

Positive Mental Health among University Students: The Role of Social Support and Self-Efficacy

Kholifah Umi Sholihah¹, Maulida Aulia Putri², Novia Ardha Maftuha³, Zahrotul Izzah⁴, Prapti Madyo Ratri⁵

^{1,2,3,4,5} Department of Psychology, Faculty of Psychology, Universitas Muria Kudus, Kudus, Indonesia.

Email: kholifah.umi@umk.ac.id¹, 202260138@std.umk.ac.id², 202260069@std.umk.ac.id³, 202460104@std.umk.ac.id⁴, prapti.madyo@umk.ac.id⁵

ARTICLE HISTORY

Received: May 26, 2026

Revised: June 25, 2026

Accepted: June 29, 2026

DOI

<https://doi.org/10.52970/grsse.v6i2.2330>

ABSTRACT

Student mental health has become an increasingly important issue because of the growing academic, social, and emotional demands experienced during university life. Positive mental health refers not only to the absence of psychological disorders but also to an individual's ability to function optimally in personal, academic, and social domains. Previous studies have identified social support and self-efficacy as important factors associated with mental well-being; however, research examining their simultaneous contributions to positive mental health among university students remains limited. This study aimed to examine the relationship between social support and self-efficacy and positive mental health among university students. A quantitative correlational design was employed, involving 103 university students selected through convenience sampling. Data were collected using the Positive Mental Health Scale, General Self-Efficacy Scale, and Social Support Scale, all of which demonstrated satisfactory reliability coefficients. Data were analyzed using multiple linear regression with the assistance of IBM SPSS Statistics (version 27). The results revealed that social support and self-efficacy simultaneously had a positive and significant relationship with positive mental health ($R = 0.701$, $p < 0.001$), contributing to 49.2% of the variance in positive mental health. Partial analyses further indicated that both social support and self-efficacy significantly predicted positive mental health outcomes. These findings suggest that strengthening social support systems and enhancing students' self-efficacy may contribute to better mental health outcomes. Universities are encouraged to develop mental health promotion programs through counseling services, peer support initiatives, mentoring programs, and self-development training to enhance student well-being.

Keywords: Social Support, Self-Efficacy, Positive Mental Health, University Students.

I. Introduction

Education is a fundamental aspect of human development and plays a crucial role in advancing both individual and societal well-being. It serves as a valuable asset for a nation and is a key driver of national progress and success (Mutoharoh et al., 2025). Furthermore, education enhances societal welfare by cultivating a competent, competitive generation capable of adapting to the evolving demands of contemporary society. In this regard, young individuals are encouraged to pursue higher levels of education, including tertiary education (Faizal et al., 2025). Higher education represents a developmental transition characterized by numerous challenges, requiring young adults to adapt to new environments, cope with

increasingly complex academic demands, manage emotional pressures, and develop greater autonomy, particularly among those who reside away from their parents (Rohmah & Mahrus, 2024). Individuals engaged in learning activities within higher education institutions are commonly referred to as university students (Wicaksono et al. 2023). University students are generally perceived to possess relatively high intellectual capacity, critical thinking skills, and the ability to make well-considered decisions (Afrilia et al., 2024).

University education is widely recognized as a phase of exploration, self-discovery, and the acquisition of knowledge and specialized competencies that may significantly influence future life trajectories (Susilo et al., 2024). Despite these developmental opportunities, university students constitute a population that is particularly vulnerable to mental health problems (Aidina et al., 2025; Setiawan & Sa'idah, 2025). Haruna et al. (2025) reported that first-year students frequently encounter substantial challenges and pressures during the adjustment process to university life, which may contribute to the emergence of mental health problems, including depression, anxiety, and stress. Among university students, these psychological pressures may stem from various sources, such as academic workload, competition among peers, high expectations from lecturers and parents, and difficulties in maintaining a balance between academic responsibilities and social life (Meliala, 2024).

