

Social Support and Students' Academic Engagement

Priskilla Mulyadi^{1*}, Zamralita¹, Kiky D.H. Saraswati¹

¹*Faculty of Psychology, Universitas Tarumanagara, Jakarta, Indonesia*

**Corresponding author. Email: priskilla.705150066@stu.untar.ac.id, zamralita@fpsi.untar.ac.id, kikys@fpsi.untar.ac.id*

ABSTRACT

This study aims to investigate how academic engagement experienced by 307 students of University X is influenced by social support. Academic Engagement is a positive state of mind, fulfilment and feelings toward tasks related. characterized by three dimensions, namely vigor, dedication, and absorption. Previous studies exhibited that Social Support contributed significant impacts toward Academic Engagement. In this research, Social Support is measured by its 5 forms, namely emotional support, esteem support, instrumental support, information support, and network support as well as its 3 sources, namely friend, family, and significant others. Applying the non-experimental quantitative research method, data is collected by distributing questionnaires to the participants and analysed by using single regression and multiple regression analysis method. The result of the research shows that both forms of social support and sources of social support contributed 9,2% towards academic engagement ($R^2 = 0,092$ and $p = 0,000 < 0,01$), forms of social support contributed 8,7% towards academic engagement ($R^2 = 0,087$ and $p = 0,000 < 0,01$), and sources of social support contributed 3,7% towards academic engagement ($R^2 = 0,037$ and $p = 0,001 < 0,01$).

Keywords: *Social support, forms of social support, sources of social support, academic engagement, college student*

1. INTRODUCTION

Ainayyah (2019) [1] states that a developed nation is a nation that has qualified human resources. To get quality human resources, university can be an option as a forum in developing human intelligence. University has the function to produce creative people who are competitive and productive in every activity undertaken. University also functions in fostering and educating students to become intelligent and qualified in their fields. According to Law no. 12 article 13 paragraph 1 [2] about university, students as members of the Academic Community are positioned as adult people who have self-awareness in developing their potential in University to become intellectuals, scientists, practitioners, and professionals.

To develop their potential, students can learn, search for scientific truth, mastery and development, and experience a branch of science or technology to become a scientist (Law no. 12 Article 13 paragraph 2) [3]. Students have the task of adding and learning science and providing better change to the knowledge they have while undergoing education (Papilaya and Huliselan, 2016) [4]. Students need to be actively involved in learning activities.

According to the experiences and observations by researchers when attending academic activities in class,

students tend to present before and / or on time according to a predetermined schedule. Students also meet attendance above 75% according to the rules given by the faculty of psychology at University X. Then, for each assignment given by a lecturer, most students submit it on time. Based on the phenomena above, it can be interpreted that students have a sense of enthusiasm in participating in academic activities in class, and students also have the enthusiasm to attend to take courses according to a predetermined schedule. Students who are actively involved in academic activities are known as academic engagement (Schaufeli, Salanova, González-romá, & Bakker, 2002) [8]. This is supported by the results of research conducted by Salmela-Aro and Upadyaya (2013) [7] stated that students with good academic engagement will be involved and try more so that students will tend to get higher grades and have better adaptation to their environment.

Academic engagement is an important thing for students to have because students with high academic engagement will have positive feelings and a good attitude towards their studies (Salanova, & Schaufeli et al., 2010) [5]. According to Harrison (2013) [6] academic engagement is an active engagement of students in academic activities, such as learning, acquiring skills, exploring knowledge and even conducting research, as well as informal learning interactions in the academic community. The college student will also have a high attachment to achieving academic goals in lectures.

There are three dimensions proposed by Schaufeli, Salanova, Gonzales-Rome, & Bakker (2002) [8], namely vigor, dedication, and absorption. Vigor is characterized by the passion felt by students and has a high level of energy and mental endurance when doing activities. Dedication refers to the enthusiastic feelings felt by students and these students have perceptions related to academic activities as meaningful. Absorption is defined as the absorption of information on students who are characterized by having full concentration and enjoy doing an assignment.

Ouweneel, Schaufeli, and Le Blanc (2013) [9] suggested several factors that can influence student's academic engagement, namely personal resources, self-efficacy, hope, optimism, and social support (Alarcon, Edwards, and Menke, 2011) [10]. Research conducted by Galugu and Baharuddin (2017) [11] with 276 students in schools found a positive and significant correlation between social support and student's engagement in school. Therefore, the higher the social support that comes from parents, teachers, and friends, the higher the desire of students to be actively involved in school academic activities.

