



Patience, Social Support and Psychological Well-Being on Students Part-Time in Aceh, Indonesia

Safrihsyah¹(✉), Salami², Karjuniwati¹, and Mohd. Zailani Mohd. Yosuff³

¹ Psychology Department of UIN Ar-Raniry, Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

{safrihsyah, karjuniwati}@ar-raniry.ac.id

² Educational Department of UIN Ar-Raniry, Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

salami.mahmud@ar-raniry.ac.id

³ Educational Department of UUM, University Utara Malaysia, Kedah, Malaysia

myzailani@uum.edu.my

Abstract. Psychological well-being is one of the most important things in human life, especially for students who study while working. They are required to be able to carry out their duties and responsibilities well, time management to study and work, to sharing roles between being a student and an employee. This study aimed to examine the effect of patience and social support on the psychological well-being of students part-time in Aceh. The sampling technique used purposive sampling totaling 502 students. Research data were collected using patience scale, social support scale, and psychological well-being scale. Multiple regression analysis and the t-test were used to analyze the data. The study's findings revealed a significant positive relationship between patience and social media and student psychological well-being. The results also show that there was a significant effect between the patience, social support and student demographics on psychological well-being. Furthermore, it was found that there was no significant difference in the level of patience, social support and psychological well-being between male and female students. Overall, the respondents of this study have an average level of patience, where the female group is more patient than the male students. Meanwhile, the average level of social support is medium, where women are more likely to receive social support from their families than men. Furthermore, all respondents have an average level of psychological well-being, where the female group is more psychologically prosperous than the male group.

Keywords: Patience · Social Support · Psychological Well-being

1 Introduction

The negative impact of the Covid-19 pandemic includes the field of economic and education [1, 2]. There are the difficulties and obstacles to the community's economy, this is due to a policy issued by the government not to go out and work from home. A

survey by the LIPI economic research center shows that the impact of the COVID-19 pandemic on the economic recovery of households and communities has fallen, and some of them have even been forced to take advantage of their savings, assets, or sacred loans and bank credit [3].

Nowadays it is easy to find students who take the initiative to help the economy of their home by studying while working. Based on the UMSIDA survey stated that with bold lectures, many students study while working. With the hope of being able to gain knowledge in lectures and earn income also to meet their needs [4]. Students who study while working are required to be able to carry out their duties and responsibilities properly, manage time for study and work, to share roles between being students and employees [5]. The depressed condition between these two interests makes students working part time have low psychological well-being [6]. One of the most essential things in human life is psychological well-being, particularly for those who works and study in simultaneous time. They can develop their potential and can become students who are academically successful [7]. But most students while working have low welfare. If this phenomenon of declining psychological well-being is allowed to continue, it is feared that it will affect academic achievement and the entrepreneurial spirit of part-time work students [8]. The several factors can affect psychological well-being are patience and social support for students who work part time. These two variables are the focus of discussion in this article.

2 Psychological Well-Being, Patience Use and Social Support

1. Psychological Well-Being and Patience

Among the factors that affect psychological well-being are patience and social support [9]. Patience will make the individual accept the reality of life that is faced without any pressure and demands. Living free from anxiety, achieving happiness will make a person have good psychological well-being [10, 11]. Psychological well-being can be interpreted as someone who lives life in a calm, satisfied, happy, and rarely shows bad morals, if not prosperous, then someone is always faced with feelings of guilt, anxiety, fear, indecision, regret, and irritability for no apparent reason [12].

This feeling of happiness and the existence of life satisfaction and realization is what is called psychological well-being. According to Feist and Feist, psychological well-being is a good subjective state, including happiness, self-esteem and satisfaction in life. If these needs are not met properly, the individual will feel unhappy [13]. In other words, happiness occurs after the needs are met and what is the goal is achieved because happiness is the ultimate goal of all activities [14].

According to Ryff, one of the factors that can affect psychological well-being is religiosity, one of the teachings of which is patience [15]. Subandi revealed that patience is self-control, accepting efforts to overcome problems, resistant to suffering, feeling

the bitterness of life without complaining, persistence, working hard, persistent and tenacious in achieving a goal [16].