Mental health concerns among university students have become increasingly alarming at both the global and national levels. This trend is reflected in the growing prevalence of mental health problems in higher education institutions worldwide (Li et al., 2025). A study conducted by Arfandi et al. (2025), involving students from 13 universities in Samarinda, revealed that stress was the most prevalent psychological burden experienced by students. Only 41.1% of the participants were classified as having normal stress levels, whereas 58.9% exhibited stress levels ranging from mild to severe, with 16.7% experiencing severe stress. Moreover, although most students reported normal levels of anxiety (61.5%) and depression (67.3%), the proportion of students experiencing severe anxiety (13.8%) and severe depression (9.8%) remained a significant concern. Mental health is a critical dimension of human functioning that encompasses emotional, psychological, and social well-being. It influences how individuals think, feel, and behave, as well as how they cope with stress, establish interpersonal relationships, and make decisions (Tripe, 2025). Therefore, fostering positive mental health among university students is of paramount importance.

Based on the foregoing discussion, student mental health represents a critical issue that warrants serious attention because of the substantial academic, social, and emotional demands encountered throughout the university experience. Previous studies have demonstrated that social support is positively associated with students' mental health and serves as a protective factor against a range of psychological problems. Likewise, self-efficacy has been consistently linked to individuals' capacity to cope effectively with challenges and to maintain psychological well-being. Nevertheless, empirical studies examining the simultaneous contribution of social support and self-efficacy to positive mental health among university students remain relatively limited, particularly in the Indonesian context. Therefore, this study aimed to investigate the relationships between social support, self-efficacy, and positive mental health among university students. The findings are expected to contribute to the theoretical advancement of the student mental health literature and provide an empirical basis for developing mental health promotion and intervention programs within higher education settings.

II. Literature Review and Hypothesis Development

2.1. Literature Review

From the perspective of positive psychology, mental health, or positive mental health, is not merely characterized by the absence of psychological disorders but also by an individual's ability to function optimally in academic, social, and personal domains. Positive mental health refers to a state of optimal well-being in which individuals can function effectively in both personal and social contexts. This condition extends beyond the absence of psychological distress and encompasses adaptive psychological capacities, stable positive

emotions, and healthy social functioning in response to various life demands. The concept emphasizes psychological strengths and individuals' optimal functioning across multiple life domains rather than focusing solely on the absence of mental illness symptoms (Gautam et al., 2024). Among university students, positive mental health can be understood as a state of optimal psychological well-being in which individuals are not only free from mental health problems but are also capable of functioning effectively in the academic, social, and personal aspects of life. This condition is characterized by the ability to manage academic demands, maintain positive emotional states, establish healthy interpersonal relationships, regulate emotions effectively, cope constructively with academic pressures, and possess a sense of purpose and meaning in educational experiences (Hartati et al., 2025).

Social support is a key factor contributing to individuals' mental health. Individuals who receive adequate social support tend to experience better psychological well-being because they feel loved, valued, and connected to a social environment that can provide assistance when necessary. Social support refers to an individual's perception of the availability of emotional, informational, and instrumental assistance obtained from their social network, including family members, peers, and other social environments (Missasi 2026). Permatasari et al. (2021) reported that perceived social support from family, teachers, and peers contributed significantly, accounting for 71.8% of the variance in university students' academic resilience, with family support emerging as the most dominant factor (42.4%). Social support functions as a psychosocial resource that enables students to cope with stress, enhances their psychological well-being, and maintains positive mental health (Nababan & Rantung, 2026). According to Taylor (2021), social support serves as a primary protective factor that assists individuals in managing stress, improving emotional regulation, and strengthening psychological adaptability in response to life demands. Individuals who perceive higher levels of social support generally report lower anxiety and depression and higher mental well-being. Furthermore, social support not only mitigates the adverse effects of psychological distress but also contributes directly to positive mental health by fostering a sense of social connectedness, enhancing self-esteem, and promoting a greater sense of meaning and purpose in life among university students (Holt-Lunstad 2024).

Research conducted by Setyoningsih et al. (2025) demonstrated that social support is significantly associated with university students' psychological well-being, indicating that higher levels of social support are accompanied by higher levels of psychological well-being. Similar findings were reported by Susanto and Basaria (2025), who found a positive relationship between social support and psychological well-being among university students. These findings suggest that social support is positively and significantly associated with positive mental health among university students. Moreover, social support plays an important role in helping individuals cope with challenging situations, regulate their emotions and improve their overall mental health. Pasinringi et al. (2022) found a significant relationship between sources of social support and the degree of mental health among emerging adult university students in the United States. Their findings indicated that individuals who receive higher levels of social support tend to demonstrate better mental health.

