

The Influence of Social Support on Interpersonal Intelligence of Sriwijaya State Buddhist College Students

ABSTRACT

Interpersonal intelligence is the understanding of the feelings, wants, and intentions of other people in day-to-day activities. Interpersonal intelligence facilitates the completion of tasks and responsibilities because students with interpersonal intelligence possess social sensitivity, social insight, and social communication which helps students become more responsible. The development of interpersonal intelligence also involves many factors, one of which is social support. Social support given from different people can foster the development of students' interpersonal intelligence. The research was aimed to find out the effect of social support on the interpersonal intelligence of STABN Sriwijaya students using the questionnaire/survey method. The respondents in this research were 91 active students. The results of the prerequisite test indicated that the data were normally distributed, the effect of the independent variable on the dependent variable was linear and there was no autocorrelation. Social support and the interpersonal intelligence of students were found to have a very strong relationship. Social support contributed 14.6% to the development of interpersonal intelligence in students.

Keywords: Social Support, Interpersonal Intelligence

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INTRODUCTION

Education is an endeavor to illuminate the existence of a nation. The Government Regulation of the Republic of Indonesia No. 57 of 2022 defines education as a deliberate endeavor to cultivate a conducive learning environment and process, enabling students to actively enhance their potential in spiritual and religious fortitude, self-discipline, character, intellect, ethical conduct, and the competencies essential for personal, societal, national, and state advancement. One way to do this is to get a higher education. Higher education is the level of education that comes after high school. It includes diplomas, bachelor's degrees, master's degrees, doctoral degrees, and professional degrees. It also includes specialist programs that universities offer based on Indonesian culture. Students are people who are currently going to school to get a higher degree.

Students aim to improve the community's standard of living by spreading knowledge about science, technology, and the arts. Wirawan (2020) defines students as individuals enrolled in higher education institutions, including universities, institutes, colleges, or academies. Students are agents of change who use the knowledge they gain from higher education to spread it around and make life better for everyone in the community. Most students are between 18 and 21 years old, which is when they go from being late teens to early adults.

A common problem today is that the number of teens with mental health problems has gone up a lot in the last few years. According to Mercusuar.co (accessed 11/02/25 <https://mercusuar.co/perubahan-perilaku-menjadi-tanda-remaja>), Not having enough social support can make teens feel lonely, which can lead to mental health problems. Adolescents

who are lonely often cut themselves off from others, which can make their mental health worse. Adolescents with limited social support are more prone to engage in detrimental behaviors, including promiscuity, delinquency, criminal activity, and violence. This aligns with Desiningrum's (2016) study, which identified a positive and significant correlation between teacher social support and adolescent self-disclosure. The greater the positive social support from teachers, the higher the adolescent's level of self-disclosure.

Self-disclosure is crucial for averting bad behavior. Teens who don't have social support are more likely to act withdrawn or bashful. Parenting practices and family cultures that are less accepting of family members also support this. Therefore, family traditions make it hard for teenagers to voice their problems, even when they get sufficient social support from their professors.

Problems with social support also arise in the academic setting. According to the researchers' own experience as students, pupils who don't have social support often struggle to fulfill their obligations. Emotional support, attachment support, informational support, instrumental support, and validation support are some examples of this social support. This is evident when kids feel unsupported and have disagreements with individuals closest to them at specific moments. Students may procrastinate academically as a result of this circumstance since they are less likely to concentrate on their obligations. One of the elements causing academic procrastination is social support.

According to Sarafino (in Azwan et al., 2015), a person's peers, family, and close friends can all provide social support. According to Sanderson (in Kumalasari and Desiningrum, 2017), social support can take five different forms: instrumental, informational, emotional, belongingness, and validation. This particular form of social support has the potential to impact pupils' interpersonal intelligence. This assistance is essential for assisting people in adjusting to their surroundings and overcoming obstacles in life.

Another element that aids people in overcoming obstacles in life and adjusting to their surroundings is interpersonal intelligence. According to research by Rozali (2015), teenagers' interpersonal intelligence varies significantly depending on the parenting methods they experience. Compared to adolescents raised with authoritarian or permissive parenting methods, adolescents raised with democratic parenting styles have better levels of interpersonal intelligence. Democratic parenting practices help teenagers develop interpersonal intelligence, which promotes independence, curiosity, high self-esteem, and successful adjustment.

Teenagers with low interpersonal intelligence, on the other hand, typically struggle to empathize, communicate well, and build supportive relationships with others. Teens with low interpersonal intelligence frequently face social challenges, which can quickly lead to social exclusion and juvenile delinquency, criminal activity, and violence. Interactions or relationships among people, communities, and societal institutions make up the social world. Students' interpersonal intelligence and these abilities are tightly linked. Good social skills are typically possessed by students who score highly on interpersonal intelligence tests. In contrast, students with poor levels of interpersonal intelligence struggle to communicate and establish social interactions.