2. Psychological Well-Being and Social Support.

Among the factors that affect psychological well-being is social support. Ogawa said that social support obtained by individuals can improve psychological well-being and defend individuals from depressive conditions by providing assistance, reinforcement, attention, and resolution of problems faced by individuals. Social support is one of the important factors related to feelings received by the people around them [12].

According to the concept of human basic needs, it includes physiological needs, safety, love, self-esteem, and self-actualization. If these needs are not met properly, then the individual will feel unhappy [17]. Sarwono added that the higher a person gets the fulfillment of his needs, the higher the degree of one's happiness, this is related to what he wants, what he has obtained, and what is owned by the people who relate to him. In other words, happiness occurs after the needs are met and what is the goal is achieved because happiness is the ultimate goal of all activities [18].

According to Waqiyati, Hardjajani & Nugroho, social support is defined as information obtained from someone who is loved, cared for, glorified, valued, comes from part of a communication network and gives reciprocity [19]. Social support can be obtained from family, peers and people around them. Desiningrum said Social support is interpersonal transactions involving one or more of the following aspects: information, attention, emotion, judgment, and instrumental assistance [20].

The existence of social support will make individuals feel loved, cared for, valued, and become part of the group. Social support that individuals receive at the right time can provide motivation and enthusiasm for individuals in living their lives because they feel cared for, supported, and acknowledged [21]. Nur & Shanti, suggests that social support will lead to inner peace and feelings of pleasure in the individual. For someone who feels confident that he has friends and support from the surrounding environment, he will view every problem in a more positive way [22].

Mental well-being can be improved with social support. Social support is one aspect that can affect psychological well-being. Social support is the existence, willingness, concern of people who are approved by someone [23]. Social support will create inner peace and feelings of pleasure in the individual. For someone who believes that he has friends and support from the surrounding environment, he will view every problem in a more positive way. The existence of social support will make someone feel loved, cared for, and valued. One source of social support is the family, family support has been shown to have a positive impact on self-esteem, life satisfaction and can reduce aggression [24].

Nurasmı et.al., states that social support is obtained from social intimacy in the form of providing information, verbal or non-verbal advice, real assistance, actions that are socially beneficial and behavioral effects for recipients that will protect them from negative behavior. Social support can also be interpreted as comfort, attention, or assistance that individuals receive from other people [15].

From the description above, we can concluded, that working students are required to be able to do their duties and responsibilities well, to manage their time, to share roles

between being a student and an employee. The several factors can affect psychological well-being are patience and social support for students who work part time. This study proposes a hypothesis that there is an influence of Patience and Social Support factors on the development of Psychological Well-being in students who work part time. These two variables are the focus of discussion in this article. As well as looking at the significant differences in Psychological Welfare students based on gender. This is important given the low level of psychological well-being of students currently working part-time.

3 Methodology

This research involved university students working part time in Aceh province, with a sample of 502 students (283 women and 219 man). While the sampling technique used non-proportional Stratified Sampling at several campuses located in the province of Aceh. The research data was collected using three scales, (1) Measurement of the patient measuring instrument was developed based on aspects of Subandi [25], Measuring the reliability of the patient measuring instrument was carried out by looking at internal consistency through the Cronbach's Alpha coefficient. The patient measuring instrument has very good internal consistency of 0.95, with a corrected item-total correlation range ranging from 0.72 – 0.86. (2) The instrument for measuring social support is developed based on aspects of the House [26], the instrument for measuring social support has good and reasonable internal consistency of 0.779, with a range of corrected item-total correlation values ranging from 0.343 – 0.602. Therefore, the determination tool can be said to be reliable. (3) The measurement of psychological well-being is developed based on aspects of Ryff and Singer [15]. The psychological well-being scale has the advantage of internal consistency of 0.827, with a range of corrected item-total correlation values, which range from 0.416 – 0.661. So that, measuring instruments of psychological well-being can be relied upon in measuring the psychological well-being of students qualitatively.. To determine the differences between male and female respondents, data were analyzed using multiple regression analysis and the t-test.