In addition to social support, another factor influencing positive mental health is self-efficacy. Self-efficacy refers to an individual's ability or belief in their capacity to organize and execute the actions required to successfully achieve desired goals (Prayoga & Laily, 2022). This belief reflects an individual's confidence in their abilities, which, in turn, motivates them to pursue and attain desired outcomes (Harahap et al., 2022). Such confidence plays a crucial role in influencing motivation, persistence, and success in dealing with various challenges, including those encountered in academic settings. Individuals with high self-efficacy tend to be more confident, resilient, and capable of managing complex tasks effectively (Brilliany & Kawuryan, 2026). More specifically, self-efficacy is defined as an individual's belief in their ability to cope with situational demands and achieve the desired outcomes, particularly under challenging circumstances. This belief enables individuals to interpret life experiences positively and perceive challenges as opportunities for growth rather than threats (Agmeilia et al., 2023). The concept of self-efficacy was introduced by Albert Bandura through Social Cognitive Theory, which posits that an individual's level of self-efficacy is shaped by the reciprocal interaction among personal, behavioral, and environmental factors (Rozianti et al., 2026). Consequently, self-

efficacy may develop at either high or low levels, depending on the extent to which the environment provides support and opportunities for individuals to experience success.

Several studies have demonstrated the relationship between self-efficacy and university students' mental health. Self-efficacy enables students to cope effectively with complex academic demands such as coursework, academic evaluations, and achievement-related pressures. It also contributes to students' psychological well-being by enhancing mental resilience and emotion-regulation capacities (Aini et al., 2026). Furthermore, self-efficacy helps students maintain positive emotions and sustain long-term psychological functioning. Such conditions support the development of mental well-being, which is characterized not only by the absence of psychological disorders but also by the capacity to grow, adapt, and thrive positively (Elipiya et al., 2025). The influence of self-efficacy extends beyond students' well-being and mental health, affecting their academic achievement, potential development, and physical and psychological capabilities (Heltty & Dina, 2025). Students with positive mental health can generally regulate their emotions effectively, establish healthy social relationships, and respond adaptively to various academic challenges. A growing body of research suggests that social support, as an external factor, and self-efficacy, as an internal factor, play essential roles in promoting mental health. Social support provides emotional, informational, and instrumental resources that assist students in coping with diverse stressors, whereas self-efficacy reflects individuals' beliefs in their capacity to manage the demands and challenges they encounter. Both factors have consistently been associated with university students' psychological well-being.

2.2. Hypothesis Development

Previous studies have consistently demonstrated that social support functions as a protective factor that helps individuals maintain good mental health. University students who receive adequate social support tend to possess a greater capacity to cope with both academic and social demands. Empirical evidence has also indicated a positive relationship between social support and students' mental health. Therefore, the following hypothesis is proposed.

H1: Social support has a positive and significant relationship with positive mental health among university students.

In addition to social support, self-efficacy is an important factor associated with mental health. Individuals with high self-efficacy are generally better equipped to face challenges, overcome obstacles, and maintain positive psychological functioning. Previous research has consistently shown that self-efficacy is positively associated with psychological well-being and mental health. Therefore, the following hypothesis is proposed.

H2: Self-efficacy is positively and significantly related to positive mental health among university students.

Social support and self-efficacy represent external and internal factors, respectively, that contribute to the mental health of individuals. Based on previous empirical findings, both variables are expected to be simultaneously associated with positive mental health among university students. Therefore, the following hypothesis is proposed.

H3: Social support and self-efficacy simultaneously have a positive and significant relationship with positive mental health among university students.

