

# The Relationship Between Peer Social Support and Self-Adjustment of Overseas Students from South Sumatra in Yogyakarta

Afni Ambar Sari<sup>1\*</sup>, Syariful<sup>2</sup>

<sup>1,2</sup>Faculty of Psychology, Proklamasi 45 University Yogyakarta, Bausasran Street, Bausasran Village, Danurejan District, Yogyakarta City, Special Region of Yogyakarta. 55281

---

## Article Info

### Keywords:

Social Support, Peers, Self-Adjustment, Migrant Students, Yogyakarta

## ABSTRACT

Migrant students often encounter substantial challenges when adapting to new academic and social environments, including cultural differences, language barriers, and unfamiliar social norms. These obstacles may hinder their psychological and social adjustment, making peer social support an essential factor in facilitating their adaptation. This study aims to examine the relationship between peer social support and self-adjustment among migrant students from South Sumatra studying in Yogyakarta. Using a quantitative correlational method, the study involved 105 South Sumatran students enrolled in various higher education institutions in the Special Region of Yogyakarta. Participants were selected through purposive sampling, with the criteria of being active students who had studied for at least one year. Data were collected using a peer social support scale based on House's theory (1981) and a self-adjustment scale based on Schneider's theory (1999). Validity testing resulted in the exclusion of one item from the peer support scale and three items from the self-adjustment scale. Reliability testing using Cronbach's Alpha produced coefficients of 0.917 for peer social support and 0.938 for self-adjustment. Correlation analysis revealed a positive and significant relationship between peer social support and self-adjustment, with a correlation coefficient of 0.822 and a significance value of 0.000 ( $p < 0.05$ ). These findings indicate that higher levels of peer social support are associated with better self-adjustment among migrant students. The study highlights the crucial role of peer relationships in supporting migrant students' psychological well-being and academic adaptation in a new environment.

---

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



### Corresponding Author:

Afni Ambar Sari  
Faculty of Psychology, Proklamasi 45 University Yogyakarta, Jl. Babarsari, Caturtunggal, Sleman, Yogyakarta 55281  
[afniambar@gmail.com](mailto:afniambar@gmail.com)

---

## INTRODUCTION

Java Island has long been known as Indonesia's center of education, attracting many students from different regions. One key reason is the presence of well-known universities with strong national and international reputations. Yogyakarta, as part of Java, plays an important role in this regard. Every year, many students migrate to continue their studies in cities with better educational opportunities, especially those whose home regions have limited access to quality

higher education. Yogyakarta is one of the most popular destinations for educational migration. The city is widely recognized as a “student city” because it offers many educational institutions, from schools to reputable universities with diverse study programs. This makes Yogyakarta an important center for learning and human resource development in Indonesia. As a consequence of ongoing educational migration, Yogyakarta has become a highly multicultural (Zubaidah & Pratiwi, 2019). According to (Jamaluddin, 2020), self-adjustment is an important part of student development, especially when entering college or facing new challenges. In this process, peer support becomes very helpful. It includes friendship, empathy, sharing experiences, and being willing to help in difficult situations.

According to Schneiders (1999) in (Meliantini, 2024) self-adjustment is a psychological process that reflects an individual’s maturity in facing and responding to various demands and environmental changes. Similarly, (Wulandari et al., 2023) emphasize that the ability to adjust is a fundamental skill necessary for survival and for building healthy, productive social interactions. However, it can also bring stress and anxiety as students face increased academic demands and social adjustments. Schneider in (Rovika, 2021) and Haber & Runyon highlight that successful self-adjustment involves achieving harmony between internal needs and external expectations. It is a continuous, dynamic process requiring flexibility and readiness to respond to life’s changes. Sarafino (2008) in (Asmalia, 2021) defines social support as various forms of assistance and care both tangible and emotional given to an individual to foster comfort, self-esteem, and a sense of being valued. Social support can be emotional, instrumental, informational, or appraisal-based. As Cummins (Abdullah, n.d.) explains, students from Palembang often experience “language shock” when faced with the dominant use of Javanese in Yogyakarta.

Unlike previous studies that focused mainly on economic aspects, this research explores how students from South Sumatra adapt to Yogyakarta’s local culture examining challenges and strategies in adjusting to new social, linguistic, and cultural environments (Wibowo, 2020). According to Hofstede (1984), cultural differences greatly influence social interactions and adaptation patterns. In Yogyakarta, values such as *nrimo* (acceptance) and *tepo sliro* (tolerance and mutual respect) shape local social behavior.

## METHODS

This study employed a quantitative research design to examine the relationship between social support and self-adjustment among South Sumatran students studying in Yogyakarta. The research was conducted within Ikatan Keluarga Pelajar Mahasiswa Sumatera Selatan (IKPM Sumsel), a regional student organization, targeting 105 active members enrolled in various universities. Data were collected online via Google Forms distributed through the organization’s official WhatsApp group. The study utilized a psychological questionnaire measuring two variables: self-adjustment (36 items) and social support (24 items). The instrument was developed through multiple stages, including drafting, supervisor consultation, and pilot testing with 30 respondents to ensure validity and reliability. Items with corrected item-total correlations below 0.30 were removed, and reliability testing yielded a Cronbach’s Alpha of 0.918, indicating high internal consistency.