4 Results and Discussion

According to the result of this study, a descriptive analysis of frequencies and proportions was used to describe the study's demographics, which included gender, place of residence, and type of school for the 502 respondents. Based on these figures, 283 respondents (63.4%) were female and 219 respondents were male which is equivalent to 36.4% of male respondents who are involved in marriage. In addition, the results show that most respondents live in cities. They are 269 people, equivalent to 60.4 percent and only 233 of them live in rural areas, equivalent to 39.6 percent.

1). The Influence of Religion and Social Support on Psychological Well-being

Table 3 shows the results of the study for multiple regression analysis using the enter method for the two independent variables showing that Patience and Social Support have a significant effect on Psychological Well-being at the level of $p < 0.05$, namely $R^2 = .524$; $p < .000$. This situation explains that Patience and Social Support have given as

much as 52.4% change in variance to Psychological Well-being. The results of statistical tests on the value of the beta coefficient show that the variables Patience ($\beta = .435$, $p < .000$) and Social Support ($\beta = .371$, $p < .000$) have a significant influence on the Psychological Well-being of students.

The results of the regression analysis showed that the Patience and Social Support variables significantly scored 52.4% of Psychological Well-being where the value of $p = .000 < .05$. In other words, students' Psychological Welfare is influenced by the level of Patience and Social Support of 52.4%, and another 47.6% is caused by other factors; like personality, education and social activities.

2). The effect of the main variables and demographics on Psychological Well-being

The stepwise multiple regression method was used to determine the contribution of independent specific variables to students' psychological well-being. The stepwise method securely only includes independent variables that have a significant impact on the independent variables into the regression model. Before being analyzed, it was estimated that all independent variables, namely Patience using Social Support, had been ascertained on the Likert scale. Meanwhile, because the various independent variables are categorical, they have been used as dummy variables: gender (male = 1, female = 2), place of residence (City = 1, Village = 2). Next before being analyzed, all variables are also tested in your multivariate analysis. Your multicollinearity, normality, linearity, residual homoscedasticity and remote multivariate points have been checked through various SPSS programs.

Multiple regression analysis using the stepwise method in Table 4 shows the regression model where the Psychological Well-being of students is the dependent variable while Patience, Social Support and parental education are independent variables, producing a significant model ($F = 48,968$), $p = 0.000$). Thus, the factors of Patience, Social Support and parental education lending significantly to the Psychological Welfare of students as much as $R^2 = .529$. This shows that as much as 52.9% of the Psychological Welfare variant is explained by the variables Patience, Social Support and parental education. Furthermore, patience, social support and parental education have a positive relationship with the psychological well-being of students working part time. This means, Patience, Social Support and high gender will increase the Psychological Welfare of students working part time or in other words, students who have high patience, receive good support in their environment and have educated parents can influence Psychological Well-being to be tall too (Tables 1 and 2).

Table 1. Respondent Demographics

Demographic		Frequency	Percentage
Gender	Women	283	63.4
	Man	219	36.4
Domicile	Village	233	39.6
	City	269	60.4

Table 2. The Effect of Patience Dimensions on Psychological Wellbeing

Variable	Beta (β)	R ²	F	Sig.
Constanta	.051	.524	45,153	.000
Patience	.435	.000		
Social Support	.371	.000		
<i>P < .05</i>				

p < .05

Table 3 Multiple Regression Analysis of Independent Variables on Psychological Wellbeing.

Variable	Beta (β)	R ²	F	Sig.
Constanta	.058	.529	48,968	.000
Patience	.582			
Social Support	.361			
Parent Education	.084			

p < .05

The results of the regression analysis showed that the Patience and Social Support variables significantly scored 52.9% of Psychological Well-being where the value of $p = .000 < .05$. In other words, students’ Psychological Welfare is influenced by the level of Patience and Social Support of 52.4%, and another 47.6% is influenced by other factors; such as personality, education and social activities.

