

References

- Alva, S. A. (1991). Academic Invulnerability Among Mexican-American Students: The Importance of Protective Resources and Appraisals. *Hispanic Journal of Behavioral Sciences*, 13(1), 18–34. <https://doi.org/10.1177/07399863910131002>
- Anggini, I. D., Asbari, M., & Noor, S. P. (2023). Program Kampus Merdeka: Wadah Mahasiswa Berkreasi, Berinovasi, dan Berprestasi. *Journal of Information Systems and Management*, 02(06). <https://jisma.org>
- Anggraini, A. (2022). *Peran Kecerdasan Emosi dan Dukungan Sosial Teman Sebaya terhadap Resiliensi Akademik Siswa SMA yang Mengalami Pembelajaran Jarak Jauh* [Master's Thesis, Universitas Gadjah Mada].
- Arici-Ozcan, N., Cekici, F., & Arslan, R. (2019). The Relationship between Resilience and Distress Tolerance in College Students: The Mediator Role of Cognitive Flexibility and Difficulties in Emotion Regulation. *International Journal of Educational Methodology*, 5(4), 525–533. <https://doi.org/10.12973/ijem.5.4.525>
- Boekaerts, M., & Pekrun, R. (2016). Emotions and Emotion Regulation in Academic Settings. In L. Corno & E. M. Anderman (Eds.), *Handbook of Educational Psychology* (pp. 76–90). Routledge/Taylor & Francis Group.
- Brunner, J. L., Wallace, D. L., Reymann, L. S., Sellers, J.-J., & McCabe, A. G. (2014). College Counseling Today: Contemporary Students and How Counseling Centers Meet Their Needs. *Journal of College Student Psychotherapy*, 28(4), 257–324. <https://doi.org/10.1080/87568225.2014.948770>
- Campos, J. J., Frankel, C. B., & Camras, L. (2004). On the Nature of Emotion Regulation. *Child Development*, 75(2), 377–394. <https://doi.org/10.1111/j.1467-8624.2004.00681.x>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7, 1787. <https://doi.org/10.3389/fpsyg.2016.01787>
- Cazan, A.-M., & Truță, C. (2015). Stress, Resilience and Life Satisfaction in College Students. *Revista de Cercetare Si Interventie Sociala*, 48, 95–108. www.rcis.ro
- Cohen, S., & Wills, T. A. (1985). Stress, Social Support, and the Buffering Hypothesis. *Psychological Bulletin*, 98(2), 310–357. <https://doi.org/10.1037/0033-2909.98.2.310>



Darlington, R. B., & Hayes, A. F. (2016). *Regression Analysis and Linear Models Methodology in the Social Sciences*. The Guilford Press.

Dawson, M., & Pooley, J. A. (2013). Resilience: The Role of Optimism, Perceived Parental Autonomy Support and Perceived Social Support in First Year University Students.

Journal of Education and Training Studies, 1(2), 38–49. <https://doi.org/10.11114/jets.v1i2.137>

DeVellis, R. F. (2016). *Scale Development: Theory and Applications* (Vol. 26). SAGE Publications Ltd.

Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. (n.d.). *Program Kampus Merdeka. Kampus Merdeka*. <https://kampusmerdeka.kemdikbud.go.id/program>

Duffy, A., Saunders, K. E. A., Malhi, G. S., Patten, S., Cipriani, A., McNevin, S. H., MacDonald, E., & Geddes, J. (2019). Mental Health Care for University Students: A Way Forward? In *The Lancet Psychiatry* (Vol. 6, Issue 11, pp. 885–887). Elsevier Ltd. [https://doi.org/10.1016/S2215-0366\(19\)30275-5](https://doi.org/10.1016/S2215-0366(19)30275-5)

Fang, G., Chan, P. W. K., & Kalogeropoulos, P. (2020). Social Support and Academic Achievement of Chinese Low-Income Children: A Mediation Effect of Academic Resilience. *International Journal of Psychological Research*, 13(1), 19–28. <https://doi.org/10.21500/20112084.4480>

Fitriana, S. (2023). Resiliensi Akademik Mahasiswa Akhir: Studi Kasus Dalam Proses Penyelesaian Skripsi. In *Annual Guidance and Counseling Academic Forum*.