Alarcon, Edwards, and Menke (2011) [10] states that one of the variables that influence academic engagement in students is social support. Social support is a subjective relationship whose source of support comes from family, friends, and significant others (Canty-Mitchell and Zimet, 2000) [12]. Sarafino (2014) [13] states that social support not only refers to behavior that is actually carried out by someone, but also refers to one's perception that comfort, attention, and assistance are always available when needed. There are five forms of social support proposed by Sarafino (2002) [14], namely emotional support, esteem support, instrumental support, information support, and network support. Social support obtained by individuals is expected to help individuals to have high motivation in the success of businesses undergoing the whole process of life activities, including those related to academic engagement.

The results of research conducted by Jayarathna (2015) [15] are that there is a positive and significant relationship between social support and academic engagement, where the higher the social support obtained by students, the higher the desire of students to engage in lecture activities, and vice versa. It's just according to Jayarathna (2015) [15], when the dimensions of sources of social support are measured separately, the dimensions of significant others do not have a significant relationship to academic engagement. This is caused by the fact that the first-year students do not consider significant others to play an important role in lecturing activities. Furthermore, based on previous research it is known that one source of social support is from parents. Social support from parents has a positive

influence on academic engagement so that it can increase academic achievement (Fan and William, 2010) [16].

Furthermore, if it is considered in previous studies that only examine the correlation between sources of social support and academic engagement, without taking into account the form of social support provided by sources of social support to the individual. But according to the researchers, the form of social support is also important to study in order to get a more complete understanding of the relationship between social support and academic engagement.

Based on the description above, researchers are interested to examine the role of forms of social support and sources of social support toward students' academic engagement in University X. There are 3 hypotheses in this research, namely the role of forms of social support and sources of social support toward students' academic engagement in University X, the role of forms of social support toward students' academic engagement in University X, and the sources of social support toward students' academic engagement in University X.

2. RESEARCH METHODOLOGY

The participants of this study were 307 college students. 68 of them (22,1%) were male and 239 of them (77,9%) were female. This is a quantitative and non-experimental research. The data is using single regression and multiple regression method to find out the role of social support towards academic engagement.

2.1 Scale of Academic Engagement

In this study the measurement tool used was the Utrecht Work Engagement Scale – Student Scale (UWS-SS) developed by Schaufeli, Salanova, Gonzales-Rome, & Bakker (2002) [8]. This tool measures 3 dimensions of academic engagement, namely vigor, dedication, and absorption. It was adapted by Oktia (2016) [16]. It consists of 17 items, including 6 items of vigor, 5 items of dedication, and 6 items of absorption.

The Cronbach's Alpha score of UWS-SS was 0,842. Further analysis suggested that item number 16 and 17 were below 0,2. Therefore, the two items were discarded, then the Cronbach's Alpha value obtain was 0,866.

2.2 Scale of Forms of Social Support

In this study the measurement tool used was Bentuk Dukungan Sosial developed by Christina (2015) [17] based on the forms of social support's theory by Sarafino (2002) [14]. This tool measures 5 forms of social support, namely emotional support, esteem support, instrumental support, informational support, and network support. It consists of 36 items, including 8 items of esteem support, 8 items of emotional support, 7 items of instrumental support, 8 items of informational support, 5 items of network support.

The Cronbach's Alpha score of Bentuk Dukungan Sosial was 0,937. Further analysis suggested that item 13 and 21 were below 0,2. Therefore, the two items were discarded, then the Cronbach's Alpha value obtain 0,945.

2.3 Scale of Sources of Social Support

Sources of Social Support was measured by Multidimensional Scale of Perceived Social Support (MSPSS) developed by Cauty-Mitchell and Zimet (2000)[12]. This tool measures 3 sources of social support, namely friend, family, and significant others. It consists of 12 items, including 4 items of friend, 4 items of family, and 4 items of significant others.

The Cronbach's Alpha score of MSPSS was 0,862. Furthermore, the value of the corrected item total correlation for each item is above 0,2. Therefore, no items were discarded.

3. RESULTS

Data normality test was performed using Normal Probability Plot (P-Plot). The plot points found in the picture always follow and approach the diagonal line. Therefore, in the normality test the probability plot technique can be concluded that the residual value is normally distributed.

