

Volume 15 No. 1, April 2026



Jurnal Penelitian & Pengukuran **Psikologi**

JPPP

Volume
15

Nomor
01

Hal.
1 – 82

ISSN
2337-4845

Diterbitkan Oleh
Fakultas Psikologi
Universitas Negeri Jakarta



**SUSUNAN DEWAN REDAKSI PERIODE 2026
JURNAL PENELITIAN PENGUKURAN PSIKOLOGI**

P-ISSN. 2337-4845

E-ISSN. 2620-7486

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Jurnal Penelitian dan Pengukuran Psikologi

Jurnal yang terbit dua kali dalam satu tahun, pada bulan April dan Oktober, berisi tentang kajian dan hasil penelitian dan pengukuran di bidang psikologi.

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Jurnal Penelitian dan Pengukuran Psikologi diterbitkan oleh Fakultas Psikologi Universitas Negeri Jakarta. Terbit pertama kali pada bulan Oktober 2012.

Penyunting menerima tulisan yang belum pernah diterbitkan oleh media cetak lain. Naskah diketik dengan spasi 1 cm pada kertas ukuran A4 dengan panjang tulisan maksimal 10 Halaman. (Informasi detail dapat dilihat pada halaman akhir jurnal)

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EFEKTIVITAS *EMPTY CHAIR THERAPY* DALAM MENURUNKAN GEJALA DEPRESI PADA ISTRI YANG BERDUKA KEHILANGAN SUAMI

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received :	Revised	Accepted :	Published
22 February 2026	7 April 2026	27 April 2026	30 April 2026

Abstract

This study aimed to examine the effectiveness of *empty chair therapy* in reducing depressive symptoms among a wife experiencing bereavement following the loss of her husband. The study employed a single-case experimental design (A–B–A) involving a 28-year-old woman who had lost her husband one year prior and was presenting with depressive symptoms. Depression severity was assessed using the Beck Depression Inventory–II (BDI-II) across the initial baseline, intervention, and final baseline phases. The results demonstrated a consistent reduction in depressive symptoms across phases. During the initial baseline phase, the participant obtained a BDI-II score of 35, which was categorized as severe depression. Following the intervention phase, the score decreased to 31 and remained within the severe range, indicating a reduction in symptom intensity. Two weeks after the final therapy session, the BDI-II score further decreased to 21, corresponding to moderate depression. Clinically, this quantitative improvement was accompanied by positive changes, including reduced feelings of guilt, increased acceptance of the loss, improvements in sleep and appetite, greater engagement in daily activities, and a more optimistic outlook toward the future. These findings suggest that *empty chair therapy* facilitated the expression of previously inhibited emotions, contributed to the resolution of unresolved emotional conflicts, and supported a more adaptive integration of the loss experience.

Keywords: *empty chair therapy, grieving, major depressive disorder, single-case design*

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas *empty chair therapy* dalam menurunkan gejala depresi pada istri yang kehilangan suami. Penelitian menggunakan desain eksperimen *single-case* (A–B–A) dengan subjek seorang perempuan berusia 28 tahun yang kehilangan suaminya satu tahun sebelumnya dan menunjukkan gejala depresi. Tingkat depresi diukur menggunakan *Beck Depression Inventory–II* (BDI-II) pada fase *baseline* awal, fase intervensi, dan fase *baseline* akhir. Hasil penelitian menunjukkan adanya penurunan gejala depresi yang konsisten antar fase. Pada fase *baseline* awal, subjek memperoleh skor BDI-II sebesar 35 yang termasuk kategori depresi berat. Setelah fase intervensi, skor menurun menjadi 31 dan masih berada pada kategori depresi berat, namun menunjukkan penurunan intensitas gejala. Dua minggu setelah sesi terapi terakhir, skor BDI-II kembali menurun menjadi 21, yang termasuk kategori depresi sedang. Secara klinis, penurunan skor tersebut disertai dengan perubahan positif, seperti berkurangnya rasa bersalah, meningkatnya penerimaan terhadap kehilangan, perbaikan pola tidur dan nafsu makan, meningkatnya gairah beraktivitas, serta munculnya pandangan yang lebih optimis terhadap masa depan. Temuan ini menunjukkan bahwa *empty chair therapy* membantu subjek mengekspresikan emosi yang terhambat, menyelesaikan konflik emosional yang belum terselesaikan, serta mengintegrasikan pengalaman kehilangan secara lebih adaptif.

Kata kunci: *empty chair therapy, duka, gangguan depresi mayor, single-case design*

1. Pendahuluan

Kehilangan pasangan hidup merupakan salah satu pengalaman kehilangan paling berat secara psikologis, khususnya bagi istri yang kehilangan suami sebagai figur kelekatan utama, sumber dukungan emosional, serta mitra peran dalam kehidupan sehari-hari (Susanti et al., 2025). Penelitian menunjukkan bahwa kehilangan pasangan sering kali memicu gangguan mendalam pada sistem kelekatan, identitas diri, serta rasa aman psikologis, yang berdampak signifikan terhadap kesejahteraan mental perempuan yang berduka (Mason et al., 2020). Istri yang ditinggal suami tidak hanya menghadapi kesedihan akibat kehilangan orang tercinta, tetapi juga

harus beradaptasi dengan perubahan peran sosial, ekonomi, dan relasi interpersonal secara bersamaan, yang meningkatkan kerentanan terhadap gangguan psikologis (Stroebe & Schut, 2010). Salah satu yang paling sering muncul adalah depresi (Keyes et al., 2014). Kehilangan orang terdekat merupakan faktor risiko terhadap gangguan depresi, meskipun data prevalensinya masih terbatas di Indonesia. Studi pada keluarga berduka di Bali menemukan bahwa prevalensi depresi berada pada kisaran 2% (Djelantik et al., 2021). Andoko et al. (2024) melaporkan bahwa kehilangan orang yang dicintai karena kematian merupakan salah satu faktor risiko depresi, bahkan berpotensi meningkatkan risiko depresi hingga 3,3 kali lipat.

Berbagai penelitian menunjukkan bahwa istri yang ditinggal suami memiliki risiko lebih tinggi mengalami gangguan depresi dibandingkan dengan individu yang mengalami jenis kehilangan lain, khususnya ketika proses duka tidak terselesaikan secara adaptif (Bardideh et al., 2025). Depresi pada individu yang berduka menyebabkan gangguan fungsi emosional, motivasi, kognitif, dan sosial, serta berisiko memperpanjang proses adaptasi pascakehilangan (Pranungsari & Yola, 2023). Seseorang yang kehilangan pasangan cenderung akan menunjukkan kondisi seperti perasaan hampa, kehilangan makna hidup, gangguan tidur, serta penurunan minat dan energi, terutama ketika duka disertai dengan perasaan bersalah, kemarahan, atau penyesalan yang tidak terselesaikan (Heeke et al., 2022). Secara klinis, istri yang mengalami depresi pasca-kehilangan sering menunjukkan pola emosi yang terhambat dan tidak stabil terhadap sosok pasangan yang telah meninggal, seperti rindu yang intens bercampur dengan kemarahan atau rasa bersalah. Dalam kerangka terapi Gestalt, kondisi tersebut dipahami sebagai *unfinished business*, yaitu pengalaman emosional masa lalu yang belum terselesaikan dan terus memengaruhi fungsi psikologis individu pada masa kini. *Unfinished business* pada individu yang berduka dapat memicu keterjebakan pada emosi negatif yang berulang, sehingga memperkuat dan mempertahankan gejala depresi (Holmström & Martela, 2024). Individu yang tidak bisa mengekspresikan dan mengintegrasikan emosi primer yang berkaitan dengan kehilangan berkontribusi terhadap munculnya depresi pasca-duka (Widodo & Ambarini, 2024). Sehingga, intervensi yang bersifat simbolik dan emosional menjadi lebih sesuai dibandingkan dengan pendekatan yang semata-mata kognitif (Greenberg & Goldman, 2019).

Salah satu teknik yang secara khusus dirancang untuk memfasilitasi pemrosesan emosi yang tertahan tersebut adalah *empty chair therapy*, yang berasal dari pendekatan Gestalt. Teknik ini memungkinkan klien melakukan dialog simbolik dengan sosok signifikan yang telah hilang, sehingga emosi seperti kemarahan, rasa bersalah, dan kerinduan dapat diekspresikan dan diintegrasikan secara adaptif (Holmström & Martela, 2024). Teknik *empty chair* dapat membantu individu melepaskan emosi yang terpendam, termasuk rasa bersalah dan kemarahan yang sering muncul selama proses duka (Safitri dkk., 2025). Melalui proses ini, klien dibantu untuk mengakses emosi primer adaptif, membangun pemaknaan baru terhadap kehilangan, serta mengurangi intensitas gejala depresif yang dipertahankan oleh konflik emosional internal (Greenberg & Goldman, 2019).

Teknik terapi *empty chair* telah digunakan dalam beberapa penelitian sebelumnya, seperti penelitian Yola & Pranungsari (2023) yang menunjukkan bahwa pemberian terapi *empty chair* dapat menurunkan skor depresi pada individu dewasa. Temuan serupa dari penelitian Sekarini & Dinni (2023) juga menunjukkan adanya penurunan skor depresi secara bermakna setelah penerapan teknik *empty chair* pada remaja yang mengalami perundungan. Penelitian lain dari Berdideh et al. (2025) menunjukkan bahwa teknik *empty chair* secara signifikan menurunkan skor depresi dan gejala emosional negatif lainnya dan efeknya tetap stabil pada evaluasi tindak lanjut. Hasil tersebut mengisyaratkan bahwa teknik *empty chair* dapat menjadi komponen terapeutik yang efektif dalam hubungannya dengan proses memori duka yang rumit dan keterikatan emosional yang intens terhadap pasangan yang telah meninggal. Berdasarkan paparan tersebut, penelitian ini bertujuan untuk mengevaluasi efektivitas *empty chair therapy* dalam menurunkan gejala depresi pada istri yang berduka akibat kehilangan suami, dengan harapan dapat memberikan kontribusi pada praktik psikoterapi berbasis bukti untuk penanganan depresi pasca-duka.

2. Metode Penelitian

Partisipan Penelitian

Subjek penelitian adalah seorang perempuan dewasa berusia 28 tahun yang telah ditinggal meninggal oleh suaminya sekitar satu tahun yang lalu. Sejak kehilangan tersebut, subjek mengalami perubahan signifikan dalam fungsi emosional dan kehidupan sehari-hari. Hasil wawancara klinis dan asesmen psikologis menunjukkan adanya gangguan suasana perasaan yang menetap dan berdampak pada fungsi personal maupun sosial subjek. Berdasarkan kriteria diagnostik dalam *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (APA, 2013), subjek memenuhi kriteria *Major Depressive Disorder (MDD), current episode, moderate severity*. Diagnosis ini ditegakkan karena selama periode lebih dari dua minggu, subjek menunjukkan lima atau lebih gejala depresi yang muncul hampir setiap hari dan menyebabkan gangguan signifikan dalam fungsi psikososial. Gejala utama yang teridentifikasi meliputi suasana perasaan depresif hampir sepanjang hari, penurunan minat atau kesenangan terhadap aktivitas yang sebelumnya bermakna (anhedonia), serta penurunan energi yang disertai kelelahan. Selain itu, subjek juga menunjukkan gejala tambahan berupa gangguan tidur, penurunan nafsu makan, kesulitan berkonsentrasi, perasaan tidak berharga, serta rasa bersalah yang berlebihan terkait kematian suami.

Gejala-gejala tersebut tidak dapat dijelaskan oleh kondisi medis umum, penggunaan zat, maupun respons duka normal semata, mengingat intensitas, durasi, dan tingkat disfungsi yang dialami melebihi reaksi berduka yang lazim. Dengan demikian, secara klinis kondisi subjek lebih tepat diklasifikasikan sebagai *Major Depressive Disorder* dengan konteks stresor kehilangan pasangan.

Instrumen

Tingkat depresi subjek diukur menggunakan *Beck Depression Inventory–II* (BDI-II) yang telah diadaptasi ke dalam bahasa Indonesia dan memiliki skor *Cronbach's alpha* 0.90 (Ginting et al., 2013). Item ini terdiri dari 21 item dengan rentang skor 0–3 pada setiap item. Hasil pengukuran menunjukkan bahwa subjek memperoleh skor total BDI-II sebesar 35, yang berdasarkan norma interpretasi BDI-II termasuk dalam kategori depresi berat (Beck, Steer, & Brown, 1996). Skor tersebut mengindikasikan adanya gejala depresi yang cukup bermakna dan berpotensi mengganggu fungsi emosional serta aktivitas sehari-hari subjek. Secara spesifik, skor item yang relatif tinggi pada subjek terutama muncul pada aspek kesedihan, pesimisme terhadap masa depan, kehilangan kesenangan (anhedonia), perasaan bersalah, dan perasaan tidak berharga, yang mencerminkan dominasi gejala kognitif–afektif. Selain itu, subjek juga menunjukkan skor tinggi pada aspek kehilangan energi, perubahan pola tidur, serta perubahan nafsu makan, yang menggambarkan keterlibatan gejala somatik dalam pengalaman depresifnya.

Desain Penelitian

Penelitian ini menggunakan desain eksperimen *single-case* (*Single-Case Experimental Design*) dengan model A–B–A yang bertujuan untuk mengevaluasi perubahan gejala depresi pada subjek secara mendalam sebagai respons terhadap intervensi. Menurut Barlow et al. (2009), desain eksperimen *single-case* melibatkan pengukuran berulang terhadap perilaku dalam kurun waktu tertentu, pemberian suatu intervensi, dan demonstrasi bahwa perubahan dalam perilaku berkaitan dengan intervensi tersebut.

Fase A (baseline) merupakan tahap pengukuran awal tingkat depresi subjek sebelum intervensi, menggunakan *Beck Depression Inventory–II* (BDI-II). Untuk memastikan validitas dan stabilitas gejala, dilengkapi dengan observasi klinis dan laporan subjektif subjek. Stabilitas ditentukan berdasarkan konsistensi skor BDI-II, keseragaman pola gejala yang dilaporkan, serta tidak adanya perubahan signifikan pada perilaku dan kondisi emosional subjek sebelum intervensi. Fase B (intervensi) melibatkan pemberian *empty chair therapy* dalam beberapa sesi terstruktur, dengan pengukuran depresi tetap dilakukan secara berkala. Fase A (baseline akhir) dilakukan setelah intervensi dihentikan untuk melihat keberlanjutan perubahan gejala tanpa perlakuan.

Prosedur Penelitian

Dalam penelitian ini, intervensi yang akan digunakan adalah teknik *empty chair therapy*, yang menurut Corey (2013) bertujuan untuk menyelesaikan konflik yang belum selesai (*unfinished business*) yang mencakup perasaan dendam, marah, rasa bersalah, diabaikan, dan emosi lain yang belum tersampaikan. Terapi ini terdiri dari 5 (lima) sesi yaitu:

Tabel 1. Tahapan Pelaksanaan Terapi *Empty Chair*

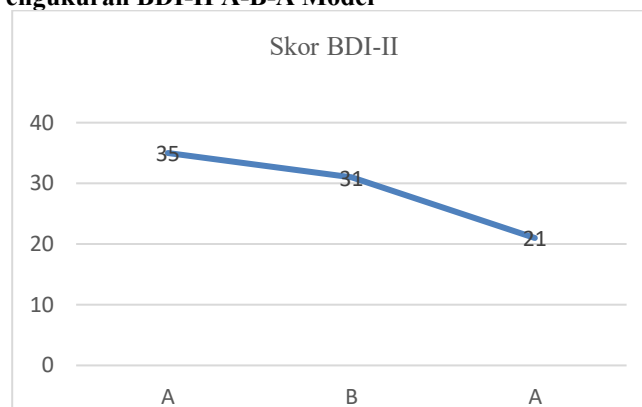
Sesi	Aktifitas	Durasi
I. Penyampaian hasil asesmen dan teknik intervensi	<ul style="list-style-type: none"> • Pengisian <i>Informed consent</i> terkait persetujuan dan kesediaan subjek dalam mengikuti proses terapi • Penyampaian hasil asesmen psikologis, termasuk gambaran tingkat depresi dan dinamika emosional yang dialami. • Penyampaian tujuan, prinsip, serta alur pelaksanaan <i>empty chair therapy</i> 	90 Menit
II. Persiapan Terapi	<ul style="list-style-type: none"> • Mengidentifikasi emosi dominan yang belum terselesaikan terkait kehilangan suami, serta menetapkan fokus dialog simbolik yang akan dilakukan. • Membangun rasa aman, kepercayaan, dan kesiapan subjek untuk mengekspresikan pengalaman emosional secara lebih mendalam • Subjek dilatih teknik relaksasi pernafasan sederhana agar lebih siap menjalani sesi terapi 	90 menit
III. Terapi <i>Empty Chair</i>	<ul style="list-style-type: none"> • Subjek duduk di kursi dengan nyaman dan menghadap pada kursi kosong di depannya. • Subjek diarahkan untuk membayangkan kehadiran suami pada kursi kosong dan melakukan dialog simbolik untuk mengekspresikan emosi yang selama ini tertahan 	90 Menit

	<ul style="list-style-type: none"> • Terapis berperan sebagai fasilitator yang membantu subjek tetap berada pada pengalaman emosional saat ini serta mendorong ekspresi emosi secara adaptif. 	
IV. Terapi <i>empty chair</i> lanjutan	<ul style="list-style-type: none"> • Subjek didorong untuk mengeksplorasi respons emosional dari perspektif pasangan yang dibayangkan • Melakukan integrasi makna terhadap hubungan dan kehilangan yang dialami • Membantu subjek mencapai pemahaman baru, penerimaan, dan penyelesaian konflik emosional (<i>unfinished business</i>). 	90 Menit
V. Terminasi	<ul style="list-style-type: none"> • Refleksi terhadap perubahan emosional yang dialami subjek selama intervensi • penguatan strategi adaptif untuk menghadapi kehidupan pasca-kehilangan • dilakukan pengukuran ulang tingkat depresi sebagai evaluasi hasil intervensi dan penutupan hubungan terapeutik secara terstruktur 	90 Menit

3. Hasil

Berdasarkan rangkaian proses intervensi yang telah diberikan, subjek menunjukkan penurunan gejala depresi yang dialaminya. Hal ini terlihat dari penurunan skor BDI-II yang diberikan sebagai berikut:

Gambar 1. Grafik Skor Pengukuran BDI-II A-B-A Model



Hasil pengukuran tingkat depresi subjek menggunakan *Beck Depression Inventory-II* (BDI-II) menunjukkan adanya perubahan skor yang konsisten antar fase dalam desain A-B-A. Pada fase *baseline* awal (A), sebelum diberikan intervensi, subjek memperoleh skor BDI-II sebesar 35, yang termasuk dalam kategori depresi berat. Kondisi ini mencerminkan tingkat keparahan gejala depresi yang tinggi dan relatif menetap sebelum pelaksanaan terapi. Secara klinis, pada fase *baseline* awal, subjek menunjukkan gejala utama depresi berupa suasana perasaan depresif hampir sepanjang hari, penurunan minat dan kesenangan terhadap aktivitas yang sebelumnya bermakna, serta penurunan energi yang menyebabkan cepat lelah dan berkurangnya aktivitas sehari-hari. Selain gejala utama tersebut, subjek juga memperlihatkan beberapa gejala tambahan, antara lain gangguan tidur, penurunan nafsu makan, kesulitan berkonsentrasi, perasaan tidak berharga, serta rasa bersalah berlebihan yang berkaitan dengan kematian suami. Pola gejala ini menunjukkan bahwa depresi yang dialami subjek bersifat menyeluruh dan berkaitan erat dengan proses duka kehilangan pasangan hidup yang belum terselesaikan secara emosional.