Data collection occurred in stages: administrative preparation and permissions from IKPM Sumsel leadership, pilot testing from September 17–25, 2025, and main data collection from November 3–30, 2025, with respondents providing informed consent prior to participation. Data were analyzed using SPSS version 0.21. Descriptive statistics summarized respondents' demographics and levels of self-adjustment and social support, while correlation analysis examined the relationship between the two variables. Results indicated that most respondents had high self-adjustment (81.9%) and high social support (65.7%), and a positive correlation was found, suggesting that greater social support enhances students' ability to adapt to their new academic and social environment

### **Teori and time place of research**

According to Schneider (1999) in (Amminudin, 2020) self-adjustment is an effort that involves both mental and behavioral responses from each individual. In this process, individuals strive to face and overcome various conflicts and frustrations that hinder the fulfillment of their needs. Through these efforts, individuals aim to achieve harmony and balance, both within themselves and with their surrounding environment. Thus, self-adjustment is not merely a passive reaction but an active process that allows individuals to remain balanced and comfortable in life despite facing various pressures and challenges.

Haber & Runyon (2006) explain that self-adjustment is a dynamic and continuous process, not a static or fixed state. This process requires individuals to continuously adapt to changing situations and conditions around them. Self-adjustment can be considered effective if a person can face these challenges and changes well, enabling them to function optimally in various aspects of life. The ability to adapt becomes an important asset for individuals when they begin interacting and engaging with the broader society. Furthermore, self-adjustment plays a vital role in maintaining mental health and well-being, as individuals who can adjust effectively typically experience lower stress levels and higher psychological well-being.

The self-adjustment ability of students, especially new students, is crucial in facing the process of adapting to the campus environment and the learning system implemented. At the beginning of college, students are required to adapt to various changes, from different learning methods compared to previous education levels to managing time and greater academic responsibilities. The ability of students to adjust to these conditions significantly affects their capacity to complete academic tasks effectively and efficiently. Good self-adjustment allows students to face academic challenges more confidently, positively impacting their expected learning outcomes during their studies. Self-Adjustment (Adaptation) Aspects (Schneider, 1999) : Adaptation, Conformity, Individual variation, Mastery, Recognition, Social approval.

According to Hurlock (2011) in (Findriany Tionardi, 2019), self-adjustment is an important ability that every individual possesses to accept themselves, adapt to social groups, and actively engage in various activities in their environment. This adjustment process involves mental and behavioral responses that allow a person to attempt to modify their environment to meet personal needs. It is crucial in dealing with pressures, frustrations, and conflicts that arise as individuals seek to balance their own needs with environmental demands, especially during college life.

Several experts have defined the meaning of social support. Gottlieb (1983) in (Anandar et al., 2020) explains that social support is a form of assistance that can be verbal or non-verbal, such as advice, concrete actions, or other forms of attention provided by close individuals, especially peers. Their presence and involvement in an individual's life not only provide practical help but also bring positive emotional effects, such as feeling valued, accepted, and not alone. This type of support plays an important role in helping individuals cope with stress, strengthening mental resilience, and improving self-adjustment in various life situations.

According to House (1981) in (Aliyah, 2024) social support can be understood as an important resource needed by individuals to face various life pressures. This resource is obtained through relationships with others and can take various forms, such as emotional support (e.g., care and empathy), instrumental support (direct or practical assistance), informational support (advice or guidance that helps solve problems), and appraisal support (recognition or positive feedback). All these forms of support contribute significantly to an individual's psychological well-being and enhance their ability to adjust to their social environment.

Sarafino (2011) explains that social support is a form of assistance provided to someone, particularly from individuals with emotional closeness, such as family, friends, or other close persons. This support is not limited to tangible actions but also includes attention, empathy, and care that can provide a sense of security, being valued, and being understood. This process reflects social involvement that positively influences self-esteem, increases psychological comfort, and helps individuals feel less alone in facing life pressures. Whether originating from individuals or groups, social support plays a major role in building mental resilience and strengthening self-adjustment in various situations (Rozali Yuli, 2014). Stroul argues that peer social support is an interactive process that includes various forms of positive relationships, such as friendship, empathy, sharing experiences, and helping each other. It is important in reducing the intensity of psychological disturbances often experienced by individuals, especially adolescents, such as loneliness, social rejection, discrimination, and frustration. The presence of supportive peers can provide a sense of acceptance and understanding, which positively affects emotional well-being. This support also contributes to building self-confidence, social skills, and helps adolescents in the process of self-adjustment during the transition and development toward adulthood (Rufaida, 2017).