Francis, P. C., & Horn, A. S. (2017). Mental Health Issues and Counseling Services in US Higher Education: An Overview of Recent Research and Recommended Practices. *Higher Education Policy*, 30(2), 263–277. <https://doi.org/10.1057/s41307-016-0036-2>

Green, S. B., Lissitz, R. W., & Mulaik, S. A. (1977). Limitations of Coefficient Alpha as an Index of Test Unidimensionality. *Educational and Psychological Measurement*, 37(4), 827–838. <https://doi.org/10.1177/001316447703700403>

Groot, A. D. de, & Naerssen, R. F. van. (1969). *Studietoetsen. Construeren, Afnemen, Analyseren, Deel 1* [Study Tests. Constructing, Administering, Analyzing, Part 1]. De Gruyter Mouton. <https://doi.org/10.1515/9783111559728>

Gross, J. J., & John, O. P. (2003). Individual Differences in Two Emotion Regulation Processes: Implications for Affect, Relationships, and Well-Being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>



Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>

Heaney, C. A., & Israel, B. A. (2008). Social Networks and Social Support. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.), *Health Behavior and Health Education: Theory, Research, and Practice* (pp. 189–210). Jossey-Bass.

Hernández-Torrano, D., Ibrayeva, L., Sparks, J., Lim, N., Clementi, A., Almukhambetova, A., Nurtayev, Y., & Muratkyzy, A. (2020). Mental Health and Well-Being of University Students: A Bibliometric Mapping of the Literature. *Frontiers in Psychology*, 11(1226). <https://doi.org/10.3389/fpsyg.2020.01226>

Hori, M., & Kamo, Y. (2018). Gender Differences in Happiness: the Effects of Marriage, Social Roles, and Social Support in East Asia. *Applied Research in Quality of Life*, 13(4), 839–857. <https://doi.org/10.1007/s11482-017-9559-y>

Khadijah, K., Maharani, & Khasanah, M. F. (2021). Resiliensi Akademik Mahasiswa terhadap Pembelajaran Daring. *Educational Guidance and Counseling Development Journal*, 4(2), 66–72.

Kirana, A., Agustini, A., & Rista, E. (2022). Resiliensi dan Stres Akademik Mahasiswa Yang Sedang Menyelesaikan Skripsi di Universitas X Jakarta Barat. *Jurnal Psikologi Pendidikan*, 15(1), 27–50. <https://doi.org/10.24912/provitae.v15i1.18379>

Kuo, B. C. H. (2013). Collectivism and Coping: Current Theories, Evidence, and Measurements of Collective Coping. *International Journal of Psychology*, 48(3), 374–388. <https://doi.org/10.1080/00207594.2011.640681>

Lingga, G. G. A., Hindiarto, F., & Roswita, M. Y. (2021). Efikasi Diri Akademik, Dukungan Sosial, dan Resiliensi Akademik Mahasiswa Perantau pada Pembelajaran Daring di Masa Pandemi COVID-19. *Jurnal Psikologi*, 14(2), 217–232. <https://doi.org/10.35760/psi.2021.v14i2.5049>

Mak, W. W. S., Ng, I. S. W., & Wong, C. C. Y. (2011). Resilience: Enhancing Well-being Through the Positive Cognitive Triad. *Journal of Counseling Psychology*, 58(4), 610–617. <https://doi.org/10.1037/a0025195>

Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its Psychological and Educational Correlates: A Construct Validity Approach. *Psychology in the Schools*, 43(3), 267–281. <https://doi.org/10.1002/pits.20149>