Memasuki fase intervensi (B), subjek diberikan *empty chair therapy* secara terstruktur. Dalam sesi intervensi, subjek diarahkan untuk membayangkan kehadiran suami pada kursi kosong dan melakukan dialog simbolik guna mengekspresikan emosi yang selama ini tertahan, seperti kesedihan mendalam, kemarahan, rasa bersalah, dan kerinduan. Pada tahap selanjutnya, subjek didorong untuk mengeksplorasi respons emosional dari perspektif pasangan yang dibayangkan, serta melakukan integrasi makna terhadap hubungan dan kehilangan yang dialami. Fokus utama intervensi pada fase ini adalah membantu subjek mencapai pemahaman baru, penerimaan terhadap kehilangan, serta penyelesaian konflik emosional (*unfinished business*) yang selama ini mempertahankan gejala depresi. Hasil pengukuran BDI-II pada fase intervensi menunjukkan penurunan skor menjadi 31, yang masih berada dalam kategori depresi berat, namun mengindikasikan adanya penurunan intensitas gejala sebagai respons awal terhadap intervensi.

Setelah seluruh rangkaian intervensi selesai dan memasuki fase *baseline* akhir (A), dilakukan pengukuran kembali tingkat depresi subjek. Hasil menunjukkan penurunan skor BDI-II yang lebih signifikan, yaitu menjadi

21, yang termasuk dalam kategori depresi sedang. Secara klinis, pada fase ini subjek mulai menunjukkan peningkatan gairah untuk beraktivitas, kesedihan yang mulai berkurang sehingga bisa merasakan emosi-emosi positif, perbaikan kualitas tidur, berkurangnya rasa bersalah, serta kemampuan yang lebih adaptif dalam menerima fakta bahwa suami telah meninggal dunia. Perubahan kondisi ini dipahami sebagai dampak dari proses ekspresi dan pemrosesan emosi yang terjadi selama sesi intervensi, di mana isu-isu emosional yang sebelumnya terpendam telah diekspresikan dan diintegrasikan secara lebih adaptif. Secara keseluruhan, pola perubahan skor dan kondisi klinis subjek antarfase menunjukkan adanya tren penurunan gejala depresi yang konsisten, sehingga mengindikasikan efektivitas *empty chair therapy* dalam menurunkan tingkat depresi pada istri yang mengalami duka kehilangan suami.

4. Diskusi

Kondisi subjek dalam penelitian ini menunjukkan bahwa selama hampir satu tahun sejak kematian suami, subjek memendam berbagai perasaan tanpa memiliki ruang untuk mengungkapkannya secara utuh. Penghindaran emosional ini tidak mengurangi intensitas perasaan, melainkan menyebabkan akumulasi emosi yang belum terselesaikan. Temuan ini sejalan dengan penelitian longitudinal yang menunjukkan bahwa individu yang mengalami kehilangan pasangan secara mendadak dan menekan ekspresi emosinya memiliki risiko lebih tinggi untuk mengalami depresi persisten (Lenferink et al., 2020). Selain itu, Szuhany et al. (2021) juga menegaskan bahwa penghindaran terhadap emosi duka berkorelasi signifikan dengan meningkatnya gejala depresi, karena individu tidak memperoleh kesempatan untuk memproses dan mengintegrasikan pengalaman kehilangan secara adaptif.

Dalam kerangka terapi Gestalt, kondisi ini dipahami sebagai *unfinished business*, yaitu pengalaman emosional yang tidak terselesaikan karena emosi primer tidak diekspresikan secara penuh (Perls et al., 1951). Teknik *empty chair* bekerja dengan mengaktifkan kembali pengalaman emosional yang tertahan dalam konteks “di sini dan saat ini”, sehingga individu dapat mengakses, mengungkapkan, dan mereorganisasi makna atas pengalaman kehilangan (Greenberg & Watson, 2006). Pada sesi terapi, subjek diarahkan untuk memainkan peran sebagai *underdog*, yaitu sisi diri yang terhambat dan dipenuhi perasaan bersalah, penyesalan, serta kesedihan yang tidak tersampaikan (Corey, 2013), dengan mengekspresikan emosi secara langsung kepada kursi kosong yang merepresentasikan suaminya tanpa penghindaran. Proses ini menjadi penting mengingat kehilangan yang terjadi secara mendadak meningkatkan intensitas *unfinished business*, yaitu konflik emosional yang belum terselesaikan akibat tidak adanya kesempatan untuk berpamitan atau menyampaikan pesan terakhir, sehingga emosi yang tidak tersalurkan menetap sebagai ketegangan intrapsikis yang mempertahankan distress psikologis (Mason et al., 2020). Seiring berlangsungnya terapi, subjek mulai mampu mengungkapkan perasaan bersalah, kesedihan, dan kerinduan yang sebelumnya tertahan, yang menunjukkan berkurangnya penghindaran emosional. Perubahan dari emosi yang ditekan menuju pemrosesan emosional yang lebih adaptif ini merupakan mekanisme utama dalam terapi berbasis pengalaman (Greenberg, 2015) dan sejalan dengan temuan bahwa penyelesaian konflik emosional terhadap figur yang meninggal berkontribusi pada penurunan gejala depresi pascakehilangan (Heeke et al., 2022).

Pada tahap selanjutnya, subjek diarahkan untuk berpindah peran menjadi *topdog*, yaitu mengambil perspektif sebagai sosok suami yang telah meninggal dan memberikan respons seolah-olah figur tersebut hadir di kursi kosong. Peralihan peran ini memungkinkan subjek tidak hanya mengekspresikan emosi dari sudut pandang dirinya sendiri, tetapi juga memproses pengalaman kehilangan melalui perspektif figur signifikan yang telah tiada. Dalam terapi Gestalt, *role reversal* berfungsi untuk memperluas kesadaran (*awareness*) serta mengurangi polarisasi emosi internal yang selama ini mempertahankan *distress* psikologis (Corey, 2013; Greenberg, 2014). Melalui proses ini, muncul pesan-pesan internal yang bersifat menenangkan dan memvalidasi yang sebelumnya tidak dapat diakses ketika subjek hanya berada pada posisi *underdog*. Penelitian juga menunjukkan bahwa dialog simbolik dengan figur yang meninggal melalui teknik kursi kosong dapat memfasilitasi penerimaan kehilangan dan penyelesaian *unfinished business*, yang pada akhirnya berkontribusi terhadap penurunan gejala depresi (Comtesse et al., 2024).

Secara kuantitatif, setelah intervensi diberikan, skor BDI-II subjek menurun dari 35 menjadi 31, yang menunjukkan penurunan intensitas gejala meskipun masih berada dalam kategori depresi berat. Secara kualitatif, subjek melaporkan perasaan lebih lega setelah mampu mengungkapkan emosi yang selama ini tertahan serta “mendengar” respons yang diharapkan dari suami melalui dialog terapeutik. Dalam konteks pemrosesan duka, pengalaman ini merupakan indikator awal pemulihan, di mana ekspresi emosi berfungsi sebagai mekanisme adaptif dalam mengurangi ketegangan afektif (Neimeyer et al., 2014), serta didukung oleh temuan longitudinal bahwa ekspresi emosi yang sebelumnya ditekan menjadi prediktor signifikan penurunan gejala depresi dalam jangka menengah (Eisma et al., 2023).

Pada pengukuran *baseline* akhir dua pekan setelah intervensi, skor BDI-II kembali menurun menjadi 21 (depresi sedang), yang menunjukkan perubahan klinis yang lebih bermakna. Penurunan ini mencerminkan peningkatan kemampuan subjek dalam memproses dan meregulasi pengalaman emosional setelah konflik yang tertahan mulai terselesaikan (Pinheiro et al., 2021). Selain itu, subjek menunjukkan perbaikan fungsi psikologis, seperti meningkatnya aktivitas, penerimaan terhadap kehilangan, perbaikan tidur dan nafsu makan, serta

munculnya optimisme meskipun belum sepenuhnya konsisten. Temuan ini konsisten dengan penelitian bahwa *empty chair therapy* tidak hanya menurunkan gejala depresi, tetapi juga meningkatkan fungsi emosional dan psikososial melalui integrasi pengalaman kehilangan (Greenberg, 2014; Holmström et al., 2024; Pugh et al., 2023), sehingga perubahan yang terjadi dapat dipahami sebagai bagian dari proses adaptasi emosional yang berkelanjutan.

Dalam konteks budaya Indonesia, *empty chair therapy* menjadi relevan karena menyediakan ruang terapeutik yang memungkinkan ekspresi emosi secara simbolik tanpa harus bertentangan dengan norma sosial dan budaya yang cenderung menekankan pengendalian diri. Dalam perspektif religius, individu yang berduka didorong untuk menunjukkan sikap sabar dan menerima kehilangan sebagai bagian dari ketetapan Tuhan, sehingga ekspresi emosi yang berlebihan seperti meratap cenderung dibatasi (Rassool, 2015). Selain itu, dalam konteks sosial, khususnya pada perempuan, terdapat ekspektasi untuk tetap kuat dan menjalankan peran domestik meskipun sedang mengalami kehilangan, yang dapat mendorong penekanan pada emosi negatif (Blackburn, 2004). Kondisi ini berkontribusi pada kecenderungan *emotional suppression*, yang diketahui berkaitan dengan peningkatan risiko depresi akibat tidak terprosesnya emosi secara adaptif (Gross & John, 2003). Dalam situasi tersebut, *empty chair therapy* memberikan alternatif yang lebih kontekstual dengan memungkinkan individu mengekspresikan perasaan secara aman melalui dialog imajinatif dengan figur yang telah meninggal, sehingga membantu menyelesaikan *unfinished business* dan membangun kembali relasi internal secara adaptif sebagai bagian dari proses pemrosesan duka (Greenberg & Watson, 2006).

5. Kesimpulan

Hasil penelitian ini menunjukkan bahwa penerapan *empty chair therapy* dalam desain single-case A–B–A efektif dalam menurunkan tingkat depresi pada subjek yang mengalami duka kehilangan suami. Penurunan skor BDI-II yang konsisten dari fase baseline awal, fase intervensi, hingga fase baseline akhir mengindikasikan adanya perubahan klinis yang bermakna. Secara kualitatif, perubahan skor tersebut disertai dengan perbaikan kondisi emosional dan perilaku, seperti berkurangnya rasa bersalah, meningkatnya penerimaan terhadap kehilangan, perbaikan pola tidur dan nafsu makan, serta munculnya kembali harapan dan gairah untuk beraktivitas. Dari perspektif teoretis, hasil penelitian ini mendukung kerangka terapi Gestalt yang menekankan pentingnya penyelesaian *unfinished business* melalui ekspresi dan integrasi emosi. Dengan demikian, *empty chair therapy* dapat dipandang sebagai intervensi yang relevan dan efektif untuk menangani depresi yang berakar pada duka kehilangan pasangan, khususnya pada individu yang mengalami hambatan dalam mengekspresikan dan memproses emosi secara adaptif.

Penelitian ini memiliki beberapa keterbatasan yang perlu diperhatikan. Pertama, penggunaan desain *single-case experimental* membatasi generalisasi temuan karena hanya melibatkan satu subjek. Kedua, durasi intervensi dan *follow-up* yang relatif singkat belum mampu menggambarkan keberlanjutan efek terapi dalam jangka panjang. Ketiga, penelitian ini berfokus pada pemrosesan emosional melalui *empty chair therapy* tanpa mempertimbangkan faktor lain seperti dukungan sosial atau kondisi komorbid. Oleh karena itu, penelitian selanjutnya disarankan melibatkan sampel yang lebih besar, menggunakan desain yang lebih kuat, serta memperpanjang periode *follow-up* untuk menguji stabilitas efek intervensi dan memperluas penerapannya dalam berbagai konteks.

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THE EFFECT OF LEARNED HELPLESSNESS ON DEPRESSION IN WOMEN EXPERIENCING DATING VIOLENCE

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
19 Desember 2025	31 Desember 2025	6 Februari 2026	30 April 2026

Abstract

Dating violence (DV) among young adults is a critical issue that has a significant impact on victims' mental health. This study aims to examine the effect of learned helplessness on depression among female victims of dating violence. A quantitative research design was employed involving 200 female respondents aged 18–25 years in Indonesia. Participants were selected using a non-probability sampling technique, specifically purposive sampling. The inclusion criteria were women who had been in a dating relationship for at least six months and had experienced dating violence within the last 6–12 months. Data were collected through online questionnaires distributed via Google Forms to ensure participant anonymity and accessibility. The instruments used in this study were the Learned Helplessness Scale (LHS) and the Beck Depression Inventory-II (BDI-II). Data analysis was conducted using simple linear regression with the assistance of the Statistical Package for the Social Sciences (SPSS) version 26. The results showed an R^2 value of 0.819, indicating that 81.9% of the variance in depression was explained by learned helplessness. The regression coefficient beta (β) was 0.699 with a significance value of $p = 0.000 (< 0.05)$, demonstrating a positive and significant effect. These findings indicate that higher levels of learned helplessness are associated with higher levels of depression among female victims of dating violence. The study confirms that learned helplessness is a strong predictor of depression, highlighting the importance of interventions that focus on restoring empowerment and a sense of self-control in victims.

Keywords: Dating Violence, Depression, Early Adult Women, Learned Helplessness.

Abstrak

Kekerasan dalam pacaran (dating violence/DV) pada dewasa awal merupakan isu krusial yang memiliki dampak signifikan terhadap kesehatan mental korban. Penelitian ini bertujuan untuk mengkaji pengaruh learned helplessness terhadap depresi pada perempuan korban kekerasan dalam pacaran. Penelitian ini menggunakan desain kuantitatif dengan melibatkan 200 responden perempuan berusia 18–25 tahun di Indonesia. Teknik pengambilan sampel yang digunakan adalah non-probability sampling, yaitu purposive sampling. Kriteria inklusi dalam penelitian ini adalah perempuan yang pernah atau sedang menjalin hubungan pacaran minimal selama enam bulan dan mengalami kekerasan dalam pacaran dalam rentang waktu 6–12 bulan terakhir. Pengumpulan data dilakukan melalui kuesioner daring yang disebar menggunakan Google Forms untuk menjamin anonimitas dan kemudahan akses bagi partisipan. Instrumen yang digunakan dalam penelitian ini adalah Learned Helplessness Scale (LHS) dan Beck Depression Inventory-II (BDI-II). Analisis data dilakukan menggunakan regresi linier sederhana dengan bantuan Statistical Package for the Social Sciences (SPSS) versi 26. Hasil penelitian menunjukkan nilai R^2 sebesar 0,819, yang berarti bahwa sebesar 81,9% variasi depresi dapat dijelaskan oleh learned helplessness. Koefisien regresi beta (β) sebesar 0,699 dengan nilai signifikansi $p = 0,000 (< 0,05)$, yang menunjukkan adanya pengaruh positif dan signifikan. Temuan ini mengindikasikan bahwa semakin tinggi tingkat learned helplessness, maka semakin tinggi pula tingkat depresi pada perempuan korban kekerasan dalam pacaran. Penelitian ini menegaskan bahwa learned helplessness merupakan prediktor yang kuat terhadap depresi, sehingga penting untuk mengembangkan intervensi yang berfokus pada pemulihan pemberdayaan serta penguatan rasa kontrol diri pada korban kekerasan dalam pacaran.

Kata kunci: Depresi, Kekerasan dalam Pacaran, Learned Helplessness, Perempuan Dewasa Awal.