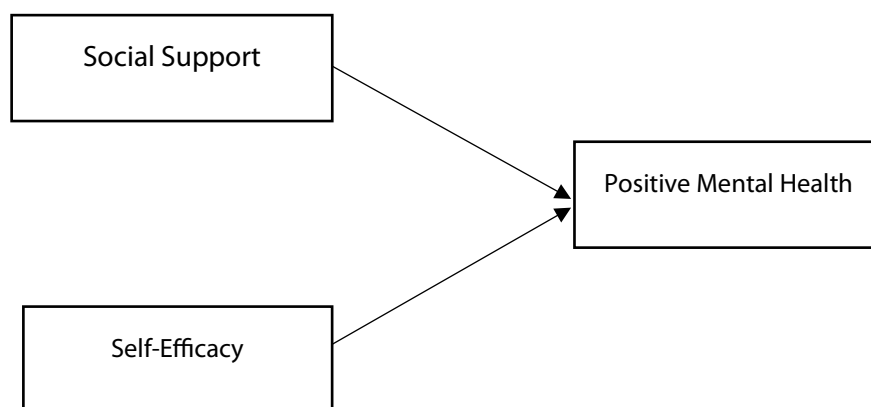


Figure 1. Conceptual Framework

III. Research Method

The present study employed a quantitative approach with a correlational design to examine the relationships between social support, self-efficacy, and positive mental health among university students. The participants consisted of 103 active students from University X, selected using convenience sampling. Data were collected online using a questionnaire distributed via social media and student communication platforms. This sampling method was selected because of its practicality and accessibility in reaching respondents who met the study criteria. However, the use of convenience sampling may limit the generalizability of the findings; therefore, the results should be interpreted cautiously. Data were collected through an online survey distributed via social media and student communication platforms of the university. Prior to completing the questionnaire, participants were provided with information regarding the study objectives and required to provide informed consent.

The data consisted of Likert scale scores representing positive mental health, social support, and self-efficacy levels. Positive mental health was measured using the Positive Mental Health Scale developed by Lukat et al. (2016), which demonstrated a reliability coefficient of $\alpha = 0.884$. Self-efficacy was assessed using the General Self-Efficacy Scale developed by Chen et al. (2001), with a reliability coefficient of $\alpha = 0.782$. Social support was measured using the Multidimensional Scale of Perceived Social Support, adapted by Sulistiani and Kristiana (2022), which demonstrated a reliability coefficient of $\alpha = 0.881$. All instruments were translated into Indonesian and exhibited satisfactory psychometric properties. Data analysis was conducted using IBM SPSS Statistics (version 27). The analytical procedures included descriptive statistical analyses, assessment of the normality assumption using the One-Sample Kolmogorov–Smirnov Test, and multiple linear regression analysis to examine the simultaneous and individual contributions of social support and self-efficacy to university students' positive mental health.

IV. Results and Discussion

4.1. Result

Prior to hypothesis testing, a normality test was conducted on the regression residuals using the One-Sample Kolmogorov–Smirnov Test to ensure that the regression model satisfied the assumption of normality. This test was performed to determine whether the residuals were normally distributed, which is a fundamental assumption underlying linear regression analysis. The results of the normality tests are presented in Table 1.

**Table 1. Results of the Normality Test
 One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		103
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.43151468
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.055
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200 ^{c,d}

As presented in Table 1, the significance value obtained was 0.200 ($p > 0.05$). This result indicates that the residuals were normally distributed, suggesting that the normality assumption required for multiple linear regression analysis was satisfied. Therefore, the data were considered appropriate for subsequent hypothesis testing in this study. Subsequently, multiple linear regression analysis was conducted to examine the individual contributions of social support and self-efficacy to university students' positive mental health. The results of this analysis are presented in Table 2.

Table 2. Multiple Linear Regression Results Predicting Positive Mental Health from Social Support and Self-Efficacy among University Students

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	-.541	2.742		-.197	.844
	Social support	.137	.026	.380	5.210	.000
	self-efficacy	.605	.086	.515	7.058	.000

As shown in Table 2, the social support variable yielded a significance value of 0.000 ($p < 0.05$) with a standardized beta coefficient of 0.380. This finding indicates that social support is positively and significantly associated with university students' mental health. In other words, higher levels of perceived social support are associated with higher levels of positive mental health in students. Furthermore, self-efficacy was positively and significantly associated with positive mental health ($\beta = 0.515$, $p < 0.05$). The larger beta coefficient observed for self-efficacy compared to social support suggests that self-efficacy contributes more strongly to predicting students' positive mental health. Therefore, the minor hypotheses proposing positive relationships between social support and positive mental health, and between self-efficacy and positive mental health, were supported. The major hypothesis was tested using multiple linear regression analysis with two predictors: social support and self-efficacy. The results of this analysis are presented in Table 3.