Interpersonal intelligence is influenced by a variety of factors, including social support. Social support can influence a person's interpersonal intelligence. This conclusion is consistent with Yanuarsari's (2019) research, which found a substantial relationship between parenting methods and early childhood cognitive levels. This is illustrated by the kind of parenting that a person experiences, which might have an impact on their interpersonal intelligence. Compared to children raised with authoritarian and permissive parenting styles, children raised with democratic parenting methods exhibit better levels of interpersonal intelligence. This suggests that a person's interpersonal intelligence development is greatly

influenced by parental support. A child's interpersonal intelligence can be enhanced by supporting all of their good deeds, including them in all decision-making processes, listening to their grievances, and validating all of their emotions.

Problems relating to students' low interpersonal intelligence exist at the State Buddhist College (STABN) Sriwijaya, where when students work on group tasks, arguments arise due to a lack of capacity to communicate effectively, motivation, and empathy. Based on the findings of pre-research observations with researchers as students, STABN Sriwijaya students generally struggle with group assignments because their group mates are difficult to contact, lack initiative, or are unable to provide effective communication about the reasons that cause the student to be unable to carry out their duties and responsibilities properly.

This failure to communicate effectively can lead to neglect of chores and responsibilities, fostering an attitude of academic procrastination in students. Furthermore, academic procrastination occurs when students are unable to complete tasks but are unwilling to seek assistance from friends or lecturers. This behavior also causes the results of the learning process to be suboptimal due to a lack of ability to communicate effectively in order to perfect the roles and responsibilities of students.

The issue of inadequate interpersonal intelligence is clearly visible in how the STABN Sriwijaya campus works to serve students by providing various programs to develop their abilities as well as several scholarship avenues that can provide financial assistance. Student reaction to these programs has been less than desirable, with students being hesitant to enroll in numerous programs that can increase their abilities, despite the fact that these programs provide benefits such as knowledge renewal, certification, and experience. This shows that, despite receiving significant social support, other factors influence pupils' levels of interpersonal intelligence.

Kurniasih (2021: 19) defines interpersonal intelligence as one of the nine intelligences outlined by Howard Gardner. Howard Gardner proposed several intelligence concepts, including linguistic intelligence, logical-mathematical intelligence, kinesthetic intelligence, spatial intelligence, existential intelligence, naturalistic intelligence, musical intelligence, intrapersonal intelligence, and interpersonal intelligence.

Based on the information presented above, the researcher wishes to perform a study named "The Influence of Social Support on the Interpersonal Intelligence of Sriwijaya State Islamic University Students." The focus of this study is on students' levels of social support and interpersonal intelligence.

METHOD

This research employs a quantitative method using a research design. Ex post facto This study was carried out at Sriwijaya State Buddhist College from January to June 2025. The survey included 448 active undergraduate (S1) students at Sriwijaya State Buddhist College. This study's sample was drawn using the cluster random sampling technique, which included six study programs. In this study, data was acquired using a questionnaire administered via interpersonal intelligence and social support tools. The data was collected using a modified Likert scale. The instrument created was a questionnaire with statement questions and four options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

RESULTS AND DISCUSSION

The study, titled "The Effect of Social Support on the Interpersonal Intelligence of STABN Sriwijaya Students," was carried out from January to July 2025. Data were collected using an instrument consisting of two variables and 91 sentences. The obtained data was evaluated and presented in the form of descriptions, tables, and histograms. The exhibited data is the result of descriptive statistics processing using IBM SPSS Statistics 21.

The research data was collected by distributing questionnaires to 91 active undergraduate (SI) students at STABN Sriwijaya from various study programs. The findings of the descriptive statistical analysis are presented in the table below:

Table 4.1 Descriptive Statistics

No	Statistics	Social Support	Interpersonal Intelligence
1	N	91	91
2	Range	64	40
3	Minimum	51	82
4	Maximum	115	122
5	Mean	87,04	101,92
6	Std. deviation	11,671	9,319
7	Median	88,00	102,00
8	Modus	88	93
9	Variance	136,220	86,850

The results of the analysis show *range* from the interpersonal intelligence obtained is 40; the value *minimum* of 82; value *maximum* 122; value *mean* amounting to 101.92; value *standard deviation* amounting to 9,319; and the value *variance* amounting to 86,850.

a. Interpersonal Intelligence Variables

Table 4.2 Frequency Distribution of Interpersonal Intelligence

No	Interval class	f	Relative frequency (%)
1	82-86	2	0,0219
2	87-91	10	0,1030
3	92-96	22	0,2417
4	97-101	11	0,1208
5	102-106	14	0,1538
6	107-111	16	0,1758
7	112-116	9	0,0989
8	117-122	7	0,0769
Total		91	100%