1. Introduction

Early adulthood is a crucial period for forming intimate relationships, a phase that, according to Erikson's psychosocial theory, focuses on balancing intimacy with isolation. While dating is often seen as a romantic journey toward a long-term commitment, the reality for many is far from ideal. Despite the ideal of a safe and supportive space built on love and affection, dating violence (DV) is a widespread and often overlooked phenomenon (Safitri, 2013). This is particularly concerning as data from the Ministry of Women Empowerment and Child Protection (KemenPPPA) in 2025 reveals that the most frequent perpetrators of violence against women are boyfriends or friends, not husbands or fathers. Statistics from the national information system (Simfoni PPA) reveal a stark gender disparity: approximately 85% of reported violence victims in Indonesia are female, while males account for only 15%. Dating violence manifests in various forms, including physical abuse (hitting, kicking), psychological and emotional abuse (threats, insults), and sexual abuse (forced sexual acts) (Luhulima, 2000). The rise of technology has also led to cyber sexual harassment (Januri et al., 2023). This study specifically focuses on women due to the significant disparity in risk and impact compared to their male counterparts. National reports, such as those from the National Commission on Violence Against Women (Komnas Perempuan, 2024), consistently show that women account for the vast majority of victims in personal relationship contexts, with dating violence being one of the most reported forms of abuse. Beyond the higher prevalence, the consequences for women tend to be more severe and psychologically destructive. This vulnerability is deeply rooted in patriarchal cultures and gender stereotypes that normalize male dominance while portraying women as submissive (Wahyuni & Sartika, 2020).

Despite the severe harm inflicted, many women remain in abusive relationships due to external pressures, including societal expectations surrounding marriage, economic and emotional dependence, and explicit or implicit threats from their partners (Putri, 2012). Recurrent exposure to intimate partner violence creates a vicious cycle that progressively erodes victims' psychological well-being, with depression emerging as one of the most prevalent outcomes. Depression among survivors of domestic violence is commonly characterized by persistent feelings of emptiness, diminished interest or pleasure in daily activities, and pervasive negative cognitions about the self and the future (Beck, 1967).

These psychological consequences are further intensified by the "cycle of violence," a recurrent pattern consisting of three distinct phases. The first phase, tension-building, is marked by escalating conflict, emotional intimidation, and heightened anxiety, during which victims often attempt to placate their partners to prevent further aggression. This phase is followed by acute battering, in which physical, psychological, or sexual violence is directly perpetrated, resulting in immediate trauma and fear. The final phase, often referred to as reconciliation or the honeymoon phase, is characterized by temporary remorse, apologies, or affectionate behavior from the perpetrator, fostering false hope and emotional attachment in the victim (Zimmer-Gembeck, 1989).

Repeated cycling through these phases exposes victims to chronic and unpredictable stressors, significantly increasing vulnerability to depressive symptomatology. Over time, this ongoing exposure contributes to emotional exhaustion, learned helplessness, social withdrawal, and prolonged isolation, thereby entrenching depressive states and reducing the likelihood of leaving the abusive relationship (Campbell, 2002).

When victims are repeatedly exposed to uncontrollable violence, they begin to believe that their actions have no influence on their situation. This is strongly linked to a pessimistic attributional style (Abramson et al., 1978), where victims blame themselves for the abuse (internal), see the problem as permanent (stable), and generalize this failure to all areas of their lives (global) (Sweeney et al., 1986). In this state, the victim becomes psychologically paralyzed; the inability to leave is not a choice, but a cognitive consequence of believing that escape is futile.

This constant exposure to violence, threats, and control can lead to a state known as learned helplessness (Seligman, 1975). In this psychological condition, victims come to believe they have no control over their situation and that any attempt to escape is futile. This belief is a key factor in why victims, despite the obvious harm, struggle to leave. Learned helplessness is strongly linked to a pessimistic explanatory style or attributional style (Abramson et al., 1978). Individuals with this style tend to blame themselves for negative events (internal), see problems as permanent (stable), and generalize failure to all areas of their lives (global) (Sweeney et al., 1986). The violence from their partners acts as a trigger, activating and reinforcing these negative thought patterns. This psychological state directly contributes to the development of depression, a condition characterized by low motivation, hopelessness, and negative cognitions about oneself, the world, and the future (Beck, 1967). The findings from the present background analysis underscore learned helplessness as a potential predictive factor in the development of depression among victims of dating violence, rather than merely a psychological condition correlated with depressive outcomes. Although not all victims inevitably experience depression given the influence of pre-existing psychological vulnerabilities the combination of repeated exposure to abuse and a pessimistic attributional style substantially increases the likelihood of depressive symptomatology. Importantly, victims' persistent inability to leave abusive relationships, despite clear awareness of the associated harm, reflects

an internalized pattern of perceived powerlessness. This enduring sense of diminished control functions as a central psychological mechanism through which learned helplessness predicts depressive outcomes, thereby reinforcing its role as a key independent variable in understanding depression among survivors of dating violence. While not every victim of dating violence will develop this condition as it is influenced by pre-existing psychological tendencies the combination of repeated abuse and a pessimistic attributional style significantly increases the risk. The inability of victims to leave, despite knowing the harm, strongly suggests that they are psychologically trapped by a sense of powerlessness.

Although the relationship between helplessness and depression has been extensively explored in general psychological literature, to the best of the researcher's knowledge, there remains a profound lack of studies empirically examining the influence of learned helplessness on depression within the specific context of female dating violence (DV) survivors in Indonesia. Previous research has predominantly focused on general clinical populations or domestic violence within marital contexts, thereby overlooking the unique dynamics faced by young adult women in dating relationships, which often lack the same legal protections as marriage. Furthermore, the majority of existing literature remains correlational; very few have rigorously analyzed the predictive power or the magnitude of influence of learned helplessness as the primary cognitive mechanism that traps victims in a depressive state amidst local sociocultural pressures.

This research gap serves as a compelling foundation for the current study. This research is vital because it moves beyond mere associative relationships to examine how much of the variance in depression is directly dictated by learned helplessness. Given that survivors are a highly vulnerable group, this study provides essential insights into how external societal pressures such as the social stigma of remaining single or economic dependence (Putri, 2012), interact with internal helplessness to solidify depressive states. Therefore, this research aims to thoroughly investigate the influence of learned helplessness on depression in women who are victims of dating violence. Understanding the degree of this influence rather than just the association is vital for developing targeted psychological interventions. Ultimately, this study aims to provide an empirical foundation for more effective, trauma-informed counseling strategies that focus on reclaiming agency and restructuring the cognitive filters that keep women trapped in abusive cycles.

2. Research Method

Participants

The participant recruitment procedure in this study employed purposive sampling, a non-probability technique selected to ensure participants met specific criteria relevant to the research objectives. The inclusion criteria consisted of female participants aged 18–25 years, who were currently or previously involved in a dating relationship for a minimum duration of six months, and who had experienced forms of dating violence, including physical, verbal, emotional, or sexual violence, within the past 6–12 months. Participants were identified through institutions providing services for women experiencing violence, support groups, and online platforms related to dating violence. Information about the study was disseminated via social media, social organizations, and volunteers involved in violence prevention.

In addressing the sensitive nature of the topic, the researcher prioritized the psychological well-being of the participants to prevent emotional distress or triggering. Prior to data collection, an informed consent process was conducted, explicitly notifying participants about the sensitive nature of the questions and their right to withdraw at any stage without penalty. To mitigate potential emotional discomfort, the questionnaire was designed with a sensitive approach, and the researcher provided a debriefing section at the end of the survey. Specifically, participants were informed that they could discontinue the questionnaire immediately if they experienced discomfort, without the need to provide justification. This section included a list of professional psychological support contacts and emergency hotlines for survivors of violence, such as national mental health services and crisis hotlines, ensuring that participants had immediate access to professional assistance if needed. Participants were also encouraged to seek support from trusted individuals or mental health professionals should distress arise after participation. Furthermore, strict anonymity and data confidentiality were maintained to provide a safe space for participants to share their experiences.

This recruitment strategy was intended to reach individuals with relevant experiences while ensuring voluntary participation. The age range of 18–25 years was selected as it represents the early adulthood stage, during which women are more likely to engage in serious intimate relationships and face an increased risk of dating violence (Erikson, 1968). A minimum relationship duration of six months was chosen because relationships at this stage typically involve emotional attachment, which may make it more difficult for individuals to leave abusive relationships (Breslin & Yates, 2009). The violence experience timeframe of 6–12 months was determined to ensure that the psychological impacts of abuse remained relevant and had a measurable influence on learned helplessness and depression (Seligman, 1975; Campbell et al., 2002). Because the total population size was unknown, the minimum sample size was calculated using the Lemeshow (1997) formula for an unknown population:

$$n = Z^2 \times p(1 - p) / d^2$$

$$n = (1,96)^2 \times 0,5(1 - 0,5) / (0,1)^2$$

$$n = 3,8416 \times 0,25 / 0,01$$

$$n = 0,9604 / 0,01$$

$$n = 96,04$$

With a confidence level of 95% ($z = 1.96$), an assumed proportion of $p = 0.5$, and a margin of error of $d = 0.1$, the minimum required sample size was 96 participants. However, a total of 200 respondents who met all inclusion criteria were successfully recruited, and all collected data were included in the analysis to enhance the robustness and statistical power of the study.

Research Design

This study employed a quantitative design to examine the effect of learned helplessness on depression among female victims of dating violence. Data were collected online at a single point in time from participants who met the predefined inclusion criteria. Statistical analyses were conducted to test the proposed research hypotheses. Learned helplessness was treated as the independent variable (X) and measured using the Learned Helplessness Scale (LHS) developed by Quinless and Nelson (1988). The LHS consists of 20 items rated on a 4-point Likert scale, designed to assess perceptions of helplessness, hopelessness, and lack of control. For the purpose of this study, the instrument underwent linguistic and cultural adaptation conducted by the researcher to ensure the items were contextually relevant to the target population. This adaptation process included a pilot study involving 30 female survivors of dating violence. The analysis demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.977. Operationally, learned helplessness was defined across three attributional dimensions: internal-external, stable-unstable, and global-specific.

Depression served as the dependent variable (Y) and was assessed using the Beck Depression Inventory-II (BDI-II) (Beck, Steer, & Brown, 1996). The BDI-II is a 21-item self-report instrument utilizing a 4-point Likert scale ranging from 0 to 3, with total scores indicating the severity of depressive symptoms. This instrument also demonstrated very high reliability during the pilot study with 30 participants, yielding a Cronbach's alpha coefficient of 0.984. Depression was operationally defined through three symptom domains: affective, somatic, and cognitive. Following ethical approval, participants were recruited using a purposive sampling technique through an online survey administered via Google Forms. The survey link was disseminated through direct messages on social media platforms and shared within communities and organizations focused on women's issues and dating violence. A total of 200 respondents who met all inclusion criteria completed the questionnaire, and all collected data were included in the analysis, consistent with the sample size reported in the results. Data analysis was performed using IBM SPSS Statistics version 26. Prior to hypothesis testing, assumption tests, including normality and linearity, were conducted to ensure compliance with regression requirements. The research hypothesis that learned helplessness has a positive and significant effect on depression was tested using simple linear regression analysis. The level of statistical significance for all analyses was set at $p < 0.05$, in line with the findings reported in the results section.

3. Result and Discussion

Description of Respondents' Demographic Data

This study involved a total of 200 respondents who provided information regarding their demographic characteristics. All respondents met the inclusion criteria of the study, namely women aged 18–25 years who were currently in a dating relationship for at least six months and had experienced dating violence such as physical violence, verbal and emotional abuse, and sexual violence within the past 6–12 months.

Table 1. Results of Demographic Data Analysis

Demographic Data	N	Persentase
Age		
18 - 19	14	7%
20 - 21	81	40,5%
22 - 23	54	27%
24 - 25	51	25,5%
Highest Educational Attainment		
Elementary School	0	0%
Junior High School	0	0%
Senior High School	21	60,5%
Diploma/Bachelor's Degree	79	39,5%

Relationship Duration		
1 - 6 months	21	10,5%
7 - 12 months	98	49%
13 - 18 months	67	33,5%
19 - 24 months	14	7%
Frequency of Violence		
Occasional (1-2 times)	81	40,5%
Rare (3-5 times)	53	26,5%
Frequent (more than 6 times)	66	33%
Types of Violence		
Physical violence (hitting, slapping, pushing, etc.)	13	6,5%
Emotional violence (threatening, isolating from friends/family, manipulation, etc.)	88	44%
Verbal violence (insulting, yelling, using abusive language, etc.)	85	42,5%
Sexual violence (forced sexual activity, sexually explicit verbal harassment, non-consensual touching, etc.)	14	7%

Based on Table 1, the majority of respondents were young adults, with the largest proportion in the 20–21 age group (40.5%), followed by those aged 22–23 years (27%) and 24–25 years (25.5%). Only 7% of respondents were aged 18–19 years. This age distribution indicates that the study focused on individuals in a critical phase of romantic relationship development, as described by Santrock (2012). All respondents had attained at least a senior high school level of education. A total of 60.5% had completed senior high school, while 39.5% held a diploma or bachelor’s degree. No respondents reported having only elementary or junior high school education, indicating that the sample consisted of relatively well-educated individuals.

Relationship duration varied, with nearly half of the respondents (49%) reporting relationships lasting 7–12 months. A substantial proportion had relationships lasting 13–18 months (33.5%), while fewer respondents reported durations of 1–6 months (10.5%) and 19–24 months (7%). The findings indicate that dating violence occurred with varying frequencies among respondents. Approximately 40.5% reported experiencing violence occasionally (1–2 times), 33% frequently (more than six times), and 26.5% rarely (3–5 times). In terms of violence type, emotional violence (44%) and verbal violence (42.5%) were the most commonly reported forms. Sexual violence (7%) and physical violence (6.5%) were reported at much lower rates, highlighting the predominance of non-physical forms of violence in this sample.

Results of Data Analysis

Descriptive statistical analysis is a method used to process and present data by describing or summarizing the characteristics of the collected data. This analysis aims to simplify complex data into more interpretable information through statistical measures such as the mean, minimum and maximum values, and standard deviation (Ghozali, 2019). Based on data collected from 200 respondents, the following results were obtained.

Table 2. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Learned Helplessness	200	31	78	62.01	9.956
Depression	200	25	58	44.60	7.694

Based on Table 2, the descriptive analysis results for each variable are as follows:

- a. For the Learned Helplessness variable, data from 200 valid respondents (N = 200) showed a minimum score of 31 and a maximum score of 78. The mean Learned Helplessness score was 62.01, with a standard deviation of 9.956.
- b. For the Depression variable, data from 200 valid respondents (N = 200) showed a minimum score of 25 and a maximum score of 58. The mean Depression score was 44.60, with a standard deviation of 7.694.

Overall, the descriptive analysis indicates that all 200 respondents had complete and valid data for both variables, with no missing values, as indicated by the Valid N (listwise) value of 200. The researchers also categorized each variable to classify respondents into groups based on their obtained scores.

The Learned Helplessness Scale (LHS) has a theoretical score range of 20 to 80. However, because the scale does not provide standardized interpretive categories, categorization in this study was based on the empirical data distribution using the mean and standard deviation method (Azwar, 2017). The mean score was 62.01, with a standard deviation of 9.956. The resulting categories are presented in Table 3.

Table 3. Learned Helplessness Score Categories

Score Categories	Score	N	Presentase
Very Low	$X \leq 52$	36	18%
Low	$53 \leq X \leq 62$	69	34%
High	$63 \leq X \leq 71$	50	25%
Very High	$X \geq 72$	45	22,5%
Total		200	100%

Overall, most respondents (59.5%) fell within the Low to High categories, indicating that the majority did not fall at the extreme ends of the distribution.

Table 4. Depression Score Categories

Score Categories	Score	N	Presentase
Minimal Depression	0-13	-	-
Mild Depression	14-19	-	-
Moderate Depression	20-28	2	1%
Severe Depression	29-63	198	99%
Total		200	100%

Based on the Beck Depression Inventory-II (BDI-II) interpretation (Beck et al., 1996), all respondents in this study fell within the moderate to severe depression categories. The mean score of 44.60 further indicates that, overall, the sample experienced severe levels of depression, consistent with the context of dating violence.

Assumption Testing

Normality Test

The normality test was conducted to determine whether the data were normally distributed (Priyatno, 2018). Data are considered normally distributed if the significance value is greater than 0.05.

Table 6. Normality Test Results

Variable	Asymp. Sig. (2-tailed)	Interpretation
Learned Helplessness	0.200	Normally Distributed
Depression	0.200	Normally Distributed

Using the One-Sample Kolmogorov–Smirnov test, the obtained significance value was 0.200, which is greater than 0.05, indicating that the data met the normality assumption.

Linearity Test

The linearity test was conducted as a prerequisite for simple linear regression analysis to determine whether a significant linear relationship existed between the independent and dependent variables.

Table 7. Linearity Test Results

Variable	Deviation from Linearity Sig.	Interpretation
Learned Helplessness– Depression	0.430	Significant Linear Relationship

The Deviation from Linearity significance value was 0.430 (> 0.05), indicating a significant linear relationship between Learned Helplessness and Depression.

Hypothesis Testing

Simple Linear Regression Analysis

After confirming that the assumptions of normality and linearity were met, hypothesis testing was conducted using simple linear regression analysis (Sugiyono, 2022).