Table 3. Results of the Multiple Regression Model Predicting Positive Mental Health

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1161.949	2	580.975	48.371	.000 ^b
	Residual	1201.080	100	12.011		
	Total	2363.029	102			

a. Dependent Variable: positive mental health

b. Predictors: (Constant), self-efficacy, social support

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701 ^a	.492	.482	3.466

a. Predictors: (Constant), self-efficacy, social support

b. Dependent Variable: positive mental health

Based on the results of the multiple regression analysis, a significance value of 0.000 ($p < 0.05$) was obtained, with a multiple correlation coefficient (R) of 0.701. These findings indicate that social support and self-efficacy are simultaneously and positively associated with university students' mental health. Therefore, the major hypothesis of this study was supported. Furthermore, the coefficient of determination (R^2) was 0.492, indicating that social support and self-efficacy jointly accounted for 49.2% of the variance in university students' positive mental health. The remaining 50.8% of the variance may be explained by other factors not examined in the present study, such as resilience, coping strategies, personality characteristics, the academic environment, and other psychosocial factors, all of which have been identified as important determinants of positive mental health and psychological well-being (Keyes, 2007; Ryff & Singer, 2008; Huppert 2009).

4.2. Discussion

This study examined the relationships between social support, self-efficacy, and positive mental health among university students. The results of the analysis revealed that social support and self-efficacy were simultaneously and significantly associated with students' positive mental health outcomes. The coefficient of determination indicates that these two variables jointly account for 49.2% of the variance in positive mental health. This finding suggests that positive mental health is influenced not only by internal factors originating from within the individual but also by external factors derived from the social environment of the individual. The first minor hypothesis, which proposed a positive relationship between social support and positive mental health, was thus supported. The findings indicate that higher levels of social support are associated with higher levels of positive mental health among university students. This result is consistent with the findings of Cassaretto et al. (2024), who reported that social support serves as a protective factor that helps students reduce emotional distress and maintain mental health. Similarly, Salsabila et al. (2022) found that perceived social support was positively associated with mental health issues. Social support from family members, peers, and the university environment can help students cope with the complex academic and social demands they encounter.

Theoretically, social support provides emotional, informational, and instrumental resources that enable individuals to cope with stress adaptively. Students who perceive that they receive attention, appreciation, and assistance from their social environment tend to experience greater security, better emotion regulation, and lower stress levels. These conditions ultimately contribute to the development of positive mental health, characterized by optimal psychological and social functioning. Furthermore, social support can enhance students' sense of belonging within the university environment, thereby facilitating their adaptation to the various challenges they encounter throughout their academic journeys. The second minor hypothesis, which proposed a positive relationship between self-efficacy and positive mental health, was supported. The findings revealed that students with higher levels of self-efficacy tended to report better mental health. This result supports Bandura's theory, which conceptualizes self-efficacy as an individual's belief in their ability to organize and execute actions necessary to manage various situations effectively. Individuals with high self-efficacy are generally more confident in completing tasks, overcoming obstacles, and maintaining an optimistic attitude when facing challenges.

The findings of the present study are consistent with those reported by Hezron et al. (2026), who found that individuals with high self-efficacy tend to experience greater positive well-being, enabling them to adapt more effectively and manage stress during university education. Conversely, low self-efficacy is associated with lower psychological well-being and higher stress levels among university students. Students who possess strong confidence in their abilities are more likely to perceive academic challenges as opportunities for growth rather than threats that generate psychological distress. The findings further suggest that social support and self-efficacy are two complementary factors that play important roles in promoting positive mental health among students. Social support functions as an external resource that helps students cope with environmental pressures, whereas self-efficacy serves as an internal resource that encourages students to maintain confidence in their ability to overcome various challenges. Therefore, efforts to enhance

students' positive mental health should focus on strengthening both factors through initiatives such as student mentoring programs, peer support groups, campus counseling services, and training programs aimed at enhancing self-efficacy and adaptive coping skills among students.

