

Abstrak. Mahasiswa santri menjalani peran ganda sebagai mahasiswa universitas sekaligus santri pondok pesantren, menghadapi beban akademik yang lebih kompleks dibanding mahasiswa pada umumnya. Sebagai mahasiswa yang menjalani peran ganda mahasiswa santri menjalani perkuliahan yang lebih berat dan menjalani dinamika yang unik dibanding mahasiswa pada umumnya. Hal ini dapat menyebabkan mahasiswa santri rentan memiliki *academic engagement* yang rendah. Namun pengetahuan mengenai bagaimana mahasiswa santri terlibat dalam kegiatan akademik di universitas masih belum terjawab. Dukungan sosial merupakan faktor kunci bagi mahasiswa santri karena mereka memiliki lingkungan sosial yang unik. Penelitian ini menguji peran dukungan sosial terhadap *academic engagement* mahasiswa santri dengan *academic buoyancy* sebagai mediator. Sebanyak 277 mahasiswa santri terlibat dalam penelitian ini. Instrumen yang dipakai meliputi *University Student Engagement Inventory*, *Multidimensional Scale of Perceived Social Support* dan *Academic Buoyancy Scale*. Analisis mediasi sederhana menggunakan Jamovi menunjuk bahwa dukungan sosial berpengaruh terhadap *academic engagement* melalui *academic buoyancy* ($\beta = 0,1308$; $p < 0,005$). Hasil ini menegaskan pentingnya dukungan internal dan *academic buoyancy* terhadap *academic engagement* mahasiswa santri.

Kata Kunci: Academic Engagement, Dukungan Sosial, Academic Buoyancy, Mahasiswa Santri

Abstract. Students living in Islamic boarding schools (mahasiswa santri) perform dual roles as university students and Islamic boarding school student, facing more complex academic demands than university students in general. In fulfilling these dual responsibilities, they experience heavier academic workloads and unique educational dynamics compared to their peers who do not reside in boarding schools. These conditions may place students living in Islamic boarding schools at greater risk of low *academic engagement*. However, empirical evidence on how these students engage in academic activities at universities remains limited. Social support represents a key protective factor for this population due to the uniqueness of their social environment. This study examines the effect of social support on *academic engagement* among university students living in Islamic boarding schools, with *academic buoyancy* as a mediating variable. A total of 277 students participated in this study. The instruments used included the University Student Engagement Inventory, the Multidimensional Scale of Perceived Social Support, and the *Academic buoyancy Scale*. Mediation analysis conducted using Jamovi indicated that social support significantly influenced *academic engagement* through *academic buoyancy* ($\beta = 0.1308$, $p < .005$). These findings underscore the importance of internal support and *academic buoyancy* in enhancing *academic engagement* among university students living in Islamic boarding schools.

Keywords: *Academic Engagement, Social Support, Academic Buoyancy, Islamic Boarding School Students*