- Antecedents of Academic Performance of University Students: Academic Engagement and Psychological Capital Resources. *Educational Psychology*, 39(8), 1047–1067. <https://doi.org/10.1080/01443410.2019.1623382>
- Meneghel, I., Martínez, I. M., Salanova, M., & de Witte, H. (2019). Promoting Academic Satisfaction and Performance: Building Academic Resilience Through Coping Strategies. *Psychology in the Schools*, 56(6), 875–890. <https://doi.org/10.1002/pits.22253>
- Morrish, L., Rickard, N., Chin, T. C., & Vella-Brodrick, D. A. (2018). Emotion Regulation in Adolescent Well-Being and Positive Education. *Journal of Happiness Studies*, 19(5), 1543–1564. <https://doi.org/10.1007/s10902-017-9881-y>
- Permatasari, N., Ashari, F. R., & Ismail, N. (2021). Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19. *Golden Ratio of Social Science and Education*, 1(1), 01–12. <https://doi.org/10.52970/grsse.v1i1.94>
- Polizzi, C. P., & Lynn, S. J. (2021). Regulating Emotionality to Manage Adversity: A Systematic Review of the Relation Between Emotion Regulation and Psychological Resilience. *Cognitive Therapy and Research*, 45(4), 577–597. <https://doi.org/10.1007/s10608-020-10186-1>
- Pratiwi, Z. R., & Kumalasari, D. (2021). Dukungan Orang Tua dan Resiliensi Akademik Pada Mahasiswa. *Jurnal Magister Psikologi UMA*, 13(2), 2502–4590. <https://doi.org/10.31289/analitika.v13i1.5482>
- Putri, A. (2023). *Pengaruh Regulasi Emosi dan Dukungan Sosial Keluarga Terhadap Resiliensi Akademik Siswa di MAS Raudhatul Akmal Kecamatan Batang Kuis Kabupaten Deli Serdang* [Master's Thesis, Universitas Medan Area].
- Putri, W. C., & Nursanti, A. (2020). The Relationship Between Peer Social Support and Academic Resilience of Young Adult Migrant Students in Jakarta. *International Journal of Education*, 13(2), 122–130. <https://doi.org/10.17509/ije.v13i2.24547>
- Rachmawati, I., Setyosari, P., Handarini, D. M., & Hambali, I. M. (2021). Do Social Support and Self-Efficacy Correlate with Academic Resilience among Adolescence? *International Journal of Learning and Change*, 13(1), 49–62. <https://doi.org/10.1504/IJLC.2021.111664>
- Radde, H. A., Nurrahmah, Nurhikmah, & Saudi, A. N. A. (2021). Uji Validitas Konstrak dari Emotion Regulation Questionnaire Versi Bahasa Indonesia dengan Menggunakan Confirmatory Factor Analysis. *Jurnal Psikologi Karakter*, 1(2), 152–160.



Romano, L., Angelini, G., Consiglio, P., & Fiorilli, C. (2021). Academic Resilience and Engagement in High School students: The Mediating Role of Perceived Teacher Emotional Support. *European Journal of Investigation in Health, Psychology and Education*, 11(2), 334–344. <https://doi.org/10.3390/ejihpe11020025>

Ruholt, R. E., Gore, J., & Dukes, K. (2015). Is Parental Support or Parental Involvement More Important for Adolescents? *The Undergraduate Journal of Psychology*, 28(1).

Rutter, M. (1987). Psychosocial Resilience and Protective Mechanisms. *American Journal of Orthopsychiatry*, 57(3), 316–331. <https://doi.org/10.1111/j.1939-0025.1987.tb03541.x>

Şahin-Baltacı, H., & Karataş, Z. (2015). Perceived Social Support, Depression and Life Satisfaction as the Predictor of the Resilience of Secondary School Students: The Case of Burdur. *Eurasian Journal of Educational Research*, 60, 111–130. <https://doi.org/10.14689/ejer.2015.60.7>

Salsabila, H., & Widyasari, P. (2021). Mindfulness and Academic Resilience Among Unprivileged College Students: The Mediating Role of Self-Compassion. *Humanitas Indonesian Psychological Journal*, 18(2), 139–152.