3). Differences in Patience, Social Support and Psychological Welfare of students based on gender.

Table 3 shows that there is no difference in student Patience based on gender ($t = .81$; $p = .06 > .05$), no difference in student Social Support based on gender ($t = 1.15$; $p = .62 > .05$), and no difference in student psychological well-being based on gender ($t = 1.16$; $p = .92 > .05$). However, when looking at the average score, female students have more patience than male students, and their average value of Psychological Well-being is higher than male students, as is their average value of Social Support.

4.1 Discussion

The results of the study found that Patience and Social Support had a significant effect on the Psychological Welfare of students working part time in Aceh. The combination of all factors that contribute to Psychological Well-being is 52.9% change in variance to Psychological Well-being. This finding means that Psychological Well-being is influenced by 52.9% of students’ Patience or 47.1% is influenced by other factors such as; personality, education, family upbringing, teachers at school and peers. The findings of this

Table 4 Differences in Psychological Welfare over Gender

	Gender	N	Mean Rank	t	Sig.
Patience	Women	283	3.60		
	Man	219	3.55		
	Total	502		.81	.06
Social Support	Women	283	3.32		
	Man	219	3.27		
	Total	502		1.15	.62
Psychological Well-being	Women	283	3.39		
	Man	219	3.33		
	Total	502		1.66	.92

study support previous studies which stated that a student's Psychological Well-being is influenced by the Patience stage they have [27].

Furthermore, the results of this study are in accordance with Muttaqin's research saying that the concept of patience is studied in the context of morality and religiosity, one must be patient in facing problems or trials and control oneself in a problem [28]. Students studying while working who are patient in dealing with social problems and pressures will improve psychological well-being. They have patience in dealing with problems and trials both on campus and in the workplace, so they are able to establish warm relationships with others, are independent from social pressure, are able to control their surroundings, have meaning in life, and are able to continuously realize their potential [29].

Furthermore, the results of this study explain that the impact of the Covid-19 pandemic can be a place to learn patience, adapt to emergency conditions to survive better in order to continue to have psychological well-being for students who work part-time. Patience with psychological well-being are two things that are interconnected, so that students who have high patience will improve the psychological well-being of these students, especially for the working students in the current Covid-19 era, where students who are studying while working should be able to divide their time between study and work. Apart from that, they must also be able to be patient and endure the current conditions which make students have to work in a state of anxiety and worry about contracting the virus. Siahaan, said that because of Covid-19, the government has implemented various policies to stop the spread of the Covid-19 virus, which has disrupted people's activities in various countries and even the economic system has also declined [30]. In addition, students must also be able to adapt to changes in the learning system at universities, which were previously carried out normally and face-to-face suddenly have to change into a bold system. Nafrin and Hudaidah argue that Covid-19 has had a serious impact on various fields, especially education, the learning system that is carried out boldly requires students to be able to adapt to the new teaching and learning system [31].

Referring to the treasures of Islamic scholarship, the religious values possessed by a Muslim, especially Muslim students who work part-time will be able to make them patient students who work sincerely, accept reality regardless of the conditions, always be optimistic (self-motivated) and muhasabah (self-regulation) will make Muslim students work part time to have high Psychological Welfare [32]. Therefore religious teachings related to patience in Indonesian Muslim society are very widely used both in religious and cultural contexts. In everyday life this concept is also often used by people when facing various psychological problems, for example when facing stressful situations (stress), dealing with problems, disasters and when in a state of anger.

While the results of the study related to the effect of Social Support on Psychological Well-being, emphasize that Social Support will have a positive Psychological Well-being impact for students working part time. So it is necessary to study and pay attention to students and parents regarding the importance of Social Support for Psychological Well-being of students working part-time, such as sharing, advising each other, establishing friendly friendships, visiting each other and helping when a colleague is sick or afflicted by a disaster. The results of this study support previous research [36, 37, 38 and 39].