Source: Researcher 2025

In the frequency distribution table of interpersonal intelligence above, the frequency distribution of interpersonal intelligence (Y) data was found as many as 2 students (2.19%) who were in class 82-86, as many as 10 students (10.3%) were in class 87-91, as many as 22 students (24.14%) were in class 92-96, as many as 11 students (12.08%) were in class 97-101, as many as 14 students (15.38%) were in class 102-106, as many as 16 students (17.58%) were in class 107-111, as many as 9 students (9.89%) were in class 112-116, and as many as 7 students (7.69%) were in class 117-122. The data was then concluded and the results showed that the interval class with the highest frequency was the 92-96 interval class with 22 students, while the interval class with the lowest frequency was the 82-86 interval class with 2 students.

Table 4.3 Distribution of Interpersonal Intelligence Data Categories

Variables	Value Range	Category	Frequency	Percentage
Interpersonal Intelligence	>91	Very high	76	83,5%
	72-91	High	15	16,4%
	52-71	Currently	0	0,00%
	32-51	Low	0	0,00%
	<31	Very Low	0	0,00%
Total			91	100%

Source: Researcher 2025

The table above shows that there are five categories of interpersonal intelligence data: very low, low, medium, high, and very high. There are 76 students (83.5%) with

very high interpersonal intelligence and 15 students (16.4%) with high interpersonal intelligence.

b. Social Support Variable

In the description of social support data obtained *range*, *minimum*, *maximum*, *mean*, *standard deviation*, and *variance* as described in table 4.1. The results of the analysis show that the social support obtained is 64; the value *minimum* amounting to 51; value *maximum* 115; value *mean* amounting to 87.04; value *standard deviation* amounting to 11,671; and the value *variance* amounted to 136,220. The frequency distribution of social support data (X) was compiled using Sturges' rules as follows:

Table 4.4 Frequency Distribution of Social Support

No	Interval class	f	Relative frequency (%)
1	51-58	1	0,0109
2	59-66	4	0,0439
3	67-74	8	0,0879
4	75-82	18	0,1978
5	83-90	28	0,3076
6	91-98	19	0,2087
7	99-106	8	0,0879
8	107-115	5	0,0549
Total		91	100%

Source: Researcher 2025

In the frequency distribution table above, the frequency distribution of social support data (X) was found as many as 1 student (1.09%) who was in class 51-58, as many as 4 students (4.29%) who was in class 59-66, as many as 8 students (8.79%) who was in class 67-74, as many as 18 students (19.78%) were in class 75-82, as many as 28 students (30.76%) were in class 83-90. As many as 19 students (20.87%) were in class 91-98, as many as 8 students (8.79%) were in class 99-106, and as many as 5 students (5.49%) were in class 107-115. The data was then concluded and the results showed that the interval class with the highest frequency was the interval class 83-90 with 28 students, while the interval class with the lowest frequency was the interval class 51-58 with 1 student.

Table 4.5 Distribution of Social Support Data Categories

Variables	Value Range	Category	Frequency	Percentage
Social Support	>86	Very high	52	57,1%
	68-86	High	34	37,3%
	49-67	Currently	5	5,4%
	30-48	Low	0	0,00%
	<29	Very Low	0	0,00%
Total			91	100%

Source: Researcher 2025

The table above explains that there are five categories of social support data: very low, low, medium, high, and very high. There are 5 students (5.4%) with medium social support, 34 students (37.3%) with high social support, and 52 students (57.1%) with very high social support.

The results of the prerequisite test calculations can be seen in the following table:

a. Normality Test

Table 4.6 Kolmogorov-Smirnov

Kolmogorov-Smirnov	Significance Probability Value	decision
0,982	0,290	Normal

Source: Researcher 2025

The data above shows the calculation results *Kolmogorov Smirnov* using SPSS with a value of 0.290. An instrument can be said to be normally distributed if the Asymp. Sig. (2-tailed) or probability value (p-value) > 0.05. The table above shows a probability value of 0.290, which means it is greater than 0.05 and can be said to be normally distributed.

b. Linearity Test

Table 4.7 ANOVA Linearity Test

Linearity		F	Significance Probability Value	Information
Independent Variable (X)	Dependent Variable (Y)			
Social Support	Interpersonal Intelligence	1.449	0,172	Linear

Source: Researcher 2025

The data above shows that the linearity obtained by the researcher is 0.172. Data can be considered linear if the data value is greater than 0.05. The significance probability value is 0.172, which means that if the data is greater than 0.05, it meets the criteria and can be considered linear.

c. Autocorrelation Test

The results of the autocorrelation calculation based on the analysis conducted by the researcher yielded a Durbin-Watson (DW) value for the regression equation of social support and interpersonal intelligence of 1.945. The significance level used was $\alpha = 0.05$ then after using the Durbin-Watson table the value is known $DW_L = 1.6366$ and $DW_{IN} = 1.6810$ ($K=1$; $n=91$). The value obtained is $4 - DW_{IN} = 4 - 1.6810 = 2.319$. Can be seen below $DW_{IN} < \text{Durbin-Watson (DW)} < (4 - DW_{IN})$ is $1.6810 < 1.945 < 2.319$. These results indicate that there is no autocorrelation in the regression equation of social support and interpersonal intelligence.