Hypothesis testing is done using single regression and multiple regression methods. Hypothesis testing is done to see whether or not there is a role in research. Single regression test results conducted on the variable form of social support towards academic engagement produce an R^2 of 0.087 and an adjusted R^2 of 0.084, $p = 0.000 < 0.05$. The results of these data indicate that the form of social support has a role of 8.7% of academic engagement and has a significant role. The results of a single regression test conducted on the variable sources of social support for academic engagement produce R^2 of 0.037 and adjusted R^2 of 0.034, $p = 0.001 < 0.05$. The results of these data indicate that the source of social support has a role of 3.4% of academic engagement and has a significant role. More can be seen in table 1.

Table 1: Test Result of Single Regression

Variables	R ²	Adjusted R ²	Sig (p)
Forms of Social Support	0,087	0,084	0,000
Sources of Social Support	0,037	0,034	0,001

Multiple regression test results indicate the role of social support and sources of social support simultaneously in academic engagement. Multiple regression analysis produced an R^2 of 0.092 and an

adjusted R^2 of 0.086, $p = 0.000 < 0.05$. The data shows that the form of social support and sources of social support simultaneously have a role of 9.2% of academic engagement. More can be seen in table 2.

Table 2: Test Result of Multiple Regression

Variables	R ²	Adjusted R ²	t	Sig (p)
Constant	0,092	0,086	7,754	0,000

There are some further analysis exhibits result as follows:

3.1 Result of Multiple Regression Analysis of Form of Esteem Support and Dimensions Sources of Social Support towards Academic Engagement

Multiple regression test results show the role form of esteem support and significant others sources of support simultaneously on academic engagement. The multiple regression test results in an R^2 of 0.066 and an adjusted R^2 of 0.059, $p = 0.000 < 0.05$. The data shows that the form of esteem support and significant other sources of support simultaneously have a 6.6% towards academic engagement.

Multiple regression test results indicate the role form of esteem support and family support sources simultaneously on academic engagement. The multiple regression test results in R^2 values of 0.071 and adjusted R^2 of 0.065, $p = 0.000 < 0.05$. The data shows that the form of esteem support and significant others support sources simultaneously have a role of 7.1% towards academic engagement.

Multiple regression test results indicate the role form of esteem support and source of support simultaneously for academic engagement. The multiple regression test results in R^2 values of 0.069 and adjusted R^2 of 0.063, $p = 0.000 < 0.05$. The data shows that the form of esteem support and significant others' support sources simultaneously have a 6.9% towards academic engagement. More can be seen in table 3.

Table 3: Test Result of Multiple Regression

Sources of Social Support	R ²	Adjusted R ²	Sig (p)
Significant Others	0,066	0,059	0,000
Family	0,071	0,065	0,000
Friend	0,069	0,063	0,001

3.2 Result of Multiple Regression Analysis of Form of Emotional Support and Dimensions Sources of Social Support towards Academic Engagement

Multiple regression test results indicate the role of emotional support and the source of significant others

support simultaneously to academic engagement. The multiple regression test results in R^2 values of 0.089 and adjusted R^2 of 0.083, $p = 0.000 < 0.05$. The data shows that the form of emotional support and significant others sources of support simultaneously have a role of 8.9% towards academic engagement.

Multiple regression test results indicate the role of emotional support and the source of family support simultaneously in academic engagement. The multiple regression test results in R^2 values of 0.093 and adjusted R^2 of 0.087, $p = 0.000 < 0.05$. The data shows that the form of emotional support and family support sources simultaneously have a role of 9.3% towards academic engagement.

Multiple regression test results indicate the role of emotional support and a simultaneous source of friend support for academic engagement. The multiple regression test results in R^2 values of 0.089 and adjusted R^2 of 0.083, $p = 0.000 < 0.05$. The data shows that the form of emotional support and peer support sources simultaneously have a role of 8.9% towards academic engagement. More can be seen in the table 4.