The results also indicate that self-efficacy contributed more strongly than social support in predicting students' positive mental health, as reflected by its higher standardized beta coefficient. This finding suggests that students' beliefs in their ability to manage academic demands and daily life challenges are particularly important factors in maintaining positive mental health. Students with high self-efficacy are generally better able to regulate their thoughts, emotions, and behaviors when confronted with stressful situations. They also tend to demonstrate greater persistence in completing tasks, maintain more positive expectations for the future, and recover more effectively from setbacks and failures. Furthermore, the simultaneous relationship between social support, self-efficacy, and positive mental health highlights the multidimensional nature of students' mental health. Social support may strengthen individuals' confidence in their abilities, whereas high self-efficacy may enable students to utilize available social support more effectively. In other words, students who perceive strong support from their social environment and simultaneously possess confidence in their own capabilities are more likely to cope successfully with the academic and social pressures they encounter during university life. Nevertheless, the findings indicate that 50.8% of the variance in positive mental health was explained by factors beyond the scope of this study. These factors may include resilience, coping strategies, optimism, self-esteem, emotional intelligence, quality of interpersonal relationships, economic conditions, and supportive academic environments. Previous studies have identified these variables as important determinants of mental health and psychological well-being among university students (Huppert, 2009; Keyes, 2007; Ryff & Singer, 2008). Therefore, future research should incorporate these variables to obtain a more comprehensive understanding of the factors influencing positive mental health among university students.

V. Conclusion

This study demonstrated that social support and self-efficacy were positively and significantly associated with positive mental health among university students. Collectively, these variables accounted for 49.2% of the variance in students' positive mental health. These findings suggest that students who receive adequate social support and possess strong confidence in their abilities are more likely to experience positive mental health, cope adaptively with academic pressures, and exhibit higher levels of psychological and social functioning than their peers. The findings further highlight that students' positive mental health is shaped by the interaction between external and internal factors of the university environment. Social support serves as a psychosocial resource that assists students in coping with various academic and social challenges, whereas self-efficacy functions as a personal belief that motivates students to overcome obstacles and achieve their desired goals. Therefore, efforts to enhance students' mental health should adopt a holistic approach that focuses not only on individual capacities but also on developing supportive social environments.

From a practical perspective, the findings provide valuable recommendations for higher-education institutions seeking to comprehensively promote students' mental health. Universities are encouraged to develop and implement programs such as accessible psychological counseling services, mentoring programs that connect senior and junior students, peer support groups, stress management training, self-efficacy enhancement workshops, and interventions aimed at strengthening coping skills and resilience in students. Furthermore, universities can foster a more supportive academic environment by improving communication between faculty members and students, providing academic support services, and promoting student activities that facilitate positive social interactions and strengthen interpersonal relationships among students. This study has several limitations. First, the use of convenience sampling limits the generalizability of the findings to the broader population of university students in Malaysia. Second, the cross-sectional design captures data at a single point in time and therefore does not allow for conclusions regarding causal relationships among the variables. Consequently, future research should employ longitudinal designs to

examine changes in students' positive mental health over time and explore how social support and self-efficacy contribute to mental health development throughout university years. Future studies should recruit larger and more diverse samples and incorporate other relevant variables, such as resilience, coping strategies, optimism, self-esteem, and emotional intelligence, to provide a more comprehensive understanding of the factors influencing positive mental health among university students.