Social Support Aspects (House, 1981) Emotional support, Appraisal support (or esteem support), Instrumental support, Informational support The Association of Students and Scholars from South Sumatra (IKPM Sumsel), with registration number 089/SEK/IKPMSUMSEL-YK/VII/2025, is a regional organization that brings together students originating from South Sumatra Province who are pursuing their studies at various universities in the Special Region of Yogyakarta. This organization serves as a platform for maintaining connections, developing personal potential, and providing a space for self-actualization among young people from South Sumatra studying in Yogyakarta a city widely known as the "City of Students" as well as a national center of education, culture, and intellectual activity in Indonesia. Geographically, the secretariat or headquarters of IKPM

Sumsel is located on Bausasran Street, Bausasran Village, Danurejan District, Yogyakarta City, Special Region of Yogyakarta. The location is close to Malioboro, Lempuyangan Station, and several major universities, making it a highly strategic and easily accessible place for members and visitors alike. The Bausasran area itself is known as a student hub, filled with student dormitories, boarding houses, and various academic and social activities carried out daily. The IKPM Sumsel Hall on Bausasran Street is not merely a residence or organizational secretariat it also functions as an intellectual center, a space for academic discussions, and a gathering place for South Sumatran students in Yogyakarta. Various activities are regularly held here, such as organizational meetings, academic discussions, regional forums, research training, social events, and cultural celebrations featuring South Sumatran traditions. With its open and inclusive environment, the hall symbolizes the unity of South Sumatran students who migrate to Java in pursuit of higher education.

#### **Data collection and descriptive statistical analysis**

Based on the descriptive data results, there is a strong tendency supporting the hypothesis. The majority of respondents with high social support scores also have high self-adjustment scores. Theoretically, this finding aligns with the notion that social support plays an important role in helping individuals adapt to new situations, especially during transitional periods such as studying away from their hometown.

Social support provides a protective effect against stress, increases self-confidence, and creates a sense of safety and belonging. Students who perceive themselves as having a strong social network tend to adapt more easily to new environments, cope better with challenges, and have higher motivation in their academic life. Thus, descriptively, the research hypothesis is accepted there is a positive relationship between social support and self-adjustment among South Sumatran students in Yogyakarta.

The findings strengthen the understanding that social support is an external factor that greatly influences the ability of migrant students to adjust. For students from South Sumatra who must adapt to new social, cultural, and academic environments in Yogyakarta, the presence of social support functions as a bridge that facilitates the adaptation process.

The forms of social support received by students generally include, Emotional support, such as empathy, attention, and a sense of belonging from friends and the IKPM Sumsel community, Informational support, in the form of advice, academic guidance, and information about campus life and housing, Instrumental support, such as material or logistical assistance when facing financial difficulties, Appraisal support, which includes positive feedback that enhances self-confidence.

These factors together create a socially conducive environment in which students feel accepted, valued, and motivated to grow. In this context, regional organizations such as IKPM Sumsel play a strategic role as a platform for strengthening social networks among migrant students. Students with high social support tend to have a positive perception of their new environment, are more open to social interaction, and are better able to adapt to the values and social norms of their host community. Conversely, students with low social support may experience more difficulties in dealing with pressure, feelings of isolation, and higher stress levels.

The level of self-adjustment among South Sumatran students in Yogyakarta is categorized as high, with 81.9% of respondents falling into the high category and none in the low category. The level of social support is also high, with 65.7% of respondents categorized as high and only 1% as low. Descriptively, there is a positive relationship between social support and self-adjustment. The higher the level of social support received by students, the better their ability to adapt to the new environment in Yogyakarta.

The results of this study affirm the importance of regional student communities, such as IKPM Sumsel, in creating a social environment that supports the psychological well-being and successful adaptation of migrant students. This research involved 105 respondents, all of whom were students and scholars from South Sumatra Province currently studying at various public and private universities in the Special Region of Yogyakarta. All respondents were active members of the Association of Students and Scholars from South Sumatra (IKPM Sumsel), which serves as a forum for gathering and providing social support to migrant students. The study focused on two main variables self-adjustment and social support which were measured using psychological scales in the form of questionnaires consisting of statement items that had been reviewed and validated by academic supervisors.

### **Sediment population and sampling**

#### **1. Population**

The population refers to the objects or subjects and the total number in a study, which can include people, objects, events, or institutions. In quantitative research, the population is determined based on the research objectives. Several expert opinions define the population. The population is the generalization area consisting of objects or subjects that have certain qualities and characteristics specified by the researcher. Another definition states that the population is not only people but also objects and other natural entities, including all characteristics or properties possessed by the subjects or objects.

According (Sugiyono, 2015), "population is the total collection of elements about which we wish to make some inference. A population element is the subject on which the measurement is being taken. It is the unit of study." Thus, the population is the total collection of elements about which conclusions are to be drawn. In this study, the population elements are the subjects targeted for measurement, which are all students from outside the area (*perantau*) studying in universities in Yogyakarta. Perantau students are defined as students from South Sumatra who live in the Special Region of Yogyakarta for study purposes.

#### **2. Sample**

A sample is a portion of the population that represents its number and characteristics. The requirements for determining a sample are accuracy and precision. Accuracy means the sample is more precise when errors are minimal, while precision refers to how closely the estimates reflect the population characteristics. A sample represents the population when the population is large and it is not feasible for the researcher to study the entire population (Sugiyono, 2022; Darwi, 2025). In this study, the sample consists of students from South Sumatra living in the Special Region of Yogyakarta for study purposes.