The psychological well-being of a student who works part time can be improved with social support. Social support is one aspect that can affect psychological well-being. Social support is the presence, availability, concern of people who love someone. Social support will create inner peace and feelings of pleasure in the individual. For someone who believes that he has friends and support from the surrounding environment, he will view every problem in a more positive way. The availability of social support will make individuals feel loved, cared for, and valued. One source of social support is the family, family support has been shown to have a positive impact on self-esteem, life satisfaction and can reduce aggression [36].

That the parents are responsible to the children's needs is very important for them. Parental support is an interaction between parents and children by care, warmth, approval, and positive feelings of parents towards their children. Parental support makes children feel comfortable in the presence of parents and confirms in the child's mind that he is accepted and recognized as an individual [37].

The findings of this study are in accordance with previous research, that family social support and psychological well-being have a significant positive relationship. Mustikawaty's research concerning the relationship between social support and psychological well-being in adolescent residents of orphanages in the city of Bandung. The results show that the more social support received by orphanage residents, the higher their psychological well-being, and vice versa, the lower the social support received by orphanage residents, the lower their psychological well-being. [42]. While Nugraheni, in his research concluded that individuals who receive high social support can make these individuals more prosperous in facing life now and in the future, are more skilled in meeting psychological needs and have a more robust system. High, and lower levels of anxiety, thus making individuals more able to overcome something and full of enthusiasm [43].

Besides that, the results also explain that the role of parental education to foster Psychological Well-being is important. Parents who are well educated will easily direct and nurture their children in patience in their daily lives. Educated parents more easily follow

the development of children's behavior. Education and information on child development can assist mothers in guiding children's lives from childhood with their families until they are teenagers and adults in developing patient traits in students, instilling religious values and social norms so that they can help shape the Psychological Well-being of students working part time. Furthermore, this study also found that there was no significant difference in the Psychological Well-being of part-time working students based on gender, this study found that women had more Psychological Well-being than men.

5 Conclusion

Based on the results obtained, there was an influence of Patience, Social Support and parental education on Psychological Well-being at the level of $p < 0.05$, namely $R^2 = .529$; $p < .000$. This finding means that Psychological Well-being is influenced by Patience, Social Support and parental education by 52.9% while there are 47.1% Psychological Well-being is influenced by other factors; friends, teachers, family upbringing, personality, and social interaction.

According to the study, parents, and educators should provide religious values related to patience to students working part-time. A correct and good understanding of patience will be the capital that guides them to remain calm at all times, accept whatever conditions are obtained and be able to always be kind to other people around their environment. The value of Patience and the nature of Social Support will guide students to work part-time to have Psychological Well-being in the midst of happy and difficult conditions, free or tight.

As educators and caregivers for students who work part time, to emphasize the role of Patience as the main capital for students to create high Psychological Well-being, and are always ready to work and study in every situation. One of the characteristics of sharia education in Aceh is that educational institutions have nuances of Islamic values, with religious values attached, it will be easier to develop patience, social support and psychological well-being for students working part time in the province of Aceh. Islamic educational institutions and working environment in Aceh is a model for Indonesian people who will have their own values to create an environment based on Islamic Sharia.

Several limitations must be considered as part of this research. First, this study was conducted during the COVID-19 era. Second, this study is to quantitatively measuring psychological well-being and patience. Third, this research is only to know the role of social support from both parents together, not specifically father or mother. Fourth, in this study, the researcher only examines the role of patience and social support as aspects and their relationship to psychological well-being. As a result, additional research with a sample of other participants is required.

References

1. Erni, S., Vebrianto, R., Miski, C. R., MZ, Z. A., & Thahir, M. (2020). Refleksi Proses Pembelajaran dimasa Pandemi Covid 19 pada Sektor Pendidikan Guru MTs Swasta di Pekanbaru: Dampak dan Solusi. *Bedelau: Journal of Education and Learning*, 1(1), 1–10.