References

- Afrilia, D., Fuad, M., & Siregar, Z. (2024). Pengaruh Homesickness Terhadap Kesehatan Mental Mahasiswa Rantau. *Jurnal Studi Islam Indonesia (JSII)*, 2(1), 161–175.
- Agmeilia, I. F., Suroso, & Rista, K. (2023). Keterkaitan efikasi diri dan penyesuaian diri: Kunci sukses menghadapi tantangan baru. *JiWA: Jurnal Psikologi Indonesia*, 1(2), 230–237. <https://doi.org/10.30996/jiwa.v1i2.9907>
- Aidina, W., Riady, M. A., & Mirza, M. (2025). Profil kesehatan mental mahasiswa psikologi ditinjau dari gender dan tendensi gangguan mental. *Journal Of Mental Health Concerns*, 4(2), 112–118. <https://doi.org/10.56922/mhc.v4i2.1171>
- Aini, Z., Mustikawati, I. F., Septianawati, P., & Febriyanti, R. W. (2026). Pengaruh efikasi diri dan kesejahteraan psikologis terhadap stres akademik mahasiswa fakultas farmasi. *Jurnal Anestesi: Jurnal Ilmu Kesehatan Dan Kedokteran*, 4(3), 117–131. <https://doi.org/10.59680/anestesi.v4i3.2480>
- Arfandi, M. A., & Rahma, R. A., Gah, R. L., Asma, N., Mahendra, A. Z., and Rosandini, A. N. (2025). Gambaran kondisi kesehatan mental mahasiswa. *JOURNAL OF Mental Health Concerns*, 4(2), 102–111. <https://doi.org/10.56922/mhc.v4i2.1194>
- Brilliany, D. L. V., & Kawuryan, F. (2026). The relationship between self-efficacy and peer conformity in relation to cheating behavior among ninth-grade students. *Golden Ratio of Social Science and Education*, 6(1), 68–80.
- Cassaretto, M., Espinosa, A., & Chau, C. (2024). Effects of resilience, social support, and academic self-efficacy on mental health among Peruvian university students during the pandemic: the mediating role of digital inclusion. *Frontiers in Psychology*, 15(July), 1–10. <https://doi.org/10.3389/fpsyg.2024.1282281>
- Elipiya, Kholidin, F. I., & Prasetia, A. T. (2025). Pengaruh dukungan emosional orang tua dan efikasi diri terhadap resiliensi akademik mahasiswa. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 5(3), 5. <https://doi.org/10.17977/um065.v5.i3.2025.5>
- Faizal, A., Soesanto, E., & Shandy, M. A. G. (2025). Membangun generasi cerdas dan berkarakter yang kompeten serta pendewasaan diri sebagai seorang mahasiswa perguruan tinggi. *Konsensus: Jurnal Ilmu Pertahanan, Hukum Dan Ilmu Komunikasi*, 2(1), 33–43. <https://doi.org/10.62383/konsensus.v2i1.586>
- Gautam, S., Jain, A., Chaudhary, J., Gautam, M., Gaur, M., & Grover, S. (2024). Concept of mental health and mental well-being, its determinants, and coping strategies. *Indian Journal of Psychiatry*, 66(Supplement 2), S231–S244. https://doi.org/10.4103/indianjpsychiatry.indianjpsychiatry_707_23
- Harahap, S., Sukma, Y., Zaqiah, M., Nandini, S., Ardimen, and Tanjung, R. F. (2022). Korelasi kepercayaan diri dengan kecerdasan emosi. *Cenderawasih Journal of Counseling and Education*, 1(2), 46–54. <https://doi.org/10.31957/cjce.v1i2.2627>
- Hartati, S., Arisandi, D., & Mutiara, D. (2025). Kesejahteraan psikologis dan praktik pendidikan positif sebagai landasan kesehatan mental mahasiswa di perguruan tinggi pada era digital. *Journal of Sustainable Education (JOSE)*, 2(4), 8–15.
- Haruna, U., Mohammed, A.-R., & Braimah, M. (2025). Understanding the burden of depression, anxiety, and stress among first-year undergraduate students. *BMC Psychiatry*, 25(1), 632. <https://doi.org/10.1186/s12888-025-07069-8>
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164. <https://doi.org/10.1111/j.1758-0854.2009.01008.x>
- Helty, & Dina, H. (2025). Self-Efficacy dalam perspektif health behavior model. Penerbit Mandala Waluya Press.