The sampling technique used in this research is Purposive Sampling, with the following criteria: Active students at the undergraduate (S1) or diploma (D) level in the Special Region

of Yogyakarta, Originating from South Sumatra and currently residing in the Special Region of Yogyakarta, Have completed at least one year of study. The total sample in this study is 100 respondents, considered representative of the target population. This number was determined based on considerations of the feasibility of correlational statistical analysis as well as time and research resource efficiency.

### Type of Research

This study is a correlational quantitative research. Correlational research is used to determine the relationship between two or more variables. In this case, the study aims to find out whether there is a relationship between social support as the independent variable and self-adjustment as the dependent variable among out-of-town students from South Sumatra studying in Yogyakarta. The quantitative method was chosen because this research uses numerical data, which are processed statistically to test the formulated hypotheses.

Quantitative research is influenced by positivist philosophical thinking, which asserts that something is considered to exist if it can be measured and tested empirically. Knowledge of the truth is derived from natural sciences that can be measured accurately, based on facts and reality. This perspective serves as the foundation for using a quantitative approach in scientific research (Mulyadi, 2013)

In general, quantitative research is research that uses measurement, calculation, formulas, and numerical data in planning, conducting, developing hypotheses, applying techniques, analyzing data, and drawing conclusions. In other words, quantitative research is a process of generating knowledge using numerical data as a tool for analysis. It can be concluded that quantitative research is an approach that utilizes numerical and precise scientific data to answer research hypotheses (Fatma Sukmawati, 2022) In short, this study uses numerical data and statistical methods to examine the relationship between social support and self-adjustment of out-of-town students.

### Calculation of Psychological Variable

Description of the Self-Adjustment Variable, The self-adjustment variable was measured using 36 statements based on theories of students' social adaptation. The total score reflects an individual's ability to adapt to a new environment, both academically, socially, and culturally. Based on the descriptive analysis of 105 respondents, the data are as follows, Highest score: 115, Lowest score: 23, Hypothetical range: 92, Hypothetical mean: 69, Standard deviation (SD): 11.5

**Table 1.** Description of the Self-Adjustment Variable

$X \geq \mu + 1\sigma$	$X > 115,5$	Height	86
$\mu - 1\sigma < X < \mu + 1\sigma$	$115,5 \geq X > 82,5$	Currently	19
$X \leq \mu - 1\sigma$	$X \leq 82,5$	Low	0

The categorization of self-adjustment levels was determined using a normal distribution approach. The distribution results show that 81.9% of respondents have a high level of self-adjustment, while the rest fall into the medium category, and none are in the low category.

These findings indicate that students from South Sumatra in Yogyakarta are generally able to adjust well to environmental changes they encounter. As migrant students, they face

various challenges, such as cultural differences, new habits, and academic pressures. However, the results show that most of them manage these challenges effectively, demonstrating strong social and emotional adaptation abilities. This trend also suggests that effective social support from peers and regional organizations helps students through their adjustment process while studying away from home.

Description of the Social Support Variable, The social support variable was measured using 36 statements describing the extent to which individuals receive emotional, informational, and instrumental assistance from people around them, including friends, family, and social organizations. The data obtained are as follows is Highest score: 115, Lowest score: 23, Hypothetical range: 92, Hypothetical mean: 69, Standard deviation (SD): 11.5

**Table 2.** Description the Social Support Variable

$X \geq \mu + 1\sigma$	$X > 80,5$	Height	69
$\mu - 1\sigma < X < \mu + 1\sigma$	$80,5 \geq X > 57,5$	Currently	35
$X \leq \mu - 1\sigma$	$X \leq 3$	Low	1

The categorization of social support levels shows that 65.7% of students fall into the high category, 33.3% into the medium category, and only 1% into the low category. These findings indicate that students from South Sumatra in Yogyakarta generally receive sufficient social support from their surroundings. Such support may come from fellow students in the IKPM Sumsel community, from university peers, or from families who continue to provide moral and emotional encouragement despite the distance. The high level of social support reflects the strong sense of solidarity among migrant students from the same region, where kinship and mutual assistance are essential parts of their social life in Yogyakarta.

### Social Support

Social support was assessed using the Social Support Scale (House, 1981), which consists of 4 subscales: emotional support, appreciation support, instrumental support, and informational support. Each item was rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The total score for social support was calculated by summing the scores of all items. Higher scores indicate higher perceived social support.

Formula:

$$SS_{\text{total}} = \sum_{i=1}^n SS_i \quad (1)$$

Where  $SS_{\text{total}}$  is the total social support score, and  $SS_i$  is the score for each item.

### Self-Adjustment

Self-adjustment was measured using the Adjustment Scale (Schneider, 1999), covering 6 aspects: adaptation, conformity, individual variation, mastery, recognition, and social approval. Items were rated on a 5-point Likert scale. Scores for each subscale were summed, and the total self-adjustment score was obtained by adding all subscales. Higher scores indicate better self-adjustment ability.

Formula:

$$SA_{\text{total}} = \sum_{j=1}^m SA_j \quad (2)$$

Where  $SA_{\text{total}}$  is the total self-adjustment score, and  $SA_j$  is the score for each subscale item.