Table 4: Test Result of Multiple Regression

Sources of Social Support	R^2	Adjusted R^2	Sig (p)
<i>Significant Others</i>	0,089	0,083	0,000
Family	0,093	0,087	0,000
Friend	0,089	0,083	0,000

3.3 Result of Multiple Regression Analysis of Form of Instrumental Support and Dimensions Sources of Social Support towards Academic Engagement

Multiple regression test results indicate the role of instrumental support and significant other sources of support simultaneously to academic engagement. The multiple regression test results in R^2 values of 0.032 and adjusted R^2 of 0.026, $p = 0.007 < 0.05$. The data shows that the form of instrumental support and significant others source of support simultaneously has a role of 3.2% towards academic engagement.

Multiple regression test results indicate the role of instrumental forms of support and simultaneous sources of family support for academic engagement. The multiple regression test results in R^2 values of 0.035 and adjusted R^2 of 0.028, $p = 0.005 < 0.05$. These data indicate that the form of instrumental support and family support sources simultaneously have a role of 3.5% towards academic engagement.

Multiple regression test results indicate the role of the form of instrumental support and simultaneous source of friend support for academic engagement. The multiple regression test results in R^2 values of 0.039 and adjusted R^2 of 0.032, $p = 0.002 < 0.05$. These data indicate that

the form of instrumental support and peer support sources simultaneously have a role of 3.9% towards academic engagement. More can be seen in the table 5.

Table 5: Test Result of Multiple Regression

Sources of Social Support	R^2	Adjusted R^2	Sig (p)
<i>Significant Others</i>	0,032	0,026	0,007
Family	0,035	0,028	0,005
Friend	0,039	0,032	0,002

3.4 Result of Multiple Regression Analysis of Form of Information Support and Dimensions Sources of Social Support towards Academic Engagement

Multiple regression test results indicate the role of forms of information support and significant others sources of support simultaneously towards academic engagement. The multiple regression test results in R^2 values of 0.063 and adjusted R^2 of 0.057, $p = 0.000 < 0.05$. The data shows that the form of information support and sources of support for significant others simultaneously has a role of 6.3% towards academic engagement.

Multiple regression test results indicate the role of a form of information support and family support sources simultaneously towards academic engagement. The results of the multiple regression test resulted in an R^2 of 0.067 and an adjusted R^2 of 0.061, $p = 0.000 < 0.05$. These data indicate that the form of information support and family support sources simultaneously have a role of 6.7% towards academic engagement.

Multiple regression test results indicate the role of forms of information support and sources of friend support simultaneously on academic engagement. The multiple regression test results in R^2 values of 0.065 and adjusted R^2 of 0.059, $p = 0.000 < 0.05$. The data shows that the form of information support and friend support sources simultaneously has a role of 6.5% towards academic engagement. More can be seen in the table 6.

Table 6: Test Result of Multiple Regression

Sources of Social Support	R^2	Adjusted R^2	Sig (p)
<i>Significant Others</i>	0,063	0,057	0,000
Family	0,067	0,061	0,000
Friend	0,065	0,059	0,000

3.4 Result of Multiple Regression Analysis of Form of Network Support and Dimensions Sources of Social Support towards Academic Engagement

Multiple regression test results show the role of a form of network support and significant other sources of support simultaneously towards academic engagement. The multiple regression test results in R^2 values of 0.078

and adjusted R^2 of 0.072, $p = 0.000 < 0.05$. The data shows that the form of network support and significant others support sources simultaneously have a role of 7.8% towards academic engagement.

Multiple regression test results indicate the role of the form of network support and family support sources simultaneously on academic engagement. The multiple regression test results in an R^2 of 0.081 and an adjusted R^2 of 0.075, $p = 0.000 < 0.05$. The data shows that the form of network support and family support sources simultaneously have a role of 8.1% towards academic engagement.

Multiple regression test results indicate the role of a form of network support and friend support sources simultaneously on academic engagement. The multiple regression test results in R^2 values of 0.077 and adjusted R^2 of 0.071, $p = 0.000 < 0.05$. The data shows that the form of network support and friend support sources simultaneously have a role of 7.7% towards academic engagement. More can be seen in the table 7.

Table 7: Test Result of Multiple Regression

Sources of Social Support	R^2	Adjusted R^2	Sig (p)
<i>Significant Others</i>	0,078	0,072	0,000
Family	0,081	0,075	0,000
Friend	0,077	0,071	0,000

4. CONCLUSION

Based on the results of measurements in this study that there is a role of social support towards students' academic engagement in University X. The forms of social support and sources of social support simultaneously have a role of 9.2% towards academic engagement. Forms of social support has a role of 8.75% toward academic engagement. Then, sources of social support have 3.7% towards academic engagement.