- Hezron, D. C., Prasetyo, Y., & Farhanindya, H. H. (2026). Hubungan antara efikasi diri dan psychological well-being dengan penyesuaian akademik pada mahasiswa baru. *Jurnal Ilmu Pendidikan (SOKO GURU)*, 6(1), 1–16. <https://doi.org/10.55606/sokoguru.v6i1.6708>
- Holt-Lunstad, J. (2024). Social connection as a critical factor for mental and physical health: Evidence, trends, challenges, and future implications. *World Psychiatry*, 23(3), 312–332. <https://doi.org/10.1002/wps.21224>
- Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving the national mental health. *American Psychologist*, 62(2), 95–108. <https://doi.org/10.1037/0003-066X.62.2.95>
- Li, Q., Li, J., & Fan, Y. (2025). Addressing mental health among university students: A call for action. *Frontiers in Public Health*, 13(June), 1–4. <https://doi.org/10.3389/fpubh.2025.1614999>
- Lukat, J., Margraf, J., Lutz, R., Der Veld, W. M., & Becker, E. S. (2016). Psychometric properties of the Positive Mental Health Scale (PMH-scale). *BMC Psychology*, 4(1), 1–14. <https://doi.org/10.1186/s40359-016-0111-x>
- Meliala, P. A. F. B. S. (2024). Kesehatan mental mahasiswa menghadapi tekanan akademik dan sosial. *Circle Archive*, 1(4).
- Missasi, V. (2026). Hubungan antara dukungan sosial dengan kesehatan mental pada mahasiswa. *SEHATI Jurnal Kesehatan*, 6(1), 88–92.
- Mutoharoh, Basrowi, and Sari, N. T. W. (2025). Landasan filosofis pendidikan: Kajian literatur tentang relevansi dalam konteks pendidikan modern. *Jurnal Pendidikan Integratif*, 5(2), 287–306.
- Nababan, C., & Rantung, J. (2026). Hubungan dukungan sosial dengan stres akademik pada mahasiswa keperawatan tingkat akhir. *Nutrix Journal*, 10(1), 117–126. <https://doi.org/10.37771/nj.v10i1.1530>
- Pasinringi, M. A. A., Vanessa, A. A., & Sandy, G. (2022). The relationship between social support and mental health in emerging adulthood of students. *Golden Ratio of Social Science and Education*, 2(1), 12–23.
- Permatasari, N., Ashari, F. R., & Ismail, N. (2021). Contribution of perceived social support (peer, family, and teacher) to academic resilience during Cpv19. *Golden Ratio of Social Science and Education*, 1(1), 1–12.
- Prayoga, D. I., & Laily, N. (2022). Pengaruh efikasi diri dan karakteristik individu terhadap keberhasilan usaha wanita melalui perilaku inovatif sebagai variabel intervening. *Jurnal Ilmu Dan Riset Manajemen*, 11(8), 1–20.
- 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(1), 13–39. <https://doi.org/10.1007/s10902-006-9019-0>
- Rohmah, N. R., & Mahrus, M. (2024). Mengidentifikasi Faktor-Faktor Penyebab Stres Akademik pada Mahasiswa dan Strategi Pengelolaannya. *J I E M Journal of Islamic Education and Management*, 5(1), 36–43.
- Rozianti, Z. L., Meilani, S., Hasri, S., & S. (2026). Relevansi teori kognitif sosial Bandura terhadap motivasi kerja guru Di Lembaga Pendidikan Islam. *International Journal of Multidisciplinary Research and Growth Evaluation*, 7(1), 54–58. <https://doi.org/10.54660/ijmrge.2026.7.1.54-58>
- Salsabila, D. F., Hidayat, I. N., & Ramdani, Z. (2022). Peran stres akademik dan perceived social support dalam memprediksi kesehatan mental remaja akhir di Kota Bandung. *Gajah Mada Journal of Professional Psychology (GamaJPP)*, 8(2), 173. <https://doi.org/10.22146/gamajpp.76711>
- Setiawan, I. M., & Sa'idah, G. (2025). Harapan untuk mendorong kesehatan mental pada mahasiswa: Sebuah tinjauan literatur. *Prosiding Konferensi Nasional Psikologi Kesehatan, 2021*, 243–258. <https://doi.org/10.33476/knpk.v5i1.5180>
- Setyoningsih, S., & Ramadhani, H. S., & Utami Budi, A. (2025). Dukungan sosial terhadap psychological well-being mahasiswa dari keluarga bercerai. *Jiwa: Jurnal Psikologi Indonesia*, 3(3), 225–233.
- Sulistiani, W., & 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.

- Susanto, P. V., & Basaria, D. (2025). Hubungan antara dukungan sosial dengan berfikir positif pada mahasiswa rantau yang sedang mengerjakan skripsi. *Phronesis: Jurnal Ilmiah Psikologi Terapan*, 14(3), 40–47. <https://doi.org/10.47467/reslaj.v7i1.6253>
- Susilo, A. T., Wangid, M. N., Purwanta, E., & Salimi, M. (2024). What influences the success of career exploration in schools? *Data and Metadata*, 3(421), 1–14. <https://doi.org/10.56294/dm2024.421>
- Taylor, S. E. (2021). *Health psychology* (11th ed.). McGraw Hill Education.
- Tripertiwi, A. M. (2025). Konsep Dasar Kesehatan Mental (Pengertian , Prinsip - Prinsip , Fungsi Mental Hygiene). *Multidisiplin*, 92–101.
- Wicaksono, L., Linarsih, A., & Putri, A. (2023). Identifikasi permasalahan akademik pada mahasiswa FKIP di Kalimantan Barat. *Jurnal Visi Ilmu Pendidikan*, 15(1), 126. <https://doi.org/10.26418/jvip.v15i1.50683>