## Data Analysis

The collected numerical data were processed and analyzed using statistical software (SPSS 21.0). Descriptive statistics (mean, standard deviation) were calculated to summarize the data. The relationship between social support and self-adjustment was tested using Pearson correlation analysis, with significance level set at  $p < 0.05$

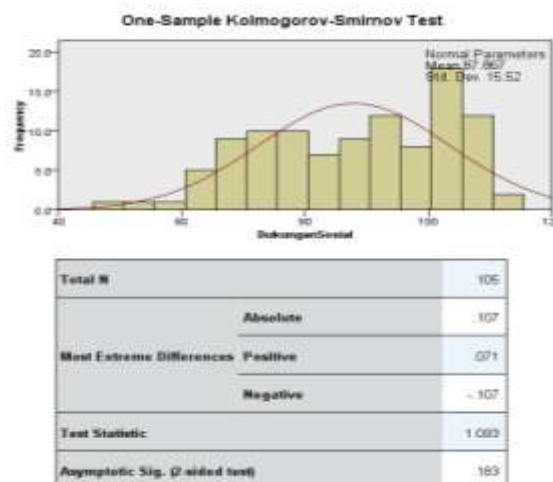
## RESULTS AND DISCUSSION

### Hypothesis Testing

#### Normality Test

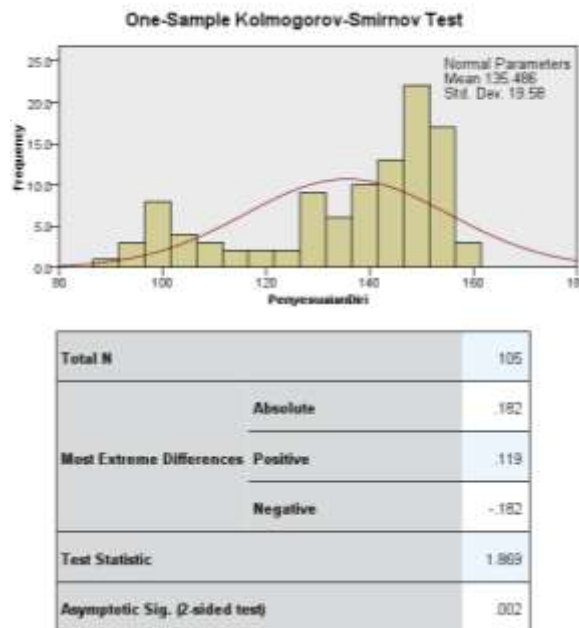
The normality test was conducted to determine whether the data for each variable followed a normal distribution. This test is important because many statistical analysis techniques assume that the data are normally distributed. In this study, the normality test was carried out using the Kolmogorov-Smirnov (K-S) test through SPSS version 21. The results for the self-adjustment variable showed a K-S-Z value of 1.869 with a significance value of 0.002. This significance value is less than 0.05, indicating that the self-adjustment data do not meet the normal distribution assumption. In other words, the distribution of data for this variable significantly deviates from a normal distribution.

On the other hand, the social support variable obtained a K-S-Z value of 1.039 with a significance value of 0.183. Since this significance value is greater than 0.05, it can be concluded that the social support data are normally distributed. This means that the social support variable does not show a significant deviation from a normal distribution. Overall, the normality test shows that only the social support variable is normally distributed, while the self-adjustment variable is not. This condition can be considered when selecting an appropriate statistical analysis method, for example, by using a non-parametric method for the self-adjustment variable or performing data transformation to approximate normality.



**Figure 1.** One Sample Kolmogorov-Smirnov test

The K-S-Z (Kolmogorov-Smirnov Z) value is 1.039 with a significance of 0.183 ( $p > 0.05$ ), which means that the data for the social support variable is normally distributed.



**Figure 2.** One Sample Kolmogorov-Smirnov test

The K-S-Z (Kolmogorov-Smirnov Z) value is 1.869 with a significance of 0.002 ( $p < 0.05$ ), which means that the data for the self-adjustment variable is **not** normally distributed.

### Linearity Test

The linearity test was conducted to determine whether the relationship between the two variables is linear. A linear relationship is one of the basic assumptions in regression analysis, indicating that changes in the independent variable (social support) are proportionally related to changes in the dependent variable (self-adjustment). This test is important to ensure that regression or correlation analysis produces valid results.

**Table 3.** ANOVA Table

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Self-adjustment *	Between Groups	(Combined)	35377.762	46	769.082	9.912	.000
		Linearity	26948.582	1	26948.582	347.301	.000
Social Support		Deviation from Linearity	8429.180	45	187.315	2.414	.001
		Within Groups	4500.467	58	77.594		
		Total	39878.229	104			

The F linearity value is 347.301 with a significance of 0.000 ( $p < 0.05$ ), which means that the two variables have a linear relationship. Based on the linearity test results, the F linearity value was 347.301 with a significance of 0.000. Since the significance value is less than 0.05, it can be concluded that the relationship between social support and self-adjustment is linear. In other words, every change or increase in social support is accompanied by a corresponding change in the self-adjustment of South Sumatra students studying in Yogyakarta. Descriptively, these results indicate that social support has a significant relationship with self-adjustment. The higher the social support received by students, the better their ability to adjust to a new environment. This finding supports the view that social support plays an important role in the social and psychological adaptation process of migrant students. Thus, it can be concluded that there is a significant and linear relationship between social support and self-adjustment among South Sumatra students studying in Yogyakarta. These results emphasize the importance of social support, whether from family, peers, or student organizations such as IKPM Sumsel, in helping students adjust effectively to a new environment.