4.1 Discussion

The findings of the study indicate that there is a significant role of social support towards students' academic engagement in University X. One of the factors that influence academic engagement is social support. Sarafino (2014) [13] defines social support as an interpersonal relationship aimed at providing meaningful assistance to the individual in the form of social support. Social support is also conceptualized as information that individuals see from others that make individuals believe and feel that they are loved, cared for, and valued Alarcon, Edwards and Menke (2011) [10]. This is supported by the statement of Alarcon, Edwards and Menke (2011) [10] that individuals who get social support will be better able to engage in academic

activities. So, the higher the form of social support that is obtained, the higher the students' academic engagement in University X.

The results of this study also indicate that there is a significant role of sources of social support towards students' academic engagement in University X. This is in line with research conducted by Jayarathna (2015) [15] regarding sources of social support and academic engagement among first-year undergraduate management students that overall sources social support has a positive and significant correlation with academic engagement in first-year undergraduate management students. Thus, the higher the source of social support, the higher the students' academic engagement in University X.

The findings in this study also indicate that there is a significant role in the forms of social support and sources of social support towards students' academic engagement in University X. Forms of social support include emotional support, esteem support, instrumental support, information support, and network support Sarafino (2002) [14]. Sources of social support are support provided by friends, family, and significant others Canty-Mitchell and Zimet (2000) [12]. This research is a new study conducted by researchers. According to Sarafino (2014) [13], social support is one of the factors that influence academic engagement. Social support can affect the physical and psychological individual such as the direct effect hypothesis. The theory is meant by individuals who get high social support can have a sense of being loved and valued. So, by having these thoughts, individuals can have a healthy lifestyle. By having a healthy lifestyle, students will have academic engagement. This statement is supported by Tayama, et al. (2018) [18] which revealed that academic engagement is important to maintain student attendance and good mental health.

In this study an additional analysis was carried out using each dimension contained in the forms of social support and sources of social support tested with multiple regression to see the role of each dimension towards students' academic engagement in University X. Sarafino (2014) [13] revealed five forms of social support, namely emotional support, esteem support, instrumental support, information support, and network support. Canty-Mitchell and Zimet (2000) [12] suggest three sources of social support, consisting of social support provided by friends, family, and significant others.

The dimensions of the form of esteem support and sources of significant others support, family and friends have a significant role towards students' academic engagement in University X. The biggest role is in the form of esteem support and family support sources towards students' academic engagement in University X, namely 7.1%. Sarafino (2014) [13] states that esteem support is a form of support expressed through the

provision of awards or positive assessments, such as providing encouragement to move forward and continue to be enthusiastic, and help make positive comparisons about individuals with other individuals. Friedman (2010) [19] states that the support given by family awards is an assistance guiding individuals in providing feedback and helping solve problems. Support for appreciation from families occurs through the expression of positive appreciation. Positive appreciation in the form of a statement of agreement and a positive assessment of ideas and feelings between individuals and other individuals Sarafino (2014) [13].

Furthermore, the form of emotional support and sources of significant support for others, family, and friends towards students' academic engagement in University X. The biggest role is in the form of emotional support and family support sources towards students' academic engagement in University X, which is 9.3%. Sarafino (2014) [13] states that emotional support is support provided by providing encouragement, warmth, and affection for individuals. Friedman (2010) [19] states social support involves expressions of empathy, attention, and encouragement for individuals in need. The family functions as a support system between individuals. Friedman (2010) [19] revealed that one form of family support is emotional support. Emotional support also functions as an individual's place of rest and recovery and helps the individual to be able to control his emotions.

Furthermore, the form of instrumental support and sources of significant support for others, family, and friends towards students' academic engagement in University X. The biggest role is in the form of instrumental support and friend support towards students' academic engagement in University X, which is 3.9%. Instrumental support is a form of support that provides direct assistance, such as helping individuals when experiencing stress by directly helping complete the task owned by the individual. Instrumental support can also be in the form of providing facilities that can facilitate goals in the form of services or providing opportunities and time Sarafino (2014) [13]. The results of this additional analysis are supported by the results of research conducted by Sari and Indrawati (2016) [20] namely that the support of friends is in the form of providing assistance or support that can be felt by the individual when he needs support so that the individual can feel loved and valued by the surrounding environment.