2. Festi, W.P. (2018). *Buku Ajar Lansia: Lanjut Usia, Perspektif, dan Masalah*. Surabaya: UM Surabaya Publishing.
- Firdaus, A. A. (2021). *Dampak Covid-19 terhadap Kebijakan Pendidikan di Indonesia: antara Idealisme dan Realitas*. Yogyakarta: Universitas Muhammad Dahlan Press.
3. LIPI. (2020, Agustus 23). *Survei Dampak Pandemi Covid-19 Terhadap Ekonomi Rumah Tangga Indonesia*. Dipetik Mei 26, 2021, dari Lembaga Ilmu Pengetahuan Indonesia: <http://lipi.go.id/siaranperss/survei-dampak-pandemi-covid-19-terhadap-ekonomi-rumah-tangga-indoesia/22123>.
4. Universitas Muhammadiyah Sidoarjo. (2020, Agustus 02). *Mahasiswa Produktif di Masa Pandemi*. Dipetik juni 05, 2021, dari Himpunan Mahasiswa PGSD: <https://himagsd.umsida.ac.id/mahasiswa-produktif-di-masa-pandemi/>
5. Rukromoto, G. (2012). Motivasi Belajar pada Mahasiswa ditinjau dari Status Bekerja. *Skripsi*. Semarang: Universitas Katholik Soegijapranata.
- Nafrin, I. A., & Hudaidah. (2021). Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan* , 3 (2), 456–462
6. Wibisono, D. (2018, November 01). *Cara Mendapatkan Pekerjaan Part Time*. Dipetik Agustus 22, 2021, dari Perbedaan pekerjaan Part Time dan Full Time : <https://www.maxsdelionline.com/perbedaan-pekerjaan-part-time-dan-full-time/>
7. Watanebe, L. E. (2003). The Effects Of College Student Employment on Academic Achievement. *The University Of Central Florida Undergraduate Research Journal* , 1 (1), 38-47.
8. Hasanah, H. U. (2015). Hubungan Antara Kesabaran Dengan Kesejahteraan Psikologis pada Mahasiswa. *Skripsi*. Yogyakarta: Universitas Islam Indonesia.
9. Ryff, C. D., & Keyes, L. M. (1995). The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology* , 69 (4), 719-729.
10. W. Tanujaya, “Hubungan Kepuasan Kerja Dengan Kesejahteraan Psikologis (*Psychological Well Being*) Pada Karyawan Cleaner (Studi Pada Karyawan *Cleaner* Yang Menerima Gaji Tidak Sesuai Standar Ump Di Pt. Sinergi Integr Services, Jakarta)”, *Jurnal Psikologi*, 2014.
11. M. Busro, *Teori-teori Manajemen Sumber Daya Manusia*, Jakarta : Prenada Media, 2018.
12. J. Feist, dan G. J. Feist, *Teori Kepribadian*. Jakarta: Salemba Humanika, 2016.
13. V. W. Susanti, dan E.W. Maryam, “Psychological Well-Being Narapidana Remaja di Lembaga Pemasyarakatan Kelas IIA Sidoarjo”, *Psikologia*, 2013.
14. C. D. Ryff, “Happiness Is Everything, or Is It? Explorations on the Meaning of Psychological Well-Being”, *Journal of Personality and Social Psychology*, 1989.
15. Subandi. (2011). Sabar : Sebuah Konsep Psikologi. *Jurnal Psikologi* , 38 (2), 215-227.
16. Sulastri, dan Mustikasari, Hubungan Dukungan Sosial dengan Tingkat Stres Anak Pidana di Lapas Anak Pria Tangerang. Depok : Fakultas Ilmu Keperawatan Universitas Indonesia, 2013.
17. S. W. Sarwono, *Psikologi Remaja*. Jakarta: PT Raja Grafindo Persada, 2006.
18. H. A. Waqiyati, T. Hardjajani, dan A. A. Nugroho, “Hubungan Antara Dukungan Sosial dan Efikasi Diri dengan Kecemasan Menghadapi Dunia Kerja pada Penyandang Tuna Daksa”, *Program Studi Psikologi Fakultas Kedokteran, Universitas Sebelas Maret*, 2013.
19. D. R. Desiningrum, “Kesejahteraan Psikologis Lansia Janda/Duda Ditinjau dari Persepsi Terhadap Dukungan Sosial dan Gender”, *Jurnal Psikologi UNDIIP*, 2014.
20. B. Bukhori, “Hubungan Kebermaknaan Hidup dan Dukungan Sosial Keluarga dengan Kesehatan Mental Narapidana”, (Studi Kasus Nara Pidana Kota Semarang), *Jurnal Ad-Din*, 2012