Table 5. Simple Linear Regression Results

Model	β	R Square	Sig.
Constant	1.224	0.819	0.000
Learned Helplessness	0.699	—	0.000

The regression equation is expressed as: $Y = 1.224 + 0.699X + e$

This indicates that:

- a. The constant ($\alpha = 1.224$) represents the level of depression when Learned Helplessness is zero.
- b. The regression coefficient ($\beta = 0.699$) is positive, indicating that for each one-unit increase in Learned Helplessness, Depression increases by 0.699 units.

The significance value was less than 0.05 ($p < 0.001$), indicating that Learned Helplessness has a positive and statistically significant effect on Depression among women experiencing dating violence. The R value of 0.819 indicates that 81.9% of the variance in Depression can be explained by Learned Helplessness, while the remaining 18.1% is influenced by other factors not examined in this study.

Discussion

The present study examined the role of learned helplessness in predicting depressive symptoms among women who experience dating violence. The results of the simple linear regression analysis revealed that learned helplessness accounted for a substantial proportion of variance in depression ($R^2 = .819$), indicating that 81.9% of the variability in depressive symptoms could be explained by this psychological construct. This level of explained variance exceeds the threshold commonly interpreted as strong in behavioral research (Hair et al., 2014), underscoring the robustness of the proposed model. The regression coefficient further demonstrated a positive and statistically significant relationship between learned helplessness and depression ($\beta = .699$, $p < .001$). This finding indicates that higher levels of learned helplessness are associated with increased depressive symptoms among women exposed to dating violence. Thus, the alternative hypothesis was supported, confirming that learned helplessness functions as a significant psychological predictor of depression within this population. It is important to clarify that depression in this study refers to elevated depressive symptoms as measured by self-report instruments, rather than clinically diagnosed depressive disorders.

These findings are theoretically consistent with the Reformulated Learned Helplessness model (Abramson, Seligman, & Teasdale, 1978), which serves as the theoretical foundation for the Learned Helplessness Scale (LHS) developed by Quinless and Nelson (1988). This framework posits that it is not merely the exposure to uncontrollable aversive events, but rather the individual's attributional style, internal, stable, and global, that leads to chronic depression. Within the context of dating violence, victims often perceive abuse as unpredictable and inescapable. Repeated failed attempts to resist or terminate the relationship may condition individuals to internalize these failures, believing that their actions have little influence on outcomes. This interaction between external sociocultural forces, such as patriarchal norms (Ramadhan, 2017), and internal psychological vulnerabilities, like emotional dependency (Leone & Conroy, 2019), creates a cycle of chronic victimization where helplessness becomes an internalized cognitive filter. Within the context of dating violence, women are often exposed to recurrent episodes of physical, emotional, verbal, or sexual abuse that are perceived as unpredictable and difficult to escape.

Over time, repeated failed attempts to resist or terminate abusive relationships may condition individuals to believe that their actions have little influence on outcomes, thereby fostering learned helplessness. Women who experience dating violence are frequently embedded in complex relational dynamics characterized by power imbalances and emotional dependency. Externally, patriarchal cultural norms often position women in subordinate roles, legitimizing male dominance and reinforcing unequal power relations within intimate partnerships (Ramadhan, 2017; Megawati et al., 2019). Internally, victims may develop heightened emotional dependence on their partners, which perpetrators exploit through manipulation, intimidation, and emotional control (Leone & Conroy, 2019). This interaction between external sociocultural forces and internal psychological vulnerabilities creates conditions conducive to chronic victimization.

Violence in dating relationships rarely occurs as a single isolated incident. Rather, it tends to follow a cyclical pattern involving a tension-building phase, an acute violent episode, and a temporary reconciliation or "honeymoon" phase (Wilson, 2019). Although the post-violence phase may provide brief relief, it often reinforces victims' hope that the relationship can improve, thereby perpetuating attachment to the perpetrator. As this cycle repeats, victims are continuously exposed to aversive conditions that appear uncontrollable, accelerating the internalization of helplessness beliefs. The development of learned helplessness among victims is further influenced by attributional style. According to Abramson et al. (1978), individuals with a pessimistic explanatory style tend to attribute negative events to internal, stable, and global causes. In the context of dating violence, victims may blame themselves for the abuse, believe that it will persist indefinitely, and generalize feelings of helplessness across multiple life domains. Such attributional patterns intensify the psychological impact of violence and increase vulnerability to depressive symptoms.

The present findings suggest that learned helplessness acts as a central cognitive-emotional mechanism linking dating violence to depression. Victims who perceive themselves as powerless are more likely to experience hopelessness, diminished motivation, and emotional withdrawal core features of depression. Consistent with previous research, respondents reported feelings of emptiness, anxiety, fear, social isolation, sleep disturbances,

and appetite changes, all of which align with depressive symptomatology observed in survivors of intimate partner violence (Campbell, 2002; Herman, 1997). Descriptive analysis revealed variability in the scores of learned helplessness among respondents. In the absence of standardized normative categories for the Learned Helplessness Scale (LHS), these scores reflect a spectrum of perceived control rather than fixed diagnostic levels. Interestingly, even among respondents who yielded lower scores on the learned helplessness spectrum, the BDI-II criteria (Beck et al., 1996) indicated moderate to severe depressive symptoms across the entire sample. This pattern suggests that while learned helplessness is a significant predictor, it does not function in isolation. The experience of dating violence itself constitutes a severe traumatic stressor capable of eliciting depressive symptoms, regardless of the degree to which an individual has internalized beliefs of helplessness.

The unexplained variance in the regression model (18.1%) further suggests the influence of additional factors not examined in the present study. These may include limited social support, maladaptive coping strategies, prior trauma history, genetic vulnerability, or the duration and severity of abuse (Kendler et al., 2001; Thoits, 2011). Therefore, while learned helplessness plays a dominant role, depression among women experiencing dating violence is best understood as a multifactorial outcome arising from both psychological and contextual determinants. Importantly, this study focused on women who were actively experiencing dating violence, a population inherently at high risk for severe mental health consequences. Exposure to chronic interpersonal trauma may lower the threshold for depressive symptom development, rendering individuals vulnerable even when personal beliefs about control remain partially intact (Follingstad et al., 2017; World Health Organization, 2021). This finding emphasizes the need for early psychological intervention that addresses both trauma exposure and maladaptive cognitive patterns such as learned helplessness. Overall, the findings of this study provide strong empirical support for learned helplessness as a key explanatory mechanism underlying depression among women who experience dating violence. Interventions aimed at reducing depressive symptoms in this population should prioritize restoring perceptions of personal agency, challenging maladaptive attributions, and enhancing adaptive coping strategies. Addressing learned helplessness may not only alleviate depressive symptoms but also empower victims to seek safety and disengage from abusive relationships.

4. Conclusion

The results of this study unequivocally demonstrate that learned helplessness has a positive and significant influence on depression among female victims of dating violence, with 81.9% of the variance in depression being explained by this psychological condition. This finding is enriched by important nuances, such as the fact that the influence of learned helplessness is most pronounced in the context of verbal violence compared to other types of abuse. Furthermore, this influence is stronger in the more mature age group (24-25 years) and among women with higher education (Diploma/Bachelor's degree), as well as when the perpetrator is the current boyfriend. These variations indicate that the impact of violence is not isolated; rather, it is amplified by psychological and social factors. Verbal abuse systematically destroys the victim's sense of self, while higher educational attainment triggers profound cognitive dissonance. Additionally, certain socio-cultural conditions that normalize violence can directly worsen the victim's feeling of powerlessness. Ultimately, this research not only enriches the theoretical understanding of the dynamics of learned helplessness within the context of dating violence but also provides a crucial foundation for practical interventions aimed at restoring the victim's sense of agency and self-control.

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REFINING THE MEASUREMENT OF INDIVIDUAL WORK PERFORMANCE: A DISCRIMINANT CONTENT VALIDITY APPROACH

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
17 Desember 2025	31 Desember 2025	6 Februari 2026	30 April 2026

Abstract

Individual Work Performance (IWP) is often considered one of the principal factors influencing the effectiveness of an organization, encompassing three principal components which are Task Performance, Contextual Performance, and Counterproductive Work Behavior. Effective work functioning combined with maintained psychological well-being promotes employee flourishing, which subsequently contributes to stronger organizational performance. Previous instruments demonstrate constraints in comprehensively representing the constructs within IWP. Hence, These implications are bounded by the methodological scope of DCV, which focuses specifically on evaluating item–content alignment. It involved the panel that consists of ten experts (n = 10) in several different categories such as psychometrician, researchers, state civil and professional industrial organizational psychologists. The expert panel evaluated the item-theory congruence for item alignment with dimensions and concepts. The findings showed the Intraclass Correlation Coefficient (ICC) values, ranging from 0.772 to 0.96, reflected strong inter-rater agreement and consistency in judgment. Also, one-sample t-tests on DCV estimates of all 18 items met 16 criteria of discriminant content validity. These findings offer meaningful implications for practitioners and researchers seeking to enhance performance assessment and foster well-being in organizational contexts.

Keywords: discriminant content validity, individual work performace, workplace wellbeing

Abstrak

Individual Work Performance (IWP) dianggap sebagai salah satu faktor utama yang memengaruhi efektivitas organisasi, yang mencakup tiga komponen utama, yaitu Task Performance, Contextual Performance, dan Counterproductive Work Behavior. Meskipun instrumen pengukuran individual work performance telah beberapa kali digunakan, belum ada instrumen yang mampu menangkap seluruh aspek yang relevan secara komprehensif. Oleh karena itu, penelitian ini berfokus pada pengujian relevansi butir-butir IWP yang telah diadaptasi dengan menggunakan Discriminant Content Validity (DCV). Penelitian ini melibatkan panel yang terdiri dari sepuluh orang ahli (n = 10) dari berbagai kategori, seperti psikometri, peneliti, aparatur sipil negara, serta psikolog industri dan organisasi profesional. Panel ahli mengevaluasi kesesuaian butir dengan teori (item–theory congruence) untuk menilai keterpaduan butir dengan dimensi dan konsep yang diukur. Hasil penelitian menunjukkan bahwa nilai Intraclass Correlation Coefficient (ICC) yang berkisar antara 0,772 hingga 0,96 mencerminkan tingkat kesepakatan antarpemilai yang kuat serta konsistensi dalam penilaian. Selain itu, uji one-sample t-test terhadap estimasi DCV pada seluruh 18 butir memenuhi 16 kriteria discriminant content validity. Temuan ini memberikan implikasi yang bermakna bagi praktisi dan peneliti yang berupaya meningkatkan asesmen kinerja serta mendorong kesejahteraan dalam konteks organisasi.

Kata kunci: discriminant content validity, individual work performace, workplace wellbeing

1. Introduction

Individual work performance (IWP) is a critical factor for both organizational success and employee effectiveness, as organizations rely on high-performing employees to achieve goals and maintain a competitive edge. From a resource based perspective, flourishing roles as a psychological (personal) resource that empowering individuals to fulfill job demands more effectively. Hence, its contributing to both employee well-being and organizational functioning (Peiró et al., 2020). Consequently, organizations depend not only rely on the behavioral components of performance but also on employees psychological states that sustain ideal functioning. However, without adequate discriminant content validity, the empirical associations between flourishing, organizational performance and the specific dimensions of Individual Work Performance can misrepresented.

Individual Work Performance encompassing three principal components which are Task Performance, Contextual Performance, and Counterproductive Work Behavior (Koopmans et al., 2014). Task Performance refers to employee's competence in executing core job responsibilities, including proficiency in organizing and executing duties, focus on achieving outcomes, and task execution. Contextual performance refers to discretionary behaviors beyond core job tasks that indirectly enhance organizational performance, including taking on additional responsibilities, showing initiative, accepting challenging assignments, and fostering a positive work environment. Counterproductive work behavior refers to actions that against organizational goals and can negatively impact the organization. This includes harmful behaviors to the organization, such as theft, absenteeism, sabotage, bullying, or insubordination (Dwiliesanti & Yudianto, 2022a).

While many tools have been made to measure how well employee do their jobs, there are still some worries about how clear and adequate the items is used to assess individual work performance. Previous prior measures still demonstrate several issues such as inconsistency dimensional definition, inadequate item construct congruence, limited evidence of discriminant validity or restricted generalizability in different organizational contexts. At that time, performance appraisal is also one of the measurement tools used to evaluate employees work outcomes. The Individual Work Performance Questionnaire (IWPQ) constructed to address these issues (Dwiliesanti & Yudianto, 2022b) building on a systematic review of prior conceptualizations. According to these issues, discriminant content validity of this psychological tools can offers adequate and systematic approach for determining items

represents dimensions avoid overlap with other construct.

This study contributes to the literature by addressing persistent inconsistencies in the conceptualization of Individual Work Performance (IWP). Previous instruments often lacked clear construct boundaries or combined overlapping dimensions. This study clarifies the dimensional structure of IWP and refines item content to ensure stronger theoretical alignment and measurement precision. The adequate IWP items can give a well establish to conducting performance assessments and empowering organizations to provide accurate psychological tools to measure employee capabilities.

2. Research Method

Based on previous research by this study employs the Individual Work Performance instrument, which consists of 18 items organized into three main dimensions (Widyastuti & Hidayat, 2018). The first dimension is task performance, the second dimension is contextual performance and the final dimension is counterproductive work behavior. The DCV analysis was conducted with ten qualified panelists from industrial and organizational psychologist background and were invited through direct personal contact.

To assess the alignment of the items with the the core theoretical concepts, the researchers applied the Discriminant Content Validity approach, adapted from (Johnston et al., 2014). The DCV process consisted of five stages:

Step 1. Construct Definition and Items Preparation

Researcher has to make sure that definition based on the literature review, because the construct domain of IWP has been described through several frameworks in previous research.(Sireci & Benítez, 2023). As mentioned earlier, individual work performance encompassing three principal components The conceptual definitions and dimensions of individual work performance presented in Table 1

Items for the Discriminant Content Validity evaluation were generated through a literature review and adapted from (Koopmans et al., 2014). The adaptation process was subsequently a procedure to ensure linguistic accuracy and conceptual validity. A forward-backward translations process was conducted. Two independent bilingual translator provide forward translations, and then separated bilingual translator completed the backward translation into original language. In the next step, reconciliation was held to compare all

versions and make sure that adapted items retained conceptual definition of the original construct. Last, panelist were asked to provide feedback whether each items was understandable and or reflected the intended meaning

Step 2. Recruitment and Selection of Expert Panelists

Out of the twelve experts initially contacted, ten agreed to participate, which align with recommended DCV to ensure adequate judgement stability (Johnston et al., 2014). They followed purposive criteria to ensure content expertise. The final panel represented diverse occupational background, but relevant professional and disciplinary background, including psychometrician, academic researchers, state civil and professional industrial organizational psychologists. Each expert evaluated items theory congruence to assess whether the adapted items aligned with their conceptual definitions. Expert identify were documented including academic title, professional affiliations, educational and professional background and (when available) English Proficiency score (TOELF/IELTS) and research publications to further verify qualification. Explicit eligibility criteria included 1) advance in educational qualification (Master’s Degree, preferably PhD) in Psychology or related behavior sciences 2) at least five years of research experience, in psychometrics, organizational behavior, performance or scale 3) documented involvement in research or publication measurement related to industrial organizational and 4) familiarity with assessment methodologist or content validation procedure

Step 3. Development of the Construct IWP Scale

Panelists evaluated Individual Work Performance using a yes/no assessment combined with a confidence scale (0–100% in 10% increments). The researcher prepared the DCV format and consisted of two components: 1) Dimensional Classification. Panelists asked to classify items into target dimensions and had to give response “yes” to ensure that items are related to dimensions. Response “No” given to items does not clarify into target dimensions (non-dimension). This classification is to determine to which each item clearly reflects the construct being measured (Cheung et al., 2024).

2) Confidence Rating. Panelists asked to indicate their level of confidence in their classification using a numerical scale ranging from 0 to 100, After selecting the most appropriate dimension. A score of 0 indicated no confidence in the classification, whereas a score of 100 indicated complete confidence. The evaluation format was design by using Microsoft Excel, to compute t-scores and p-values also enabled categorization of items into DCV, non-DCV (wrong-dimension), and non-DCV non-dimension classifications.

Step 4. Execution of the Content Validity Assessment

After developing of construct, researchers executed statistical analyses inter-rater reliability and DCV analysis. The first step is quantify the extent to which panelists agreed on each item, with intraclass correlation (ICC) values above .900 reflecting strong reliability. The next step, a one-sample t-test was conducted to assess the panelists mean scores with predefined criteria. Ratings falling between (10) and (100) indicated that the panelists agreed with the item, while scores from (-10) to (-100) indicated disagreement about the item. The outcomes were grouped into three main categories: (1) DCV items, namely items that show a positive and significant t-score ($p < .05$). 2) non-DCV wrong-dimension items, namely items that exhibit a positive and significant t-score on a non-target construct and (3) non-DCV non-dimension items, namely items that do not show a significant t-score on any construct, whether target or non-target (Johnston et al., 2014).

Step 5. Examination of item-level Discriminant Content Validity

During the last stage, the researchers reviewed and interpreted the DCV findings for each item, classifying them into DCV and non-DCV. Reliability assessed using Intraclass Correlation Coefficient (ICC) and inter-rater agreement. The ICC is a statistical index that quantifies the degree of consistency or concordance in ratings. Its provided by multiple evaluators and across measurement conditions. Poor reliability for ICC values is $< .50$; moderate reliability for values is between $.50$ and $.75$ meanwhile good reliability for values between $.75 - .90$ and excellent reliability for ICC values is $> .90$.