Schweizer, S., Gotlib, I. H., & Blakemore, S.-J. (2020). The Role of Affective Control in Emotion Regulation During Adolescence. *Emotion*, 20(1), 80–86. <https://doi.org/10.1037/emo0000695>

Setiawati, R., Suwidagdho, D., & Rosyidah, H. (2023). Tingkat Resiliensi Akademik Mahasiswa Tahun Pertama Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tidar. *Journal of Counseling and Education*, 4(2), 19–26.

Sujarto, H., Solahudin, M., Mudrikah, A., Kosasih, U., Trisnamansyah, S., & Pascasarjana, S. (2022). The Influence of Social Support, Digital Literacy Ability and Self-Efficacy on students' Academic Resilience. *Specialisis Ugdymas*, 1(43), 9351–9373.

Sulistiani, W., Fajriantyi, F., & Kristiana, I. F. (2022). Validation of the Indonesian Version of the Multidimensional Scale of Perceived Social Support (MSPSS): A Rasch Model Approach. *Jurnal Psikologi*, 21(1), 89–103. <https://doi.org/10.14710/jp.21.1.89-103>

Taber, K. S. (2018). The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>



Exploring the Role of Emotion Regulation and Perceived Social Support on Academic Resilience Among University Students in Indonesia

Marsyanti Mahira, Edilburga Wulan Saptandari, S.Psi., M.Psi., Ph.D., Psikolog

Universitas Gadjah Mada, 2024 | Diunduh dari <http://etd.repository.ugm.ac.id/>

Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53–55.

Thompson, R. A. (1994). Emotion Regulation: A Theme in Search of Definition. *Monographs of the Society for Research in Child Development*, 59(2/3), 25–52. <https://doi.org/10.2307/1166137>

Thompson, R. A., Lewis, M. D., & Calkins, S. D. (2008). Reassessing Emotion Regulation. *Child Development Perspectives*, 2(3), 124–131. <https://doi.org/10.1111/j.1750-8606.2008.00054.x>

Tudor, K. E., & Spray, C. M. (2017). Approaches to Measuring Academic Resilience: A Systematic Review. *International Journal of Research Studies in Education*, 7(4). <https://doi.org/10.5861/ijrse.2017.1880>

van den Brink, W. P., & Mellenbergh, G. J. (1998). *Testleer en Testconstructie* [Test Theory and Test Construction]. Boom Koninklijke Uitgevers.

Vaske, J. J., Beaman, J., & Sponarski, C. C. (2017). Rethinking Internal Consistency in Cronbach's Alpha. *Leisure Sciences*, 39(2), 163–173. <https://doi.org/10.1080/01490400.2015.1127189>

Vehovar, V., Toepoel, V., & Steinmetz, S. (2016). Non-probability Sampling. In *The SAGE Handbook of Survey Methodology* (Vol. 1, pp. 329–345). SAGE Publications Ltd. <https://doi.org/10.4135/9781473957893>

Wang, M. C., Haertal, G. D., & Walberg, H. J. (1994). Educational Resilience in Inner Cities. In M. C. Wang & E. W. Gordon (Eds.), *Educational Resilience in Inner-City America: Challenges and Prospects* (pp. 45–72). Lawrence Erlbaum Associates, Inc.

Weiss, R. (1974). The Provisions of Social Relationships. In Z. Rubin (Ed.), *Doing Unto Others* (pp. 17–26). Prentice Hall.

Widhiarso, W. (2011). Penyusunan Skala Psikologi : Selesai Seleksi Butir Dilanjutannya dengan Merakit Skala.

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2

Zimmermann, P., & Iwanski, A. (2014). Emotion Regulation from Early Adolescence to Emerging Adulthood and Middle Adulthood. *International Journal of Behavioral Development*, 38(2), 182–194. <https://doi.org/10.1177/0165025413515405>