### Correlation Test

The correlation test was conducted to determine the extent of the relationship between social support and the self-adjustment of South Sumatra students studying in Yogyakarta. Correlation analysis used the Pearson Product Moment because the variables are on an interval/ratio scale and have met the assumptions of linearity and normal distribution (for the social support variable).

**Table 4.** Correlation Test

Correlations		Social Support	Self-adjustment
Social Support	Pearson Correlation	1	.822**
	Sig. (1-tailed)		.000
	N	105	105
Self-adjustment	Pearson Correlation	.822**	1
	Sig. (1-tailed)	.000	
	N	105	105

\*\* . Correlation is significant at the 0.01 level (1-tailed).

The correlation coefficient is 0.822 with a significance of 0.000 ( $p < 0.05$ ). This means there is a significant positive correlation. Thus, the hypothesis in this study is accepted.

Based on the analysis, the correlation coefficient ( $r$ ) was 0.822 with a significance value of 0.000. Since the significance value is less than 0.05, the relationship between social support and self-adjustment can be considered statistically significant. The correlation coefficient of 0.822 indicates a very strong positive correlation. This means that the higher the social support received by students, the higher their ability to adjust to the new environment. Therefore, the research hypothesis stating that social support has a positive effect on self-adjustment is accepted. Descriptively, these results underscore the importance of social support, whether from family, peers, or student organizations, in helping migrant students face academic and social challenges while studying in Yogyakarta.

## Relationship between Social Support and Self-Adjustment

This study also aimed to examine the relationship between social support and the self-adjustment of South Sumatran students in Yogyakarta. Based on descriptive analysis, it was found that high self-adjustment levels tended to coincide with high social support received by respondents. Of the 86 respondents with high self-adjustment levels, most were also classified in the high social support category. Meanwhile, only one respondent fell into the low social support category, and no respondents showed low self-adjustment. This indicates a positive relationship pattern between the two variables: the higher the social support an individual receives, the better their ability to adjust to a new environment. These findings highlight the important role of social support in facilitating effective adaptation for migrant students in a new academic and social setting.

### Reliability test statistics

Reliability Test of the Social Support Scale

**Table 5.** Reliability test Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.938	33

Reliability Test of the Self-Adjustment Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.917	23

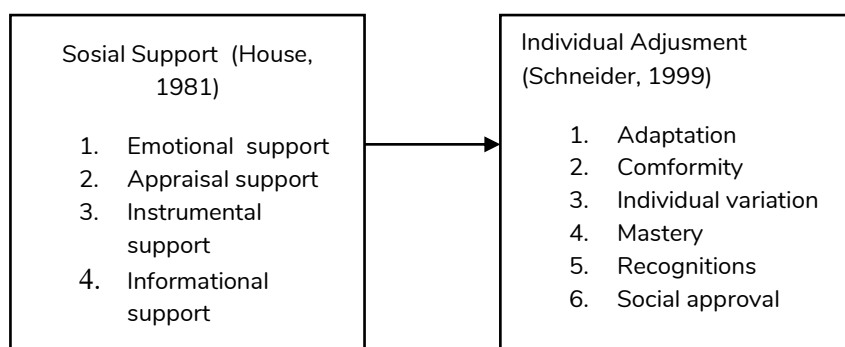
## Discussion

### The Dynamics of the Relationship Between Social Support and Individual Adjustment

According to Schneider, self-adjustment is a dynamic process that involves various mental and behavioral responses from an individual. In this process, a person actively and effectively strives to manage stress, meet needs, and resolve conflicts or contradictions arising from within themselves. Adjustment is not merely a spontaneous reaction but a deliberate effort to achieve a balance between internal demands such as desires, expectations, and personal needs and external conditions or demands in the surrounding environment. In other words, individuals try to adjust themselves to adapt objectively to the outside world, creating harmony between what they want and what they must experience. This process is crucial for individuals to function well in their social life, reduce stress that may arise from discrepancies between personal needs and environmental realities, and achieve optimal psychological well-being. According to Schneider, an individual's adjustment to various situations can be categorized into four main forms: personal, social, marital, and occupational or vocational adjustment. Personal adjustment relates to how an individual adapts emotionally and mentally to life challenges. Social adjustment involves maintaining harmonious interactions and relationships within social groups, allowing individuals to function effectively in their social environment. Marital adjustment encompasses an individual's ability to live effectively within a marriage, manage differences, and build

household harmony. Occupational or vocational adjustment relates to how an individual develops skills and adapts to job and career demands in order to achieve professional accomplishments and satisfaction. These four forms of adjustment demonstrate the complexity of individual adaptation across interconnected aspects of life. Adaptation and understanding of a new environment are crucial for students living away from home during their campus life. In the process of self-adjustment, social support plays an important role, particularly in preventing feelings of loneliness and isolation often experienced when far from family and their home environment.