21. 22. Nur, A. L., & Shanti, K. L. P. (2011). Kesepian pada narapidana di lembaga pemasyarakatan Kedungpane Semarang ditinjau dari dukungan sosial keluarga dan status perkawinan. *Jurnal Psikologi*, 4(2), 67-80.
22. R. Tumanggor, K. Ridlo, dan H. Nurochim, Ilmu Sosial dan Budaya Dasar. Jakarta : Kencana, 2017.
23. D. L. Wong, H. E. Marilyn, W. David, L. W. Marilyn, dan S. Patricia, Buku ajar keperawatan pediatrik (Agus Sutarna, Neti Juniarti, & Kuncara, Penerjemah), Vol. 2. (Ed.6). Jakarta: EGC, 2008.
24. R. Nurasmi, I. Maulana, D.F. Inli, Z.T Fitri, L.K. Sari, N.K. Sari, dan A.P. Azis, “Dukungan Sosial Komunitas Hamur Pada Remaja Broken Home”, Fakultas Psikologi Universitas Ahmad Dahlan Yogyakarta, 2018.
25. J.S. House, D. Umberson, and K.R Landis, Structures and Processes of Social Support. *Annual Review*, 1988.
26. C. D. Ryff, Psychological Well-Being in Adult Life. *Blackwell Publishing on behalf of Association for Psychological Science*, 1995.
27. Muttaqin, A. (2022). Tasawuf Psikologi Al-Ghazali: Tazkiyat Al-Nafs Sebagai Upaya Menuju Kesehatan Mental. Jakarta: A-Empat.
28. 31. Ryff, C. D., & Singer, B. H. (2008). Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-Being. *Journal of Happiness Studies* (9), 13-39.
29. 32. Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah* , 3 (1), 1-3.
30. Nafirin, I. A., & Hudaidah. (2021). Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan* , 3 (2), 456–462.
31. Al-Jauziyah, I. A.-Q. (2005). *Kemuliaan Sabar dan Keagungan Syukur*. Yogyakarta: Mitra pustaka.
32. Efikasi Diri dengan Kecemasan Menghadapi Dunia Kerja pada Penyandang Tuna Daksa”, Program Studi Psikologi Fakultas Kedokteran, Universitas Sebelas Maret, 2013.
33. D. E. Windistiar, “Hubungan Dukungan Sosial dengan Stres Narapidana Wanita”, Skripsi, 2016.
34. B. Bukhori, “Hubungan Kebermaknaan Hidup dan Dukungan Sosial Keluarga dengan Kesehatan Mental Narapidana”, (Studi Kasus Nara Pidana Kota Semarang), *Jurnal Ad-Din*, 2012.
35. S. Lestari, Psikologi Keluarga: Penanaman Nilai dan Penanganan Konflik Dalam Keluarga. Jakarta : Kencana Prenada Media Group, 2012.
36. R. Mustikawaty, “Hubungan Antara Dukungan Sosial dengan Kesejahteraan Psikologis pada Remaja Penghuni Panti Asuhan di Kota Bandung”, Universitas Pendidikan Indonesia. 2017.
37. 41. A. S. Nugraheni, “Hubungan Antara Dukungan Sosial dengan Psychological Well-Being pada Guru Honorer Daerah”, Skripsi, Fakultas Psikologi, Universitas Muhammadiyah Surakarta, 2016.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