Table 1. Definition and dimension Individual Work Performance

Construct	Definition
Task Performance	Refers to individuals’ competence in executing core job responsibilities, including proficiency in organizing and executing duties

Contextual Performance	Extra behavior beyond core job tasks that indirectly enhance organizational performance, including taking on additional responsibilities, showing initiative, accepting challenging assignments, and fostering a positive work environment
Counterproductive work behavior	Behavior that against organizational goals and can negatively impact the organization. This includes harmful behaviors to the organization, such as theft, absenteeism, sabotage, bullying, or insubordination

Participants

The panel consisted of ten experts from categories whose professional backgrounds were directly relevant to the evaluation of Work Performance, including psychometricians, academic researchers in organizational behavior, state civil servants specializing in human resource assessment, and certified industrial organizational psychologists.

Among the panelists, there were five experts in psychological measurement, three experts with experience in developing measurement tools in the fields of organizational development, mental health at work, or assessment center and two expert who were professional industrial psychologists including assessor of Government Employee. Expert selection focused on the relevance of their substantive expertise to the study objectives, particularly their experience with measurement development, performance assessment, and construct validation. Their combined theoretical and applied expertise strengthened the methodological credibility of the DCV procedure.

3. Result

The degree of agreement among panelists was assessed using SPSS Statistics. Reliability based on mean consistency was assessed using a two-way mixed-effects intraclass correlation (ICC) model (N = 10 average measures), with all panelists rating the same items. The ICC estimates for the Individual Work Performance subscales ranged from 0.772 to 0.96, indicating satisfactory reliability and consistent judgments among panelists.

Discriminant Content Validity was evaluated using a one-sample t-test. First dimension (Task Performance), all items showed positive and significant t-values ($p < 0.05$), indicating effective measurement. Second dimension (Contextual Performance) and third dimension (Counterproductive Work Behaviors), the majority of items were positive and significant ($p < 0.05$), and thus categorized as DCV items, as summarized in Table 2.

Table 2. DCV Analysis of the Individual Work Performance

No.	Item	Dimensions Target	t-score (target)	p-value	Conclusion of DCV
1	I am able to plan the work so that I can complete it on time	Dimension 1	55.66	0.00	DCV
2	I keep in mind the work targets I have to achieve.	Dimension 1	39.86	0.00	DCV
3	I am able to set priorities in my work	Dimension 1	51.54	0.00	DCV
4	I can get my work done efficiently.	Dimension 1	39.09	0.00	DCV
5	I am able to manage my work time well	Dimension 1	1.48	0.00	DCV
6	I took the initiative to start a new task after the previous task was completed.	Dimension 1	1.07	0.30	DCV
7	I am willing to carry out the challenging tasks offered to me	Dimension 2	-34.19	0.17	Non-DCV (Non Dimension)
8	I am trying to update my work-related knowledge.	Dimension 2	21.66	0.00	DCV
9	I try to keep updating my job-related skills.	Dimension 2	61.78	0.00	DCV
10	I find creative solutions in the face of new problems.	Dimension 2	21.66	0.00	DCV
11	I took on extra responsibilities.	Dimension 2	52.09	0.00	DCV
12	I am constantly looking for new challenges in my work.	Dimension 2	43.95	0.00	DCV
13	I actively participate in a meeting or and/or consultations.	Dimension 2	-21.48	0.24	Non-DCV (Non Dimension)
14.	I complained about minor problems in my work	Dimension 3	39.00	0.00	DCV
15	I tend to exaggerate problems in my workplace	Dimension 3	0.34	0.00	DCV

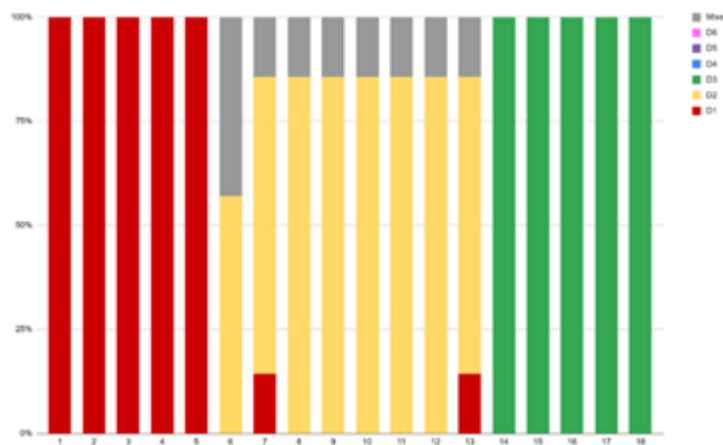
No.	Item	Dimensions Target	t-score (target)	p-value	Conclusion of DCV
16.	I tend to see the negative side rather than the positive side in my workplace	Dimension 3	0.21	0.00	DCV
17	I talk about negative things in my work with my colleagues	Dimension 3	21.66	0.00	DCV
18.	I talk about negative things at work with people outside my workplace	Dimension 3	6.18	0.00	DCV

In this study, a one-sample t-test was conducted to evaluate the Discriminant Content Validity (DCV) of the instrument based on the relevance ratings by the expert panel. All items in Dimension 1 show positive and statistically significant t-values ($p < .05$), that indicates a consistent expert judgment that each item appropriately demonstrated strong discriminant content validity represents the construct of task performance.

Most items in Dimension 2 also showed positive and statistically significant t-values ($p < .05$), that are suggesting that the majority of items were judged as theoretically congruent with the contextual performance construct. While most items demonstrated strong alignment with their intended dimensions, two items in the Contextual Performance dimension (Item 7: “I am willing to carry out the challenging tasks offered to me” and Item 13: “I actively participate in meetings and/or consultations”) produced non-significant t-values ($t = -34.19$, $p = 0.17$; $t = -21.48$, $p = 0.24$, respectively), indicating that experts were uncertain about their alignment with the intended construct. These non-DCV items were classified as non-dimensional, meaning they did not clearly represent the targeted performance domain. Expert feedback suggested that Item 7 could be interpreted as general willingness rather than specific contextual behavior, and Item 13 might reflect task-related responsibilities rather than contextual performance.

Similarly, most items in Dimension 3 produce positive and statistically significant t-values ($p < .05$), reflects a consistent expert evaluation that the items appropriately capture the domain of counterproductive work behaviors.

Figure 1 Fit Rating by Panelists Assessing of Items and Dimensions of Individual Work Performance



18 items of Individual Work Performance

Based on the data presented, the analysis of inter-rater agreement regarding item classification within each dimension revealed notable variations. First dimension highlighted in red (Task Performance), all items received a high level of agreement, with panelists indicating that the items appropriately represented the intended dimension. Second dimension highlighted in yellow (Contextual Performance), most items demonstrated adequate agreement, reflected in significant t-scores ranging from 21.66 to 61.78 and p-values $< .05$. However, Items 7 and 13 exhibited non-significant t-scores ($t = -34.19$, $p = 0.17$; $t = -21.48$, $p = 0.24$, respectively). These values indicate that experts did not consistently classify these items within the contextual performance dimension. Consequently, both items were categorized as Non-Dimension, as they failed to meet the statistical thresholds required for construct alignment. Consequently, these items were classified as non-dimensional, as they did not demonstrate a strong alignment with any specific construct. Last Dimension highlighted in green

(Counterproductive Behavior), the majority of panelists reached agreement that the items accurately reflected the measured dimension.

In the contextual performance items, although all items have good discriminant content validity, there are several inputs from the panelists which will later be used as a reference for the author to consider compiling the items. The item had a score of -34.19, which indicated that panelists were not sure that the item was included/in accordance with the intended dimension, are presented in Table 3.

Table 3. Items Recommendation from Panelist

Dimension	English Version	Translation in Bahasa Indonesia	Note from Panelist
Contextual Performance	I took on challenging tasks when they were available	<i>Saya bersedia menjalankan tugas-tugas yang menantang sesuai dengan tuntutan tempat saya bekerja</i>	<i>Challenging tasks may be classified as core responsibilities (Task Performance) rather than as aspects of Contextual Performance, as they primarily reflect an individual's effectiveness in fulfilling essential job duties</i>
	I actively participated in meetings and/or consultations	<i>Saya bersedia terlibat aktif dalam rapat dan/atau konsultasi tertentu</i>	<i>Participating in meetings should be regarded as a core responsibility (Task Performance) rather than a an extra behavior as it constitutes an essential aspect of fulfilling job duties.</i>
Counterproductive Work Behavior	I talked to colleagues about the negative aspects of my work	<i>Saya membicarakan hal-hal negatif dalam pekerjaan dengan rekan rekan kerja</i>	<i>It is acceptable to discuss or express work-related pressure or workload, provided that company confidentiality is upheld</i>

Furthermore, although all items demonstrated good discriminant content validity, several expert panel comments provided useful guidance for item refinement in Counterproductive Behavior dimension. Item number 18, "I talked to colleagues about the negative aspects of my work," translated as "*saya membicarakan hal-hal negatif dalam pekerjaan dengan rekan kerja*", received a DCV score of 6.18 ($p = 0.00$), indicating that panelists generally agreed the item aligns with the intended dimension. However, some panelists noted that discussing negative work-related aspects may be considered a normal human reaction, particularly when it relates to external stressors, organizational regulations, work load or unpredictable situation, as long as it does not involve disclosure of confidential company information.

Following this feedback, the author asked clarification from the panelists and requested recommendations for alternative wording that would clearly reflect counterproductive behavior. The same consideration applies to situations in which employees discuss work-related issues with family members at home as a form of emotional support, such instances should not be interpreted as counterproductive if they fall within socially acceptable and ethical boundaries. These insights will guide the refinement of Item 18 to ensure it accurately represents the construct of counterproductive behavior.

Table 4. Final Item Classification Based on Discriminant Content Validity (DCV) Analysis

Dimension	Item Number	Decision	Notes
Task Performance	1–5	Retained	All items showed significant t-values and strong discriminant validity.
Contextual Performance	7, 13	Eliminated/ Non-dimensional	Non-significant t-value; judged to reflect task- related responsibilities.

Dimension	Item Number	Decision	Notes
Counterproductive Work Behaviors	8–12, 14	Retained	Significant t-values; aligned with contextual performance.
	15–17	Retained	Strong alignment; significant t-values.
	18	Retained with revision	Requires refinement, may reflect normative coping in certain contexts.

A clear summary of the final item decisions based on the Discriminant Content Validity (DCV) analysis is presented in Table 4. Of the 18 items assessed, 16 items demonstrated positive and significant t-values ($p < 0.05$), confirming that they effectively discriminated their intended dimensions. These results indicate that the majority of items exhibit satisfactory content distinctiveness across Task Performance, Contextual Performance, and Counterproductive Work Behaviors.

4. Discussion

Of the 18 items analyzed, 16 items met the DCV criteria, indicating that these items consistently represented their targeted dimensions. Two additional items were classified as non-DCV because they were not significantly associated with any dimension (non-dimensional). Variations in the measurement of several items for the intended construct are consistent with previous research that reported inconsistent items. This discussion begins with items that lack discriminant content validity (non-DCV) and fall into the non-dimensional category. Overall, any non-dimensional items were identified as items that do not accurately represent the individual dimensions of work performance. This finding reinforces the need to revise or re-develop these items to better align with the constructs they are intended to measure

Regarding concerns that the measurement of *individual work performance* through self-report instruments may be subject to bias, this study considers the use of complementary measurement approaches, such as supervisor ratings or data triangulation, to strengthen validity. In addition, the contextual characteristics of the research participants will be more clearly specified, for example by focusing on particular sectors, given that job characteristics and organizational culture may influence the structure and expression of individual performance.

The two non dimensional items identified in this study (contextual performance) reinforce this theoretical concern. Items that fail to demonstrate discriminant content validity may reflect Cross-loading tendencies across performance domains (e.g., contextual vs. task performance). Ambiguities in the behavioral descriptions also appeared, especially when translated into local cultural contexts. Furthermore, cultural variability in interpreting discretionary and non-discretionary behaviors, particularly in collectivistic contexts such as Indonesia (Widyastuti & Hidayat, 2018)

Certain behaviors, such as discussing negative work experiences or participating in meetings, may be interpreted differently depending on cultural norms. In collectivistic societies such as Indonesia, discussing work problems with colleagues or family may serve as a normative coping mechanism rather than a counterproductive behavior (Rotundo, 2002). These interpretations underscore the need for culturally sensitive item formulations.

The study's findings can also be interpreted through the lens of job flourishing, which reflects a combination of positive psychological functioning, meaning, and vitality at work (Agenor et al., 2017). Task performance items align with the competence dimension of flourishing. Contextual performance items reflect prosocial contribution, growth, and engagement—core aspects of thriving. Counterproductive behaviors represent diminished flourishing or maladaptive coping (Ekşi et al., 2022). Well calibrated performance items are essential because accurate measurement of individual work performance is linked to organizational productivity, innovation, and long-term effectiveness (Juvonen-Posti & Vuorento, 2025). Performance behaviors that align with flourishing also predict higher organizational commitment, lower burnout, and improved team functioning. Therefore, refining ambiguous items enhances the tool's utility for both research and practice (A'yuninnisa et al., 2024)

5. Conclusion

This research enhance the comprehension of Individual Work Performance (IWP) measurement by investigating its discriminant content validity. The result indicate that most items show enough difference across dimensions, to justify the multidimensional structure of IWP. However, the presence of overlapping items suggests that certain dimensions remain conceptually close, which may affect the precision of performance assessment. These results highlight the importance of refining item content to ensure clearer dimensional

boundaries. From a practical standpoint, the revised IWP instrument provides a more structured and reliable basis for employee performance evaluation, while also emphasizing the need for cautious interpretation when applying self-report measures in diverse work contexts.

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EXPLORING FACTORS THAT INFLUENCE ACADEMIC HARDINESS AMONG UNIVERSITY STUDENTS IN INDONESIA: A NARRATIVE LITERATURE REVIEW

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
11 Desember 2025	31 Desember 2025	06 Februari 2026	30 April 2026

Abstract

Academic hardiness is an essential characteristic that enables university students to cope with academic pressures that may lead to psychological difficulties. Various demands in higher education, ranging from learning transitions and academic workload to time and financial management, highlight the relevance of examining the factors that contribute to the development of academic hardiness. This study aims to identify and synthesize the contributing factors to academic hardiness among university students in Indonesia. Using a narrative literature review approach, the study analyzed seven empirical articles that met the inclusion criteria from a total of 421 articles identified between 2015 and 2025. The findings indicate two major categories of factors influencing academic hardiness: personal and environmental. Personal factors include religiosity, self-concept, optimism, and self-efficacy, all of which strengthen the dimensions of commitment, challenge, and control within hardiness. Environmental factors consist of social support, particularly peer support, and the transition of learning models, both of which shape students' adaptive capacities and sustain their resilience under pressure. These findings affirm that academic hardiness develops through the interaction between students' internal strengths and supportive external conditions. The implications of this study underscore the importance of integrated strategies that enhance intrapersonal resources while fostering a conducive learning environment, ensuring that academic hardiness functions effectively as a protective mechanism for students' well-being and academic success.

Keywords: academic hardiness, academic pressure, higher education, students

Abstrak

Ketangguhan akademik merupakan karakter penting yang membantu mahasiswa menghadapi tekanan akademik yang berpotensi menimbulkan masalah psikologis. Berbagai tuntutan di perguruan tinggi, mulai dari transisi pembelajaran, beban akademik, hingga manajemen waktu dan finansial membuat pemahaman mengenai faktor-faktor yang memengaruhi ketangguhan akademik semakin relevan untuk dikaji. Penelitian ini bertujuan untuk mengidentifikasi dan mensintesis faktor-faktor yang berkontribusi terhadap pembentukan hardiness akademik pada mahasiswa di Indonesia. Dengan metode literatur naratif review, penelitian ini menganalisis tujuh artikel empiris yang memenuhi kriteria inklusi dari total 421 artikel yang teridentifikasi pada rentang tahun 2015–2025. Hasil kajian menunjukkan bahwa terdapat dua faktor utama yang mempengaruhi ketangguhan akademik, yaitu personal dan lingkungan. Faktor personal mencakup religiusitas, konsep diri, optimisme, dan efikasi diri, yang keseluruhannya memperkuat dimensi komitmen, tantangan, dan kontrol dalam hardiness. Sementara itu, faktor lingkungan mencakup dukungan sosial (terutama dari teman sebaya) dan transisi model pembelajaran, yang turut mempengaruhi kemampuan mahasiswa beradaptasi dan mempertahankan ketangguhan dalam situasi tertekan. Temuan ini menegaskan bahwa ketangguhan akademik terbentuk melalui interaksi antara kekuatan internal mahasiswa dan kondisi eksternal yang mendukung. Implikasi penelitian ini menunjukkan pentingnya pengembangan strategi terpadu yang menguatkan aspek intrapersonal sekaligus menciptakan lingkungan belajar yang kondusif, sehingga ketangguhan akademik dapat berfungsi sebagai mekanisme protektif dalam menjaga kesejahteraan dan keberhasilan akademik mahasiswa.

Keywords: hardiness akademik, mahasiswa, tekanan akademik, perguruan tinggi

1. Introduction

Education is a fundamental pillar for individuals, serving not only as a means of transmitting knowledge but also as a process that shapes their cognitive, affective, and social capacities. Through education, this process occurs systematically and continuously, especially at the university level. Higher education encompasses educational environments that often require students to demonstrate strong cognitive and non-cognitive resources, including adequate prerequisite knowledge, sustained motivation, and perseverance to meet academic demands and performance expectations. These demands may place substantial pressure on students during their university years (Kickert et al., 2022; González-Arias et al., 2025). These demands place a unique pressure on students during their higher education.