Students require various forms of support, such as emotional support that provides comfort and reassurance, instrumental support in the form of practical assistance, informational support that offers guidance and solutions, and affirmational support that strengthens self-confidence and self-esteem. The success of a student's adjustment can be seen in how well they face challenges and adapt to changes in a new environment. Furthermore, self-adjustment facilitates individuals in interacting and aligning with the social norms around them, serving as an important asset for maintaining mental and psychological health during their studies. Self-adjustment is influenced by various factors, including psychological and physiological factors, personal development and maturity, environment, culture, and religion. One key factor in self-adjustment is the environment in which an individual grows and develops, which can be a primary determinant of future adaptive ability. This environment includes schools, peers, communities, and families. Peers play an important role as sources of shared experiences, guidance, and support. In this context, social support obtained from the surrounding environment whether from family, peers, community, or school becomes a major variable influencing the self-adjustment process. Several studies have shown a positive relationship between social support and self-adjustment in adolescents. Students, in particular, require support from their surrounding environment, such as encouragement, attention, recognition, assistance, and affection. Such support makes students feel loved, cared for, and valued by others, thereby helping them in the process of adjusting to a new environment as well as facing various academic and social challenges.



**Figure 2.** Relationship Between Social Support and Individual Adjustment

## Research Limitations

This study has several limitations that should be considered when interpreting the results and generalizing the findings. The data collection instrument used was an online questionnaire. Although the questionnaire had undergone validity and reliability testing to ensure the accuracy and consistency of measurement, inherent limitations of this method remain. Respondents may interpret each question item differently, or there may be careless responses, which can affect data quality. In addition, questionnaire responses heavily depend on respondents' openness and honesty, which cannot be fully controlled by the researcher. Time constraints were a significant factor in the data collection process. Respondents came from various public and private universities with differing academic schedules, so data collection had to be conducted within a certain timeframe. This variation in schedules posed challenges in reaching all students simultaneously, which may result in some respondents not participating or submitting responses late. This could affect the representativeness of the sample and reduce the study's ability to capture students' conditions comprehensively at the same time. The focus of this study was limited to analyzing the relationship between social support and self-adjustment. Thus, the results are only relevant for understanding the influence of social support on the adaptation ability of students living away from home, while other potential factors such as academic motivation, economic conditions, previous educational experiences, or other psychological factors were not analyzed. This limitation means that the study's findings cannot be generalized as a representation of all factors affecting student adjustment. The study population was limited to students from South Sumatra studying in Yogyakarta who were members of the IKPM Sumsel organization. This restriction makes the findings relevant only for students with similar characteristics, and they cannot be directly applied to students from other regions or those not involved in similar organizations. Moreover, the study employed a cross-sectional design, with data collected from respondents willing to participate within a certain timeframe. This raises the potential for self-selection bias, as more active students or those with higher social support experiences are more likely to respond, while less involved students may be underrepresented. The study was also limited by technical constraints related to online data collection. Factors such as limited internet access, academic workload, and possible technical issues during questionnaire completion could affect the quantity and quality of responses. This should be considered, as it may introduce data variation that does not fully reflect the actual conditions of the entire target population of students living away from home.

These limitations have important implications for interpreting the study results. Researchers and readers should exercise caution when drawing conclusions and generalizing findings. Therefore, further research is recommended to expand the population scope, consider other potential factors influencing student adjustment, and employ a longitudinal design to capture the dynamics of student adjustment more comprehensively. Improving data collection methods, such as combining online questionnaires with interviews and observations, can also help minimize bias and increase the validity of findings.

Overall, despite certain limitations, the findings of this study still provide important insights into the role of social support in student adjustment and serve as a basis for

developing more effective social support strategies in the context of students living away from home.

## CONCLUSION

Based on the findings of this study, it is recommended that student organizations, families, and educational institutions continue to provide and strengthen social support for students from South Sumatra studying in Yogyakarta. Programs that facilitate peer interaction, mentoring, counseling, and family involvement can further enhance students' ability to adapt academically and socially to a new environment. Additionally, future research could expand on this study by exploring other factors that may influence student adjustment, such as personality traits, stress management, or cultural adaptation strategies. Longitudinal studies could also provide deeper insights into how social support affects adjustment over time, as well as identify which types of support are most effective in facilitating adaptation. Recognizing the limitations of the current study, including the focus on a single student organization and the reliance on self-reported questionnaires, future studies should consider larger and more diverse samples and incorporate mixed-method approaches to gain a more comprehensive understanding of student adaptation in new environments.