Fourth, the form of information support and sources of significant others, family, and friends support towards students' academic engagement in University X. The biggest role is in the form of information support and family support sources towards students' academic engagement in University X, at 6.7%. Information support is support given by providing information, advice, guidance, suggestions, or feedback on what

should be done by individuals who need help Sarafino (2014) [13]. Furthermore, Friedman (2010) [19] states that the family functions as a collector and disseminator of information about the world. Information support from families can occur and is given by families in the form of advice, suggestions, and discussions on ways to overcome or solve a problem that is being faced by an individual.

Finally, the form of network support and sources of significant others, family, and friends support towards academic engagement in University X. The biggest role is in the form of network support and family support sources towards students' academic engagement in University X, which is 8.1%. Network support or can also be called friendship support is defined as positive social interaction with other people, where other individuals provide free time to be spent together so that the individual can spend time with other individuals in a social or entertainment activity Sarafino (2014) [13]. In a study conducted by Wijaya and Pratitis (2012) [21] states that the assistance provided by parents is self-confidence and positive feelings so that individuals can undergo lecture activities. The form of support that students get from parents is self-confidence and positive feelings, so that it can help students to engage in academic activities.

The conclusion is the form of esteem, emotional, information, and network support get the biggest source of support from families towards students' academic engagement in University X. Meanwhile, the form of instrumental support gets the biggest source of social support from friends towards academic engagement at X University students. Significant others still have the role in each form and source of social support, but the role of the significant others get the smallest role compared to the source of support from family and friends.

In this study, there are some limitations of the study. This study only involved one faculty in University X, the faculty of psychology, because of the limited time available in this study. Therefore, the results of this study cannot be generalized to all active students throughout the University. The researcher also distributes this questionnaire during odd semester, then there may also be differences in results if it is done in different semesters. Next is the questionnaire filling system. Researchers distributed questionnaires in classrooms as well as to students who were in the library or at random and with different place conditions. The research conducted also contained new studies that had never been done before, so researchers felt limited and had difficulty in finding references to support this research. However, with various limitations in this study, researchers completed this study as much as possible so that in the future it can be a reference.

4.2 Suggestion

For further research, it is suggested to conduct additional analysis by testing the role of independent variables, namely social support for each dimension of the dependent variable, namely academic engagement.

Furthermore, researchers also suggest to deepen and expand this research by distributing questionnaires on a larger scale at different universities. It is suggested that the results of the research can be more generalized. In addition, further research can also consider the type of university into research variables, such as state universities and private universities. This was done because this study only used subjects from the private university in Jakarta, and none from the state university.

There are some practical suggestions that researchers will propose based on the results of this study. Students are suggested to be more interested and involved in academic activities in order to develop academic engagement in students. Students can participate in all academic activities in lectures and can make the best use of faculty and university facilities. In addition, students can also search for and find convenient ways to undergo academic activities in lectures and understand ways to continue to get appropriate and balanced social support so students can be enthusiastic and involved in academic activities in lectures.

Suggestions for educators are to give more appreciation to students so that students can be more motivated to be more involved in academic activities in the classroom. Suggestions addressed to faculties and universities are to pay more attention and improve adequate facilities for students, create a conducive and comfortable lecture environment so that students feel comfortable and can be actively involved in academic activities.

