & Munir, A. (2021). Hubungan Antara Konsep Diri dan Dukungna Sosial Dengan Kecemasan Sosial Pada Siswa Kelas X Listrik di SMK Negeri 2 Medan. *Tabularasa: Jurnal Ilmiah Magister Psikologi*, 3(2), 141–144. <https://doi.org/10.31289/tabularasa.v3i2.658>
- Santo, A. T., & Alfian, I. N. (2021). The Relationship between Social Support and Anxiety in Facing the World of Work in Final Students. *Psychology and Mental Health Research Bulletin (BRPKM)*, 1(1), 370–378.
- Santrock, J. W. (2019). *Adolescence (Seventeenth Edition)*. McGraw-Hill Education.
- Sarafino, E. P., Smith, T. W., King, D. B., & Longis, A. D. (2020). *Health Psychology Biopsychosocial Interactions Second Canadian*

*Edition (Second Canadian). Wiley.*

- Sugiyono. (2018). *Metodologi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Alfabeta.
- Tamara, E., Fauzia, R., & Erlyani, N. (2025). Hubungan antara Dukungan Sosial dengan Kecemasan Sosial pada Narapidana Narkotika yang akan Bebas di Lembaga Perasyarakatan Narkotika Kelas II A Karang Intan, Martapura, Kalimantan Selatan. *Jurnal Kognisia*, 4(2), 176. <https://doi.org/10.20527/kognisia.2021.10.010>
- Tami, P. R. D., & Selian, S. N. (2025). Makna Dukungan Sosial bagi Mahasiswa yang Mengalami Masalah Kesehatan Mental. *Jejak Digital: Jurnal Ilmiah Multidisiplin*, 1(6), 4164–4179.
- Wardani, T. A., Prasetyo, W. H., & Gunarsi, S. (2023). Pengaruh Dukungan Sosial terhadap Kecemasan dalam Penyelesaian Studi pada Mahasiswa Tingkat Akhir. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(6), 4358–4362. <https://doi.org/10.54371/jiip.v6i6.1772>