The following are the results of the hypothesis test that was conducted by the researcher:

a. t test

Table 4.8 t-Test Results

Independent variable	t	Significance probability value	Information
Social Support	3,893	0,000	There is an influence

Source: Researcher 2025

The partial test results data above show the value T_{count} of 3.893 with a significance probability value of 0.000 and T_{table} amounting to 1,662 with $df_1 = 1$, $df_2 = 89$, and $\alpha = 0.05$. The data shows that T_{count} greater than T_{table} namely $3.893 > 1.662$ with a significance probability value of 0.000, it can be concluded that there is a significant influence of the social support variable on the interpersonal intelligence of STABN Sriwijaya students.

b. Simple Linear Regression Coefficient Test

Table 4.9 Simple Linear Regression Analysis Coefficients

Variables	Unstandardized Coefficient
constant	75,41
Social Support (X)	0,305

Source: Researcher 2025

Based on the simple linear regression analysis, a constant value of 75.41 was obtained, which means that without social support, the interpersonal intelligence of STABN Sriwijaya students is 75.41. It can be seen that the regression coefficient value of social support (X) is 0.305, meaning that for every one unit increase in social support, it will cause an increase in social support of 0.305. This influence can increase students' interpersonal intelligence.

c. Coefficient of Determination Test

The results of the determination coefficient analysis carried out by the researcher show that the influence of social support (X) on the interpersonal intelligence (Y) of Sriwijaya STABN students from the R value *Square* is 0.146. This value indicates that the magnitude of the influence of social support on interpersonal intelligence when expressed as a percentage is 14.6%, while 85.4% is influenced by other variables not examined in this study. The simple correlation on the influence of social support (X) on interpersonal intelligence (Y) of STABN Sriwijaya students is 0.381.

Discussion

This study includes two variables: social support (X) and interpersonal intelligence (Y). The hypothesis provided in this study is that social support influences STABN Sriwijaya students' interpersonal intelligence. The hypothesis testing results suggest that the independent variable, social support, contributes 14.6% to the dependent variable, interpersonal intelligence of STABN Sriwijaya students, whereas 85.4% is influenced by variables not addressed in this study. The hypothesis testing analysis confirms the proposed hypothesis test, as the significant probability value is less than 0.05 (0.000). This demonstrates that social support increases students' interpersonal intelligence; the more social support acquired from various sources of support, the higher the interpersonal intelligence of STABN Sriwijaya students.

The preceding statement is consistent with Pranyoto and Leba's (2024) research, which discovered that peer interaction has a considerable impact on the interpersonal intelligence of students at St. James Catholic College in Merauke. Peer contact is a sort of social support that can be provided by family, close friends, peers, institutions, or the society itself.

Buddhism also emphasizes how social support can impact an individual's daily life, as in the Sigalaka Sutta, Digha Nikaya (DN 30) translation of (Walshe, 1995: 483), which describes how individuals should assist friends and vice versa.

“There are three ways for a person to treat their colleagues and bosses as if they were outsiders: with respect, with appropriate language, with concern for their well-being, with acting as if they were themselves, and with humility. There are five ways for a father and a son to be able to balance their lives: by being there for them when they grow up, by answering their questions when they grow up, by being there for them when they realize they have a problem, and by pursuing their dreams. As a result, the southern hemisphere has emerged, providing relief and protection from the prevailing winds.”

According to the Sutta above, individuals with great social support reflect the social support they have given to others, which influences their interpersonal intelligence. Individuals with excellent interpersonal intelligence should repay the compassion they get from friends or others. A person with excellent interpersonal intelligence can provide feedback on the social assistance offered by individuals around them.

CONCLUSION

This study intends to assess the effect of social support on the interpersonal intelligence of STABN Sriwijaya students by performing a research test on 91 STABN Sriwijaya students who were sent questionnaires via Google Form. Based on the researcher's analytical results and the explanation in the discussion section, the following study conclusions were drawn:

- a. Social support influences interpersonal intelligence in STABN Sriwijaya students. The social support variable contributes 14.6% to students' interpersonal intelligence.
- b. The regression equation yielded $Y=75.41 + 0.305X$. The constant value obtained from the findings of the simple linear regression equation is 75.41, indicating that without the social support variable, STABN Sriwijaya students' interpersonal intelligence is 75.41. The simple linear regression coefficient value for social support has a 0.305 influence on interpersonal intelligence.

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