## REFERENCE

- Abdullah. (n.d.). *Pola Komunikasi Interpersonal Dalam Membangun Hubungan Pertemanan Di Kalangan Mahasiswa Perantau Sumatera Selatan Di Yogyakarta*.
- Aliyah. (2024). Pengaruh dukungan sosial teman sebaya terhadap harga diri pada santri. *Jurnal Cahaya Mandalika*, 5(1). <http://ojs.cahayamandalika.com/index.php/JCM>
- Amminudin. (2020). *Hubungan dukungan sosial dengan penyesuaian diri pecandu narkoba di Rehabilitasi Narkoba. Adjustment, Sosial Support*.
- Anandar, R., Wibhawa, B., & Wibowo, H. (2020). *Dukungan Sosial terhadap anak jalanan dirumah singgah*. <http://pksa.kemsos.go.id/>,
- Asmalia. (2021). Pengaruh dukungan sosial terhadap penyesuaian diri pada mahasiswa sumatera di UIN Sayyid Ali Rahmatullah. *Proyeksi, Vol. 16 (2) 2021, 153-165, UIN Sayyid Ali Rahmatullah, Penyesuaian Diri, Dukungan Sosial*.
- Darwi. (2025). Perhatian Orang Tua dan Konsep Diri Berpengaruh Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial Siswa Pada MTs Swasta Kota Jakarta Barat (8(2), 263. <https://doi.org/10.30998/herodotus.v8i2.25487> *Jurnal Pendidikan IPS, Trans.*). *Herodotus: Jurnal Pendidikan IPS, 8(2), 263*. <https://doi.org/10.30998/herodotus.v8i2.25487>
- Fatma Sukmawati. (2022). Metodologi Penelitian Kuantitatif. *Www.Pradinapustaka.Com, ISBN : 978-623-99688-7-8, 236/JTE/2022*.
- Findriany Tionardi. (2019). *Hubungan Dukungan Sosial Teman Sebaya dengan Penyesuaian Sosial pada Mahasiswa Baru yang Berasal dari Luar Kota Surabaya* (Vol. 7, Issue 2).
- Findriany Tionardi. (2019). *Hubungan Dukungan Sosial Teman Sebaya dengan Penyesuaian Sosial pada Mahasiswa Baru yang Berasal dari Luar Kota Surabaya* (Vol. 7, Issue 2).

- Jamaluddin, M. (2020). *Indonesian Psychological Research Model Penyesuaian Diri Mahasiswa Baru A New Student Adjustment Model*. 02(02). <https://doi.org/10.2980/ipr.v2i2.361>
- Meliantini. (2024). Hubungan penyesuaian diri, mekanisme koping dan dukungan sosial dengan kecemasan pada mahasiswa baru. *Urnal Keperawatan Jiwa (JKJ): Persatuan Perawat Nasional Indonesia Volume 12 No 3, Agustus 2024, e-ISSN 2655-8106, p-ISSN2338-2090 FIKKes Universitas Muhammadiyah Semarang Bekerjasama Dengan PPNI Jawa Tengah*.
- Mulyadi. (2013). Analisis yuridis tindak pidana korupsi (Metode penelitian kuantitatif). *Scripta: Jurnal Ilmiah Mahasiswa Vol. 2 Nomor 1, April 2020 E-ISSN 2656-9809*.
- Rovika. (2021). *Hubungan dukungan sosial dengan penyesuaian diri dalam menjalankan metode pembelajaran daring/online di masa pandemi covid-19 pada mahasiswa baru UIN Ar-Raniry Banda asal Simeulue. UIN Ar-Raniry Banda Aceh*.
- Rozali Yuli. (2014). Hubungan Dukungan Sosial dengan Motivasi Belajar pada mahasiswadi UEU. In *Hubungan Dukungan Sosial Dengan Motivasi Belajar Pada Mahasiswa Universitas Esa Unggul Jurnal Psikologi* (Vol. 12).
- Rufaida. (2017). Hubungan antara dukungan sosial teman sebaya dengan penyesuaian diri pada mahasiswa rantau Sumatera di Universitas Diponegoro. In *Jurnal Empati, Agustus* (Vol. 7, Issue 3). *Jurnal Empati, Agustus 2017 Volume 7 (Nomor 3), Halaman 217 - 222*
- Sugiyono. (2015). Sugiyono, Metode Penelitian dan Pengembangan Pendekatan Kualitatif, Kuantitatif, dan R&D , (Bandung: Alfabeta, 2015), 407 1. *Metode Penelitian Dan Pengembangan Pendekatan Kualitatif, Kuantitatif, Dan R&D, 2015*.
- Wibowo. (2020). Interaksi antar komunikasi bahasa Melayu Bengkulu di jalan baru kecamatan Curup Rejang Lebong (Yuda Saputra, Trans.). *Interaksi Komunikasi Bahasa Melayu Bengkulu Di Jalan Baru Kecamatan Curup Kabupaten Rejang Lebong', 2025, 8*.
- Wulandari, I., Rista, K., & Psikologi, F. (2023). Motivasi belajar mahasiswa rantau dari Luar Jawa: Adakah peran penyesuaian diri? *INNER: Journal of Psychological Research, 2(4), 567–577*.
- Zubaidah, E., & Pratiwi, P. H. (2019). *Prosiding Seminar Nasional "Meneguhkan Peran Penelitian dan Pengabdian kepada Masyarakat dalam Memuliakan Martabat Manusia" MIGRASI PELAJAR DAN MAHASISWA PENDATANG DI KOTA PENDIDIKAN*. <http://yogyakarta.bps.go.id>