REFERENCES

- [1] Ainayyah, D. N. (2019). Meningkatkan sdm dari perguruan tinggi. Diakses pada 27 Februari 2020 dari <https://www.kompasiana.com/dita70138/5dc98a58d541df296a3e9533/meningkatkan-sumber-daya-manusia-sdm-dari-perguruan-tinggi?page=all>.
- [2],[3] *Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*. Jakarta: Pusat Data dan Informasi Pendidikan. Diakses dari sumberdaya.ristekdikti.go.id, tanggal 24 November 2019.
- [4] Papilaya, J. O., & Huliselan, N. (2016). Identifikasi gaya belajar mahasiswa. *Jurnal Psikologi Undip*, 15(1), 56. Diunduh dari <https://doi.org/10.14710/jpu.15.1.56-63>
- [5] Salanova, M., Schaufeli, W., Martinez, I., & Bresó, E. (2010). How obstacles and facilitators predict academic performance: the mediating role of study burnout and engagement. *Anxiety, stress, & coping*, 23(1), 53-70. Diunduh dari <https://doi.org/10.1080/10615800802609965>.
- [6] Harrison, T. (2013). Conceptualising student engagement: A co-creation perspective. *Working Together to Take Quality Forward: A Selection of Papers from the 8th European Quality Assurance Forum*, 51.
- [7] Salmela-Aro, K., & Upadyaya, K. (2013). School burnout and engagement in the context of demands-resources model. *British Journal of Educational Psychology*, 84(1), 137–151. Diunduh dari [doi:10.1111/bjep.12018](https://doi.org/10.1111/bjep.12018).
- [8] Salanova, M., Schaufeli, W., Martinez, I., & Bresó, E. (2010). How obstacles and facilitators predict academic performance: the mediating role of study burnout and engagement. *Anxiety, stress, & coping*, 23(1), 53-70. Diunduh dari <https://doi.org/10.1080/10615800802609965>.
- [9] Ouweneel, E., Schaufeli, W. B., & Le Blanc, P. M. (2013). Believe, and you will achieve: Changes over time in self-efficacy, engagement, and performance. *Applied Psychology: Health and Well-Being*, 5(2), 225–247. Diunduh dari <https://doi.org/10.1111/aphw.12008>.
- [10] Alarcon, G. M., Edwards, J. M., & Menke, L. E. (2011). Student burnout and engagement: A test of the conservation of resources theory. *Journal of Psychology: Interdisciplinary and Applied*, 145(3), 211–227. <https://doi.org/10.1080/00223980.2011.555432>.
- [11] Galugu, N. S., & Baharuddin. (2017). Hubungan antara dukungan sosial, motivasi berprestasi dan keterikatan siswa di sekolah kegiatan baik di kelas maupun di luar pembelajaran. *Journal of Islamic Education Management*, 3(2), 53–64.
- [12] Canty-Mitchell, J., & Zimet, G. D. (2000). Psychometric Properties of the Multidimensional Scale of Perceived Social Support in Greek Nurses. *The Canadian Journal of Nursing Research = Revue Canadienne de Recherche En Sciences Infirmieres*, 51(1), 23–30. Diunduh dari <https://doi.org/10.1177/0844562118799903>.
- [13] Sarafino, E. P. (2014). *Health Psychology: Biopsychosocial Interaction (7th ed.)*. New York, NY: John Willey & Sons.
- [14] Sarafino, E. P. (2002). *Health Psychology: Biopsychosocial Interaction (4th ed.)*. New York, NY: John Willey & Sons.
- [15] Jayarathna, L. C. H. (2015). Perceived social support and academic engagement. *Kelaniya Journal of Management*, 3(2), 85. Diunduh dari <https://doi.org/10.4038/kjm.v3i2.7483>.
- [16] Oktia, V. (2016). Pengaruh academic burnout dan academic engagement terhadap school well-being santri pesantren (studi pada santri di pondok pesantren x di Bengkulu) *Tesis tidak diterbitkan*.

Jakarta: Universitas Tarumanagara.

- [17] Christina, S. (2015). Peranan dukungan sosial terhadap quality of life pada remaja yang kedua orangtuanya bekerja (studi di sekolah x Tangerang Selatan) *Skripsi tidak diterbitkan*. Jakarta: Universitas Tarumanagara.
- [18] Tayama, J., Schaufeli, W., Shimazu, A., Tanaka, M., & Takahama, A. (2018). Validation of a japanese version of the work engagement scale for students. *Japanese Psychological Research*. Diunduh dari <https://doi.org/10.1111/jpr.12229>.
- [19] Friedman, M. (2010). *Buku Ajar Keperawatan Keluarga: Riset, Teori, dan Praktek* (5th ed.). Jakarta: EGC.
- [20] Sari, P. K. P. & Indrawati, E. S. (2016). Hubungan antara dukungan sosial teman sebaya dengan resiliensi akademik pada mahasiswa tingkat akhir jurusan x fakultas teknik universitas diponegoro. *Jurnal Empati*, 5(2), 177-182.
- [21] Wijaya, L. P. & Pratitis, N. T. (2012) Efikasi diri akademik, dukungan sosial orang tua dan penyesuaian diri mahasiswa dalam perkuliahan. *Jurnal Persona*, 1(1), 40-52.