Some of these demands include the transition from high school to university, which requires students to adjust to new learning processes and academic environments and may increase stress levels (Knoster & Goodboy, 2020). Another major challenge is the increased academic workload. Compared to previous educational levels, university students are often expected to engage with more complex and in-depth materials, which requires greater independence in learning and may elevate academic stress (Lubis et al., 2025). In addition to academic demands, students also face non-academic challenges, such as managing their time effectively (Ioannidi, 2025) and dealing with financial constraints (Medani et al., 2024). These challenges can contribute not only to heightened stress but also to broader mental health problems, including anxiety and depression.

Mental health concerns among university students require sustained attention, particularly in Indonesia. Salma et al. (2017) reported that 45.7% of Indonesian students were at risk of experiencing common mental health problems. Similarly, El-Matory et al. (2018) found that approximately one-quarter of students at a university in Indonesia experienced severe stress. In a more recent study, Setyanto (2023) reported that 29% of students experienced anxiety, while 25% reported depressive symptoms. These findings underscore the need for effective institutional support systems and preventive initiatives to promote student well-being and support academic adjustment.

Protective factors that may support students include possessing or developing a resilient personality trait commonly referred to as hardiness. Hardiness is a personality trait that may help individuals cope with stress and mitigate the negative impact of stressful situations (Kobasa, 1979). This trait is particularly relevant for students who face multiple academic and non-academic demands, as it may support stress management and psychological well-being. In an academic context, this concept is referred to as academic hardiness, which reflects consistent efforts to achieve academic success, courage in facing challenging academic tasks and experiences, and self-confidence in managing academic pressure (Benishek & Lopez, 2001). Conceptually, hardiness is commonly described as comprising three core dimensions, namely commitment, challenge, and control (Maddi, 2004; Sadeghpour et al., 2021).

The first dimension, commitment, refers to students' willingness to consistently make efforts and sacrifices to achieve academic success, regardless of the course's difficulty, personal interest in the material, or the lecturer's teaching methods. The second dimension, challenge, refers to students' tendency to accept and face challenging academic experiences as opportunities to hone their skills and deepen their understanding. The third dimension is control, which reflects students' belief that academic results can be influenced through personal effort, while also demonstrating their ability to regulate their emotional responses to academic pressure. These three dimensions play an important role in helping students navigate the demands of college, especially those related to mental health (Benishek & Lopez, 2001).

Academic hardiness has a buffering effect that allows students to protect themselves or recover from stressful experiences, thereby reducing vulnerability to mental health problems such as academic fatigue, stress, and psychological distress (Hamed et al., 2025). Academic hardiness is also associated with increased student engagement and academic achievement, which reflect students' active involvement and persistence in academic tasks (Meng & Jia, 2023). Through sustained engagement and adaptive coping, academic hardiness may indirectly support psychological well-being, while primarily functioning as a protective factor against mental health problems. Thus, students need to possess and develop hardiness personality traits, especially when pursuing higher education.

In addition to the three core dimensions of academic hardiness described above, empirical studies have also examined several correlates that may be associated with students' academic hardiness. These factors include self-efficacy (Zhang et al., 2023), perfectionism (Sepiadou, 2024), perceived social support (Zhang, 2024), sense of belonging (Yi et al., 2024), and quality of university life (Tho, 2019). However, most evidence on these correlates has been generated outside the Indonesian context, where cultural, educational, and social characteristics may shape how these factors relate to academic hardiness. Studies in the Indonesian higher education setting indicate that academic pressure and psychosocial factors constitute a substantial burden for students (Setyanto, 2023). These contextual conditions, including academic demands and broader psychosocial pressures, may influence how personal and environmental factors contribute to the development of academic hardiness among Indonesian students. Therefore, this narrative literature review aims to synthesize existing

evidence on factors associated with academic hardiness and to identify research gaps relevant to the Indonesian higher education context.

The research question in this study is what factors influence the level of academic hardiness among Indonesian university students. With this research question, the purpose of this study is to explore and identify factors that can influence the level of academic hardiness among Indonesian students. This study uses a narrative literature review approach to answer the research questions, because empirical studies on academic hardiness in the context of Indonesian higher education are still limited and conceptually heterogeneous. A narrative literature review is particularly appropriate when the field of research is still developing, the number of available studies is relatively small, and the studies included vary in terms of variables, theoretical frameworks, and measurement instruments (Snyder, 2019). In the context of academic resilience, existing Indonesian studies explore diverse personal and environmental correlations, which limits the feasibility of synthesis. Therefore, a narrative literature review allows for a flexible and integrative synthesis of findings, enabling the identification of recurring patterns, contextual influences, and research gaps relevant to the Indonesian higher education context (Ferrari, 2015).

2. Research Method

This study is a literature review using a narrative literature review approach. A literature review is an activity of searching and reviewing literature through reading and analyzing various journals, books, and other publications relevant to the research topic, to produce a paper that focuses on a specific issue or theme (Marzali, 2017). The stages of conducting a literature review include review design, implementation, analysis, and compilation of review results (Snyder, 2019).

The databases involved are Google Scholar and Garuda. In literature searches, each database has its own keywords. With Google Scholar, the keywords used are (“academic hardiness” OR “academic resilience” OR “academic endurance” OR “student hardiness” AND “students” AND “university” AND ‘Indonesia’). In contrast, for Garuda, the keywords used are (“academic hardiness” AND “students”). The inclusion criteria for this study were literature published between 2015 and 2025, research articles written in Indonesian or English, freely accessible, empirical research using quantitative/qualitative methods, and focusing on students in Indonesian universities. Meanwhile, the exclusion criteria were limited to literature review articles and articles focusing on school students. The inclusion and exclusion criteria in this study were applied to clarify the limitations of relevant articles. The inclusion and exclusion criteria are described in **Table 1**.

Table 1. Research Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Year	2015-2025	Articles published outside of that year
Type	Research article	Literature other than research articles
Language	Indonesia or English	Articles other than those in Indonesia or English
Access	Open access	Closed access
Focus	Empirical research using quantitative or qualitative methods	Literature review research
	Research with Indonesia university students as subjects	Research with school students as subjects

After the literature search was conducted, the following screening process was implemented. The literature search began on May 2025, with 403 results from Google Scholar and 18 from Garuda, for a total of 421 articles gathered. Screening based on publication date within the last decade (2015-2025) left 376 articles. Further screening was based on document type, title, and abstract. In this case, the researchers excluded books and theses and focused only on research articles with relevant titles and abstracts. This screening resulted in 10 research articles written in Indonesian and freely accessible. The final stage of screening involved reading the entire articles to ensure that the focus of the research articles was relevant to the objectives of this study. The final result of the screening resulted seven articles to proceed to the analysis stage.

3. Result and Discussion

Based on the seven selected articles, each has different characteristics in terms of the variables studied, research objectives, and results obtained. However, there is an important similarity all articles use quantitative

methods with academic hardiness as the dependent variable. In addition, not all studies were conducted at universities: two articles were conducted at colleges and polytechnics. Another difference is apparent in the concept of hardiness used. This study focuses on academic hardiness, but due to the limited number of articles that can be reviewed, the researcher also included articles that use the concept of general hardiness. This inclusion remains relevant considering that the concepts of general hardiness and academic hardiness both cover three main dimensions, namely commitment, challenge, and control, and all studies were conducted in the context of higher education. Thus, the inclusion of articles that examine general hardiness remains relevant to the objectives of this review. A summary of the reviewed articles can be seen in **Table 2**.

Table 2. List of Selected Articles

Author and Year	Variable	Methods	Instrument	Sample and Locations	Results
Cahyasari et al. (2022)	Religiosity and hardiness	Quantitative	Religiosity scale 40-item (construction based on Stark and Glock (in Kristiani & Susilo, 2021)) and hardiness scale 24-item (construction based on Kobasa et al. (1982))	91 university students in Surabaya (not specified)	Religiosity is positively related to hardiness ($r=0.555$, $p<0.05$).
Carine et al. (2023)	Academic self-concept and hardiness	Quantitative	Academic self-concept scale 20-item (Basith et al., 2021) and multidimensional hardiness inventory 18-item (Octavia et al., 2021)	204 students from Lambung Mangkurat University	Academic self-concept has a positive effect on hardiness ($R^2=0.229$).
Hardianty et al. (2022)	Optimism and hardiness	Quantitative	Hardiness scale 42-item (construction based on Maddi (2013)) and optimism scale 13-item (construction based on Seligman (2006))	226 students from Malikussaleh University	Optimism has a strong positive relationship with hardiness ($r=0.693$, $p<0.05$).
Juliana et al. (2022)	Transition of learning models and academic hardiness	Quantitative	Transition of learning models questionnaire and academic hardiness questionnaire (not specified)	74 students from Nani Hasanuddin Health Sciences College	The transition of learning models effectively increases academic hardiness ($p=0.002$).
Mardliyah and Rahmandani (2019)	Self-efficacy and hardiness	Quantitative	Self-efficacy scale 48-item (construction based on Bandura (in Maddux, 2013) and hardiness	101 cadets at Semarang Maritime Polytechnic	Self-efficacy is positively correlated with hardiness ($r=0.731$, $p<0.001$).

Author and Year	Variable	Methods	Instrument	Sample and Locations	Results
Salma and Sawitri (2021)	Peer social support and academic hardiness	Quantitative	scale 44-item (construction based on Kobasa (in Southwick et al., 2011) and Maddi (2011)) Peer social support scale 40-item and academic hardiness scale 34-item (not specified)	127 students at Diponegoro University	Peer support is positively associated with academic hardiness ($r=0.305$, $p<0.001$).
Susanto and Kiswantomo (2020)	Social support and hardiness	Quantitative	Social support scale 20-item (construction based on Cohen (2000)) and hardiness scale 28-item (construction based on Maddi et al. (2006))	204 students from University X (not specified)	All types of social support significantly contribute to hardiness; the largest being tangible support (20.9%).

The selection of articles presented in **Table 2.** was guided by several substantive and methodological indicators to ensure adequacy despite the limited number of studies. First, all selected articles explicitly examined academic hardiness or hardiness within higher education contexts and employed theoretical frameworks consistent with the core dimensions of hardiness (commitment, challenge, and control). Second, the articles represented a variety of personal and environmental correlates, allowing for thematic variation in the analysis rather than redundancy of findings. Third, although the number of studies was limited, the variation in variables, samples, and institutional settings provided sufficient breadth to support a narrative synthesis of factors influencing academic hardiness among Indonesian university students.

As explained earlier, each article has different variables. In this case, each independent variable can be identified as a factor that influences the level of academic hardiness in college students. These factors include personal (internal) factors and environmental (external) factors. Personal factors consist of religiosity, academic self-concept, optimism, and self-efficacy. Meanwhile, environmental factors consist of learning model transition and social support (including social support from peers).

Religiosity

Religiosity is one of the personal factors that play a role in shaping students' academic hardiness. Religiosity refers to the degree to which individuals internalize and practice religious beliefs and values in their daily lives (Glock & Stark, 1965). In academic contexts, religiosity may support students' endurance under pressure by shaping meaning-making processes and encouraging adaptive coping when facing academic difficulties (Pargament, 1997). Cahyasari et al. (2022) showed that religiosity and hardiness have a positive relationship. Although this study primarily focused on Catholic students, the results indicated no significant differences in hardiness levels between Catholic and non-Catholic students. This relationship may be explained by the role of religiosity as a coping resource that provides a spiritual foundation and helps students interpret academic pressure not only as a burden but also as part of a meaningful life journey. Through religious beliefs and practices, students may experience greater calmness and manage academic pressure more adaptively, which supports their psychological well-being (Cholili et al., 2024). In this way, religiosity may function as a coping strategy that supports emotional regulation and strengthens students' commitment to completing academic responsibilities.

Religiosity may also foster optimism and acceptance of academic challenges. A spiritual relationship with God and others can help students develop a perspective that academic difficulties are part of a meaningful learning process, which may encourage them to remain consistent in their academic efforts (commitment), approach challenges as opportunities for growth (challenge), and maintain confidence in their ability to

influence outcomes through personal effort and self-regulation (control) (Ramdani et al., 2024). This is consistent with the study by Linuhung and Yusuf (2019), which suggests that individuals with higher levels of religiosity may interpret religious activities as a resource for coping with stress, thereby supporting the dimensions of commitment, challenge, and control. In addition, recent evidence also indicates that religiosity is associated with hardiness and academic hardiness in student populations (Angreni et al., 2025; Na'imah et al., 2025). Therefore, religiosity may not only strengthen students' internal psychological resources but also expand their social and emotional capacities, thereby supporting academic hardiness more broadly.

Self-Concept

Academic self-concept refers to students' perceptions of their academic abilities, competencies, and self-worth in educational contexts (Shavelson et al., 1976). It reflects how students evaluate their academic capability and value themselves as learners, which can influence persistence and adaptive functioning during academic demands. In the Indonesian context, Carine et al. (2023) found a positive relationship between academic self-concept and students' hardiness personality. Students with a positive academic self-concept tend to appraise themselves as competent individuals who are capable of managing academic requirements, including completing a thesis. When students feel confident in their academic abilities, they are less likely to withdraw when facing obstacles and are more inclined to use constructive problem-solving strategies. This pattern is consistent with findings indicating that academic self-concept is closely related to how students experience stress and utilize coping strategies in demanding academic environments (Maynor et al., 2022). Therefore, academic self-concept may act as an internal psychological resource that supports students' endurance in academic settings by sustaining confidence and persistence when academic challenges arise.

A positive academic self-concept is also associated with stronger commitment and engagement in the learning process. Students with a positive academic self-image are more likely to participate actively in lectures and maintain learning efforts even when encountering difficulties. Belief in one's academic ability may strengthen the control dimension of hardiness because students perceive that academic outcomes can be influenced through their own effort and strategies. In addition, a strong academic self-concept may promote a challenge-oriented stance by encouraging students to approach demanding academic tasks as manageable opportunities for growth rather than as threats. This interpretation is supported by evidence showing that academic self-concept is positively related to resilience-related outcomes in university students, including academic resilience (Fitra et al., 2021) and resilience among specific student populations during challenging academic conditions (Dara, 2022). This is also consistent with the study by Miškolciová and Ďuricová (2015), which highlights that self-concept plays an important role in strengthening students' resistance in terms of hardiness. Thus, academic self-concept can be understood as an important factor underlying academic hardiness, as it provides a psychological foundation for confidence, motivation, and persistence in dealing with academic demands.

Optimism

Optimism refers to individual's generalized positive expectations about future outcomes, which shapes how they interpret difficulties and regulate effort when facing challenges (Scheier & Carver, 1985). Hardianty et al. (2022) found that optimism and hardiness have a strong positive relationship among university students, indicating that optimistic students tend to evaluate academic difficulties as temporary and manageable rather than as permanent failures. This positive outlook may reduce feelings of helplessness and strengthen students' willingness to continue investing effort, which is consistent with evidence that optimism is associated with more adaptive coping and greater persistence during demanding situations (Scheier et al., 2018). Therefore, optimism can be understood as a cognitive-motivational framework that helps students maintain endurance under pressure while sustaining motivation to achieve academic goals.

Optimism strengthens the three dimensions of hardiness, namely commitment, challenge, and control. Optimistic students find it easier to maintain their commitment to their studies despite facing obstacles because they believe that their efforts will yield positive results. They are also more willing to see challenges as opportunities for growth, rather than simply threats to be avoided. This is in line with the findings of Tyas and Cahyadi (2022), which explain that individuals with a hardiness personality exhibit an optimistic attitude, enabling them to view changes and obstacles as opportunities that can be faced constructively and produce positive impacts. An optimistic attitude makes students feel more capable of controlling their academic situation because they believe that difficulties can be overcome through the right strategies. In other words, optimism is not just a passive attitude of hope, but a psychological strength that reinforces students' resilience in facing academic demands.

Self-Efficacy

Self-efficacy refers to an individual's belief in their capability to organize and execute courses of action required to manage prospective situations and achieve desired outcomes (Bandura, 1997). In academic contexts, self-efficacy is critical because it influences students' willingness to engage in difficult tasks, sustain effort under pressure, and persist when encountering setbacks. Mardiyah and Rahmandani (2019) reported a significant positive relationship between self-efficacy and hardiness, suggesting that students with stronger efficacy beliefs are more likely to respond adaptively to academic demands. This finding is consistent with evidence from other student populations indicating that academic self-efficacy is strongly associated with academic hardiness, as students who perceive themselves as capable tend to evaluate academic challenges as manageable and controllable through personal effort (Jang & Liang, 2016). Through this belief, students are less likely to disengage when facing obstacles and are more inclined to adjust their strategies in order to stay aligned with academic targets. Therefore, self-efficacy can be understood as a key psychological foundation that supports the development of academic hardiness by sustaining persistence and adaptive coping in academic settings.

Self-efficacy may strengthen each dimension of hardiness commitment, challenge, and control by shaping how students interpret academic demands and regulate their performance. In the commitment dimension, confidence in one's ability supports students in remaining consistent with coursework responsibilities even during periods of heavy workload. In the challenge dimension, students with high self-efficacy are more likely to approach new academic demands as opportunities to develop competence, rather than as threats to be avoided. Meanwhile, in the control dimension, self-efficacy supports the perception that academic outcomes can be influenced through intentional effort and effective learning strategies. This explanation aligns with Jang and Liang (2016), who emphasized that self-efficacy is significantly related to all three dimensions of academic hardiness. Moreover, evidence from graduate student populations also suggests that academic self-efficacy and academic hardiness are closely related, highlighting the relevance of efficacy beliefs in sustaining endurance under higher academic demands (Cheng et al., 2019). Ultimately, self-efficacy is not only a protective factor against academic stress but also a psychological catalyst that strengthens students' resilience and persistence in navigating academic life.

Transition of Learning Models

The transition of learning models, such as shifts between online, face-to-face, and blended learning modalities, represents an environmental demand that requires students to continuously adjust their academic routines, learning strategies, and patterns of interaction with lecturers and peers. These shifts can be understood as changes in the teaching and learning environment, which may increase adaptation demands and trigger academic stress when students are not adequately prepared. In the Indonesian context, Juliana et al. (2022) reported that learning model transitions affect students' academic resilience, suggesting that changes in instructional delivery require students to recalibrate how they manage academic demands and cope with new learning conditions. This finding is consistent with broader evidence indicating that academic resilience supports students in ability to maintain functioning and academic performance despite stressors in higher education contexts (Carsone et al., 2024). Therefore, learning model transitions may function as contextual pressures that can either hinder students' adjustment or provide opportunities for strengthening resilience-related capacities, depending on the resources available and students' readiness to adapt.

The transition to new learning modalities can also shape students' perceptions of academic challenges and influence the development of academic hardiness. A learning system that is perceived as structured, supportive, and manageable may strengthen students' confidence in handling academic demands, thereby supporting the control dimension of hardiness. Conversely, uncertainty arising from system changes, such as limited access to online facilities, inconsistent learning expectations, or difficulties in adjusting to face-to-face demands, may weaken students' adaptive functioning when it is not balanced with adequate coping resources. Evidence from Wang et al. (2025) suggests that students who engage in more active learning activities and receive clear goals and standards from instructors are more likely to demonstrate resilience. This indicates that supportive teaching and learning environments can function as external protective factors by strengthening students' sense of agency, self-regulation, and perceived academic control. Therefore, the experience of adapting to learning model transitions may either strengthen or weaken students' academic hardiness, depending on how students interpret the change, regulate their learning behaviors, and receive support from their academic environment.

Social Support

Social support is an environmental factor that plays an important role in shaping students' academic hardiness. Susanto and Kiswantomo (2020) found that social support has a positive relationship with students' academic hardiness. The study explains that social support comes in various forms, such as emotional support, information, and even tangible material support. The presence of this support makes students feel that they are

not alone in facing academic pressure, thereby reducing the psychological burden they experience. When students receive help in the form of advice, motivation, or even just a calming presence, they are better able to maintain their academic commitment. Social support also helps students develop the perception that difficulties can be overcome, thereby strengthening the control dimension of resilience.

This explanation aligns with the findings of Salma and Sawitri (2021), who specifically highlight the role of peer support in student academic hardiness, where the two have a strong positive relationship. In everyday college life, peers are the closest social group where students can share experiences, challenges, and strategies for dealing with academic pressure. The support provided by peers serves a dual function: on the one hand, it provides a sense of connection that strengthens the emotional aspect, and on the other hand, it provides a space for collaborative learning that strengthens academic skills. This condition enables students to manage pressure better and view academic challenges as part of a collective process, rather than a burden that must be borne alone.

When viewed more broadly, the findings of the two studies show that social support is not only protective but also transformative. Support from various sources, including peers and the wider social environment, encourages students to remain actively committed to academic activities. They are also encouraged to accept change or difficulties as opportunities for growth (challenge) and believe that they can influence outcomes through joint efforts (control). These two findings are also in line with the findings of Widhi et al. (2023), which confirm that social support in study groups helps students share experiences and provide support to each other, thereby strengthening their interest and hardiness in facing academic pressure. Thus, social support is an external foundation that complements personal factors, thereby synergistically forming a strong academic hardiness in students.

This study shows that personal factors contribute significantly to the formation of academic hardiness. Religiosity, as found by Cahyasari et al. (2022), strengthens students' ability to interpret academic challenges through their spiritual values. This finding is in line with the role of academic self-concept as proposed by Carine et al. (2023), where a positive perception of one's abilities encourages students to be more consistent in facing academic pressures. Hardianty et al. (2022) also emphasize that optimism plays a role in building confidence in better outcomes even in difficult situations, while self-efficacy (Mardiyah & Rahmandani, 2019) strengthens students' self-control in facing academic difficulties. Overall, these personal factors form internal resources that support the dimensions of commitment, challenge, and control in academic hardiness.

In addition to personal factors, the social and academic environment also plays a significant role. Juliana et al. (2022) highlight the transition of learning models as a factor that influences students' adaptation levels, where the ability to cope with changes in the learning system is an important indicator of academic resilience. Meanwhile, social support has been proven to provide external reinforcement. Susanto and Kiswantom (2020) emphasize the role of peer support, while Salma and Sawitri (2021) highlight family and lecturer support as pillars of academic success. These findings show that a conducive learning environment and adequate social support can strengthen students' resilience in facing pressure, complementing the internal strengths they already possess.

These findings indicate that academic hardiness is not only determined by personal factors but is also greatly influenced by interactions with the social and academic environment. The commonality among various studies is that these factors function as protectors against the effects of stress. However, the approaches used differ, with some emphasizing intrapersonal strengths and others highlighting external support. The implication of these findings is the need for a more integrative approach in developing student hardiness, namely by strengthening internal resources such as religiosity, optimism, self-efficacy, and academic self-concept, while also creating an educational environment that supports adaptation and provides ongoing social support. In this way, academic hardiness can function optimally as a buffer against academic stress, thereby maintaining students' mental health.

4. Conclusion

This study confirms that academic hardiness is an important characteristic needed by Indonesian university students to cope with academic demands that cause stress and potentially disrupt mental health. Through a literature review of seven research articles, it was found that personal factors such as religiosity, academic self-concept, optimism, and self-efficacy, as well as environmental factors such as learning model transition and social support, play a significant role in strengthening academic hardiness. The synergy of these two factors not only helps students manage the demands of higher education but also functions as a protective mechanism against stress, anxiety, and depression, which students commonly experience. Therefore, developing academic hardiness is a strategic step that supports academic success while maintaining the mental well-being of students in higher education.

Despite its contributions, this study has several limitations. First, this review employed a narrative literature review approach, which does not allow for quantitative estimation of effect sizes or the strength of relationships between variables. Second, the number of empirical studies on academic hardiness in the Indonesian higher education context remains limited, which may restrict the generalizability of the synthesized findings. Third, variations in conceptual definitions, measurement instruments, and sample characteristics across the reviewed studies may influence the consistency of interpretations. Therefore, the findings of this review should be interpreted cautiously.

Based on the findings of this study, several recommendations can be proposed. First, students need to develop personal factors such as religiosity, optimism, and self-efficacy through reflective activities, coping skills, and strengthen their academic self-concept in order to be more resilient to academic pressure. Second, educational institutions need to create an adaptive and supportive learning environment, for example, by providing learning models that are responsive to student needs and strengthening social support through counselling services, student organizations, and academic communities. Third, for future researchers, it is recommended to expand the scope of the study by conducting a meta-analysis or bibliometric analysis of academic hardiness to obtain a more comprehensive understanding of the trends, directions, and strength of empirical evidence in this research, both in Indonesia and in an international context. In addition, further research should also focus on developing instruments and interventions that are appropriate for Indonesian culture, so that the results not only have academic validity but also practical relevance in supporting student resilience in higher education. Thus, the results of this study are expected to form the basis for the development of practical strategies and further research focused on improving student academic hardiness in a broader and more in-depth manner.

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THE INFLUENCE OF SELF-ESTEEM ON FEAR OF INTIMACY AMONG EMERGING ADULTS WHO HAVE EXPERIENCED GASLIGHTING IN DATING RELATIONSHIPS

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
18 Desember 2025	21 Januari 2026	11 Maret 2026	30 April 2026

Abstract

Early adulthood is a crucial period in an individual's psychosocial development, where the ability to build intimate relationships is crucial. However, negative experiences in relationships, such as gaslighting, can impact an individual's psychological aspects, particularly self-esteem and fear of intimacy. Gaslighting is a manipulative form of psychological violence that can damage the victim's self-perception, lower self-esteem, and then cause anxiety about closer relationships in the future. This study aims to determine the effect of self-esteem on fear of intimacy in early adults who have experienced gaslighting in dating relationships. This study used a quantitative approach with a simple linear regression analysis technique. Respondents numbered 150 people who were early adults who had experienced gaslighting in dating relationships. The instruments used were the Self-Liking Self-Competence Scale Revised (SLCS-R) to measure self-esteem and the Fear of Intimacy Scale (FIS) to measure fear of intimacy. The results showed a significant negative effect between self-esteem and fear of intimacy, with a significance value of 0.000 ($p < 0.05$). The coefficient of determination of 0.238 indicates that self-esteem contributes 23.8% to fear of intimacy, with the remainder influenced by other factors. The higher an individual's self-esteem, the lower their likelihood of experiencing fear of intimacy. This finding confirms that gaslighting can undermine self-esteem and ultimately make it difficult for victims to form healthy emotional attachments in the future.

Keywords : gaslighting, self-esteem, fear of intimacy, emerging adulthood

Abstrak

Masa dewasa awal merupakan periode penting dalam perkembangan psikososial individu, dimana kemampuan membangun hubungan intim menjadi hal yang krusial. Namun, pengalaman negatif dalam hubungan seperti gaslighting dapat berdampak pada aspek psikologis individu, khususnya self-esteem dan fear of intimacy. Gaslighting merupakan bentuk kekerasan psikologis yang bersifat manipulatif, yang dapat merusak persepsi diri korban, menurunkan harga diri dan kemudian menimbulkan kecemasan terhadap hubungan yang lebih dekat di masa depan. Penelitian ini bertujuan untuk mengetahui pengaruh self-esteem terhadap fear of intimacy pada individu dewasa awal yang pernah mengalami gaslighting dalam hubungan berpacaran. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik analisis regresi linear sederhana. Responden berjumlah 150 orang yang merupakan individu dewasa awal yang pernah mengalami gaslighting dalam hubungan berpacaran. Instrumen yang digunakan adalah skala Self Liking Self Competence Scale Revised (SLCS-R) untuk mengukur self-esteem dan Fear of Intimacy Scale (FIS) untuk mengukur fear of intimacy. Hasil penelitian menunjukkan adanya pengaruh negatif yang signifikan antara self-esteem terhadap fear of intimacy, dengan nilai signifikansi sebesar 0,000 ($p < 0,05$). Nilai koefisien determinasi sebesar 0,238 menunjukkan bahwa self-esteem berpengaruh sebesar 23,8% terhadap fear of intimacy, sementara sisanya dipengaruhi oleh faktor lain. Semakin tinggi self-esteem individu, semakin rendah kecenderungan individu mengalami fear of intimacy. Temuan ini menegaskan bahwa pengalaman gaslighting dapat melemahkan harga diri dan pada akhirnya mempersulit korban untuk membentuk kedekatan emosional yang sehat di masa depan.

Kata kunci : gaslighting, self-esteem, fear of intimacy, dewasa awal

1. Introduction

Early adulthood is experienced by individuals aged 18-25 (Santrock, 2012). Based on Erikson's psychosocial developmental stages, individuals in this early adulthood phase are in the intimacy versus isolation stage. Individuals are willing to establish meaningful social relationships with others and build intimacy. However, if individuals are unable to develop meaningful social relationships, they will become isolated and withdrawn (Qinthara, 2021). Dating during this early adulthood phase is considered a period of searching for a partner and exploration for individuals before establishing a relationship at a more advanced level, such as marriage (Angela & Hadiwirawan, 2022).

In general, individuals in dating relationships expect their love needs to be met, supported, and understood by their partner, leading to a healthy and happy relationship. However, in real life, dating relationships don't always live up to expectations (Maulida & Rifayanti, 2022). Gaslighting is a form of psychological violence in dating relationships, typically involving harsh words, threats, manipulation, demeaning behavior, and isolation from family and friends (Rini, in Ramadhatsani et al., 2024).

Gaslighting is a form of psychological violence in dating relationships that aims to make the victim feel guilty and create a confusing situation (Sweet, 2019). According to the 2024 National Commission on Violence Against Women (Komnas Perempuan) report, service agencies input 11,475 (26.94%) cases of psychological violence in Indonesia. The largest number of victims were in the 18-24 age range, and the number of cases of violence perpetrated by partners was second, at 1,039. Furthermore, SIMFONI-PPA collected data on psychological violence in Indonesia as of January 1, 2025, recording 5,207 cases. Of these, 2,054 victims were in the 18-24 age group, and 2,736 reported cases of psychological violence perpetrated by a partner. In UK, 74% of adult female survivors of intimate partner violence have experienced gaslighting. A qualitative study of 65 US participants (aged 18-69) found that gaslighting led to loss of self-esteem, distrust of others, poor relationship quality, and even depression (Tager-shafir, 2024). However, in these data indicate that psychological violence is the most common form of violence experienced by young people, and one form of psychological violence that often occurs in dating relationships is gaslighting.

Gaslighting differs from other forms of manipulation, such as blame shifting or emotional invalidation, it systematically targets the victim's perception of reality, causing deeper and more sustained decline in self-esteem (Klein et al., 2023). Individuals who are victims of gaslighting experience decreased self-esteem due to continuous emotional and psychological manipulation, leaving them feeling worthless, confused, and helpless (Pandey & Dangwal, 2025; Sengkey & Illahibaccus-Sona, 2024). Research by Astriani (2021) states that gaslighting disrupts daily activities, lowers self-confidence, leads to feelings of humiliation, negative self-concept, and low self-esteem. This statement aligns with Fletcher's (in Sengkey & Illahibaccus-Sona, 2024) opinion that gaslighting can damage the victim's psychological state and lead to low self-esteem. Gaslighting also reinforced by patriarchy through gender stereotypes when men as leaders, are perceived as having the authority to correct women's perceptions. Meanwhile, victims feel guilty if they defy authority. This results in a further decline in self-esteem (Anastasya, 2025).

Self-esteem is defined as an individual's subjective evaluation of themselves, whether they feel valuable, competent, and worthy of respect. Tafarodi & Swann (2001) divide self-esteem into two aspects: self-competence (an individual's belief in their own effectiveness) and self-liking (an assessment of whether or not an individual likes themselves). Victims of gaslighting generally show decreased self-esteem, with symptoms including feelings of worthlessness, loss of autonomy, and a negative self-concept (Astriani, 2021; Sengkey & Illahibaccus-Sona, 2024). Self-esteem affects communication and self-disclosure, which can lead to anxiety about building more intimate relationships, or a fear of intimacy. Low self-esteem hinders individuals' ability to open up and share feelings, and builds emotional barriers that exacerbate the fear of intimacy. Individuals who struggle to open up will struggle to build intimate relationships, further reinforcing the fear of intimacy (Nisaa, 2025). Furthermore, individuals with fear of intimacy also experience a fear of rejection if they open up too much to others. They lack emotional security to build closeness with others.

Fear of intimacy is the anxiety about sharing meaningful thoughts and feelings with others whom they value highly (Descutner & Thelen, 1991). Fear of intimacy encompasses three aspects: content (barriers to interpersonal communication), emotional valency (hesitation to share personal emotions), and vulnerability (fear of vulnerability). Individuals with high levels of fear of intimacy tend to exhibit avoidant, anxious, or inhibited behaviour in intimate relationships. They may tend to avoid talking about feelings or discussing personal matters with their partners. They can feel anxious or uncomfortable when having to show vulnerability. Individuals often maintain emotional distance, even in close relationships, and may appear indifferent or unresponsive to their partner's emotional needs. Individuals with a high fear of intimacy often have difficulty expressing their feelings, even when they feel love or affection (Lecheheb, 2020).

Previous research confirms a significant negative relationship between self-esteem and fear of intimacy (Fatah & Hartini, 2022; Obeid et al., 2020). However, most previous studies have focused on other variables such as parenting styles, attachment styles, or parental divorce (Kurniawan & Kusumaningrum, 2023), and few have linked these to experiences of gaslighting in dating relationships. Therefore, this study addresses this gap by examining the effect of self-esteem on fear of intimacy in young adults who have experienced gaslighting in dating relationships.

2. Research Method

Participants

The participants in this study were 150 individuals who met the criteria for having experienced gaslighting in a dating relationship. Individuals who met the research criteria were invited to participate in this study through a simple random sampling technique (convenience sampling). Respondent screening was conducted using the Victim Gaslighting Questionnaire (VGQ) developed by Bhatti et al. (2021). This instrument was used to identify respondents' experiences of gaslighting through 13 statements representing various forms of psychological manipulation in dating relationships. Respondents who reported experiencing gaslighting in one or more of the behaviours listed in the VGQ met the study's inclusion criteria. This approach was used to ensure that all respondents had experienced gaslighting, although the instrument was not used to quantitatively classify the severity of gaslighting. In this study, the population size was unknown (unlimited), so it was necessary to calculate the sample size to be used. The sample size calculation from an unknown population used the Lemeshow (1996) formula and the number of participants required was 96. Data collection was conducted online, resulting in 150 participants, 83.3% of whom were women.

Research Design

This study employed a quantitative design. Data collection was conducted online at specific times by participants who met the research criteria. The data obtained were statistically analyzed to prove the researcher's assumptions. The instrument used in this study was a questionnaire, while data analysis utilized simple linear regression.

Instruments

This study uses two psychological instruments that both have undergone a cross-cultural adaptation process carried out through translation into Indonesian, taking into account the equivalence of conceptual meaning and evaluation of the suitability of language and cultural context through expert judgment. The test results show that the items on both scales have adequate internal consistency so that they are declared suitable for use in the Indonesian population.

The Self-Liking Self-Competence Scale-Revised (SLCS-R) is a scale that measures self-esteem developed by Tafarodi & Swann (2001). The SLCS-R initially consisted of two 10-item aspects, which were revised in their research to clarify the differences between the two aspects of self-esteem. The scale was then revised to 8 items each to measure self-liking and self-competence aspects. The SLCS-R aims to measure an individual's level of self-esteem, which is classified into three categories: high, medium, and low. The measurement scale used is a Likert scale with five answer choices ranging from 1-5, namely strongly disagree to strongly agree. The SLCS-R consists of favourable and unfavourable items. Unfavourable items will later be scored in reverse to maintain consistency in the direction of the assessment. The SLCS-R has an alpha reliability value of 0.84.

The Fear of Intimacy Scale (FIS) is a scale used to measure an individual's anxiety regarding dating relationships. The FIS is a scale developed by Descutner & Thelen (1991) and has three aspects: content, emotional valency, and vulnerability. The FIS produces scores ranging from 35 to 175, with higher scores indicating higher levels of fear of intimacy. The construct validity of the FIS, as measured by Descutner & Thelen (1991), was measured using factor analysis with factor loading values ranging from 0.39 to 0.77. Convergent validity was compared with other measuring instruments that measure the same or related constructs (convergent validity) using the Pearson correlation test. Correlations with relevant scales support that the fear of intimacy measures the intended construct, and a sufficiently strong correlation indicates good construct validity. The FIS consists of favourable and unfavourable items. Response scores range from 1 to 5, from "very uncharacteristic of me" to "very characteristic of me." Unfavourable items are then reverse scored to maintain consistency in the assessment direction. The reliability of the FIS was measured using Cronbach's alpha and had an alpha reliability coefficient of 0.90, indicating that the FIS was proven to have high reliability.

Statistical analysis

A simple linear regression test was conducted to prove the hypothesis regarding the influence of self-esteem on fear of intimacy in young adults who had experienced gaslighting in dating relationships. The data obtained showed a normal distribution of residuals and a linear relationship. Thus, a simple linear regression test was conducted. The test was conducted using SPSS version 26.

3. Result and Discussion

Demographic Data

This study involved 150 young adults who had experienced gaslighting in dating relationships. The majority of respondents were female (83.3%). Relationship duration was predominantly 0-1 year (62.2%), followed by 1-2 years (22.7%) and >2 years (14.7%).

Table 1. Results of Demographic Data Analysis

Category	<i>n</i>	%
Gender		
Male	25	16,7
Female	125	83,3
Length of relationship		
0-1 year	94	62,7
1-2 years	34	22,7
>2 years	22	14,7

Table 2. Distribution of gaslighting experiences

Item statement	<i>n</i>	%
I often doubt my own sanity because of the statements he makes.	52	33,8
He was kind, but his words often put me down.	69	44,8
I doubt myself to make a decision because he doesn't agree with it.	50	32,5
He accused me of lying and manipulating, when in fact he was the one doing it.	65	42,2
He often denies things even when there is proof.	69	44,8
He judged my intentions negatively and did not match my true intentions.	46	29,9
I often doubt my personal beliefs and opinions because of their opposition.	61	39,6
He made me believe that nobody can be trusted except him.	38	24,7
I often change the content of my words or thoughts before expressing them to avoid conflict.	49	31,8
My opinion is often rejected or considered wrong by him	49	31,8
He often belittles my feelings	85	55,2
As time goes by, I feel inferior	56	36,4
I often apologize without understanding what I have done wrong	71	46,1

Next, variabel categorization is carried out with the aim of placing individuals into groups whose positions are hierarchically according to a continuum of variables to be measured. Categorization in this study refers to the categorization guidelines proposed by Azwar (2012) with score limits determined using the mean value (M) with the provision that $X \leq \text{Mean}$ is included in the low criteria and $X > \text{Mean}$ is included in the high criteria. Thus, the resulting variable criteria are as follows.

Table 3. Categorization of self-esteem and fear of intimacy

Category	Self-esteem		Fear of intimacy	
	<i>n</i>	%	<i>n</i>	%
Low	81	54	69	46
High	72	48	78	52

The table shows that a slightly higher proportion of participants have low self-esteem (81 individuals, 54%) compared to those with high self-esteem (72 individuals, 48%), indicating that more than half of the sample reports lower self-esteem. In contrast, fear of intimacy is more prevalent at the high level, with 78 participants

(52%) categorized as having high fear of intimacy, compared to 69 participants (46%) with low fear of intimacy. Overall, the distribution suggests a tendency toward lower self-esteem and higher fear of intimacy among the participants.

Hypotesis Testing

Table 4. Regression Analysis Results

Predictor	B	β	R ²	p
Constant	—	—	0.238	< .001
Self-esteem	—	-0.488		< .001

The results of simple linear regression analysis show that self-esteem has a significant effect on fear of intimacy ($p < 0.005$). The beta regression coefficient of -0.488 indicates a negative direction of influence, meaning that the higher the individual's self-esteem, the lower the fear of intimacy they have. The R² value = 0.238 indicates that Self-esteem explains 23.8% of the variation in fear of intimacy.

Table 5. Two-Variable Regression Test Results on Gender

Gender	N	β	R ²	p
Female	125	-0.518	0.268	< .001
Male	25	-0.345	0.119	0.092

In more detail, the analysis by gender shows that the effect of Self-esteem is significant in women ($\beta = -0.518$; R² = 0.268; $p < 0.05$), but not significant in men ($\beta = -0.345$; R² = 0.119; $p = 0.092$). In addition to analyzing gender, analysis of the length of the dating relationship was also conducted to see whether the duration of the gaslighting relationship affected the strength and significance of the influence of the two variables.

Table 6. Two-Variable Regression Test on Respondents' Relationship Duration

Length of relationship	N	β	R ²	p
0-1 year	94	-0,539	0,291	< .001
1-2 years	34	-0,443	0,196	0,009
>2 years	22	-0,433	0,188	0,044

In all groups of respondents who experienced gaslighting over different time periods, a p-value of <.05 was obtained, indicating a significant influence of self-esteem on fear of intimacy in all groups. The highest R-square value was found in the 0-1 year relationship group, at 29.1%, which is considered a strong influence, followed by 1-2 years of relationship at 19.6%, and 18.8% for the >2 years relationship group. Despite the different sample sizes that may affect the regression test results, the length of the relationship also influences the magnitude of the influence on the two variables. The table above shows that the longer the gaslighting relationship lasts, the smaller the influence.

4. Discussion

The findings of this study indicate a significant negative relationship between self-esteem and fear of intimacy among young adults who have experienced gaslighting in romantic relationships. Individuals with lower self-esteem tend to report higher levels of fear of intimacy. This result supports previous literature suggesting that self-esteem plays a central role in shaping how individuals perceive themselves and navigate close relationships. When self-esteem is compromised, individuals may experience self-doubt, feelings of unworthiness, and heightened sensitivity to rejection, which can hinder emotional openness and vulnerability in intimate relationships (Descutner & Thelen, 1991; Obeid et al., 2019). The Individual has high self-esteem, open communication with their partner will increase (Laurensia, Luqman, Ayun, 2022). On the other hand, someone who views himself positively has the belief that he will be accepted by others and has a greater possibility of being able to develop interpersonal relationships in a more intimate direction (Pribadi & Erdiansyah, 2019).

From a developmental perspective, young adulthood is characterized by the psychosocial task of intimacy versus isolation (Santrock, 2012). Successfully forming intimate relationships requires a stable and positive self-concept. Gaslighting experiences, which involve manipulation and distortion of reality, may weaken an individual's self-evaluation and internal sense of worth (Tafarodi & Swann, 2001; Salsabila et al., 2022). As a result, individuals who internalize negative messages from their partners may become more cautious, defensive, or emotionally withdrawn, thereby increasing their fear of intimacy (Thelen et al., 2000; Pandey & Dangwal, 2025; Shekhar & Tripathi, 2024; Walker et al., 2021).

Gender differences observed in this study showed that female participants reported higher levels of fear of intimacy compared to males. This finding may be understood in light of sociocultural expectations and

relational dynamics that influence how emotional experiences are processed. In certain cultural contexts, women may experience stronger relational pressures and emotional involvement in romantic relationships, which can intensify the psychological impact of manipulative behaviours (Sakina, 2017; Rossevelt et al., 2022). However, this interpretation should be approached cautiously, as gender differences may also be influenced by unmeasured contextual and individual factors.

Regarding relationship duration, individuals who had been in longer relationships tended to report higher fear of intimacy after experiencing gaslighting. Prolonged exposure to manipulative dynamics may gradually erode self-confidence and emotional security. Over time, repeated invalidation can shape maladaptive relational patterns, making individuals more hesitant to engage in future intimate relationships (Pratiwi, 2020). Nevertheless, relationship duration alone does not fully explain the psychological outcomes, as individual coping mechanisms and relational contexts may vary.

In addition to self-esteem, gender, and relationship duration, other factors may contribute to fear of intimacy following gaslighting experiences. Variables such as social support, attachment style, and psychological resilience may influence how individuals interpret and respond to relational manipulation. Individuals with stronger support systems or secure attachment patterns may be better equipped to maintain self-worth despite adverse relational experiences. Since these variables were not examined in the present study, future research should incorporate a broader range of psychosocial factors to provide a more comprehensive understanding of the phenomenon.

Overall, the results highlight the importance of self-esteem as a protective factor in intimate relationships. Strengthening self-esteem may help individuals develop healthier relational boundaries and reduce fear of emotional closeness after experiencing psychological manipulation.

5. Conclusion

Baed on the results of a simple linear regression analysis, a significance value of 0.000 (<0.05) was obtained, indicating a significant effect of self-esteem on fear of intimacy in young adults who had experienced gaslighting in dating relationships. The beta regression coefficient of -0.488 indicates a negative effect, meaning that the higher an individual's self-esteem, the lower their fear of intimacy. Conversely, individuals with low self-esteem tend to have higher levels of fear of intimacy. Furthermore, self-esteem exerted a 23.8% influence ($R^2 = 0.238$) on fear of intimacy.

This study provide practical implications for psychologists and counsellors to develop interventions focused on restoring self-esteem and reducing fear of intimacy among victim's gaslighting, including through psychoeducation on healthy romantic relationships and the identification of manipulative behaviours. However, the findings should be interpreted with caution due to the use of convenience sampling, which limits sample representativeness and may overrepresent certain demographic groups. Therefore, future research is recommended to employ more representative sampling techniques to obtain more comprehensive findings.

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PENGARUH POLA ASUH OTORITATIF IBU TERHADAP MENTAL WELL-BEING PADA MAHASISWA

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
17 Desember 2025	31 Desember 2025	6 Februari 2026	30 April 2026

Abstract

Undergraduate students aged 18–25 years are in the phase of emerging adulthood, which is characterized by various academic, social, and psychological demands that may affect mental well-being. In the Indonesian cultural context, mothers play a dominant role as primary caregivers; therefore, the quality of parenting practices becomes an important factor influencing children's psychological development into early adulthood. This study aimed to examine the effect of maternal authoritative parenting on university students' mental well-being. A quantitative approach was employed using a nonprobability sampling technique through convenience sampling. The participants consisted of 736 active undergraduate students aged 18–25 years in the Greater Jakarta area (Jabodetabek). Data were collected online using the Warwick–Edinburgh Mental Well-being Scale (WEMWBS) and the Parental Authority Questionnaire (PAQ). Data analysis involved the Kolmogorov–Smirnov normality test and simple linear regression analysis. The results indicated that maternal authoritative parenting had a significant and positive effect on students' mental well-being ($p < 0.001$), with a coefficient of determination (R^2) of 0.15. These findings suggest that maternal authoritative parenting accounts for 15% of the variance in students' mental well-being. This study underscores the importance of mothers' roles in applying authoritative parenting as a protective factor for students' mental well-being during early adulthood.

Keywords: maternal authoritative parenting, parenting, mental well-being, university students, emerging adulthood

Abstrak

Mahasiswa berusia 18–25 tahun berada pada fase *emerging adulthood* yang ditandai oleh berbagai tuntutan akademik, sosial, dan psikologis yang berpotensi memengaruhi kesejahteraan mental. Dalam konteks budaya Indonesia, ibu memiliki peran dominan sebagai pengasuh utama sehingga kualitas pola asuh yang diterapkan menjadi faktor penting dalam perkembangan psikologis anak hingga masa dewasa awal. Penelitian ini bertujuan untuk menguji pengaruh pola asuh otoritatif ibu terhadap kesejahteraan mental mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengambilan sample nonprobabilitas (*convenience sampling*). Partisipan penelitian berjumlah 736 mahasiswa sarjana aktif di wilayah Jabodetabek berusia 18–25 tahun. Pengumpulan data dilakukan secara daring menggunakan Warwick–Edinburgh Mental Well-being Scale (WEMWBS) dan Parental Authority Questionnaire (PAQ). Data dianalisis menggunakan uji normalitas Kolmogorov–Smirnov dan analisis regresi linier sederhana. Hasil penelitian menunjukkan bahwa pola asuh otoritatif ibu berpengaruh signifikan dan positif terhadap kesejahteraan mental mahasiswa ($p < 0,001$), dengan nilai koefisien determinasi (R^2) sebesar 0,15. Temuan ini menunjukkan bahwa pola asuh otoritatif ibu berkontribusi sebesar 15% terhadap variasi kesejahteraan mental mahasiswa. Penelitian ini menegaskan pentingnya peran ibu dalam menerapkan pola asuh otoritatif sebagai faktor protektif bagi kesejahteraan mental mahasiswa pada masa dewasa awal.

Kata kunci: pola asuh, otoritatif, ibu, kesejahteraan mental, mahasiswa

1. Pendahuluan

Mahasiswa pada rentang usia 18–25 tahun berada dalam tahap transisi perkembangan yang dikenal sebagai *emerging adulthood*. Fase ini sering kali ditandai oleh intensitas perubahan lingkungan, pengambilan keputusan penting terkait karier dan hubungan interpersonal, serta adaptasi terhadap struktur pembelajaran yang lebih mandiri dibandingkan masa sekolah menengah (Arnett, 2000; Arnett et al., 2016). Pada fase ini mahasiswa juga mengalami berbagai tuntutan perkembangan, seperti peningkatan beban akademik, penyesuaian sosial, serta proses eksplorasi identitas diri (Arnett et al., 2019).

Serangkaian perubahan yang terjadi pada mahasiswa ini dapat menimbulkan tekanan psikologis yang signifikan sehingga memengaruhi kesejahteraan mental mereka. Transisi ke lingkungan kampus khususnya merupakan momen risiko yang berkaitan dengan peningkatan gejala stres, kecemasan, dan gangguan penyesuaian jika tidak didukung oleh sumber daya koping dan jaringan sosial yang memadai (Arnett et al., 2014; Cage et al., 2021). Hasil penelitian menunjukkan bahwa mahasiswa yang menghadapi transisi tanpa dukungan yang cukup cenderung menunjukkan penurunan *well-being*, yang berdampak negatif pada konsentrasi akademik, keterlibatan dalam pembelajaran, dan kemampuan menjalankan fungsi sehari-hari dengan optimal (Zhang et al., 2024). Penelitian di Indonesia juga menunjukkan hal serupa di mana tingkat stres dan rendahnya kesejahteraan psikologis pada mahasiswa berkaitan erat dengan tuntutan akademik dan perubahan peran, sehingga intervensi di lingkungan kampus (misalnya layanan konseling, program pencegahan) menjadi sangat penting untuk memulihkan dan mempertahankan mental *well-being* mahasiswa (Aulia, S., & Panjaitan, R. U., 2019).

Dalam menghadapi kompleksitas ini, mental *well-being* mahasiswa menjadi isu yang semakin mendesak untuk diperhatikan. Mental *Well-being* adalah salah satu konsep *well-being* yang berkaitan dengan fungsi psikologis seseorang, kepuasan hidup, dan kemampuan untuk mengembangkan serta memelihara hubungan yang saling menguntungkan (Stewart-brown, 2008). Mental *well-being* mencakup kondisi emosional, psikologis, dan sosial yang positif, memungkinkan individu untuk berfungsi secara optimal dan menghadapi tekanan hidup dengan efektif (Keyes dalam Ryff & Singer, 2008). Mental *Well-being* pada saat ini secara luas lebih dikenal dengan memiliki dua perspektif utama, yaitu perspektif hedonik yang meliputi pengalaman subjek kebahagiaan dan kepuasan hidup, kemudian perspektif eudaimonik yang meliputi fungsi psikologis yang positif, hubungan interpersonal yang sehat dan aktualisasi diri.

Mental *well-being* memiliki implikasi yang penting dalam konteks kehidupan mahasiswa. Mahasiswa dengan tingkat mental *well-being* yang baik cenderung mampu beradaptasi secara efektif dan menjalani proses perkuliahan secara optimal, sementara kesejahteraan psikologis yang rendah berpotensi memunculkan berbagai permasalahan, seperti rendahnya kepercayaan diri, kesulitan penyesuaian diri, penarikan diri dari lingkungan sosial, hingga pengambilan keputusan yang merugikan diri sendiri (Okvella dalam Pinasti & Hertinjung, 2025). Sejalan dengan hal tersebut, penelitian di bidang pendidikan tinggi menunjukkan bahwa kesejahteraan mahasiswa memiliki keterkaitan yang signifikan dengan performa akademik dan keterlibatan dalam pembelajaran. Mahasiswa dengan kesejahteraan psikologis yang lebih tinggi cenderung lebih mampu menghadapi tuntutan akademik, mempertahankan konsentrasi, serta menjalankan aktivitas sehari-hari secara efektif (Salsabila & Minarni, 2025).

Berbagai faktor internal dan eksternal disinyalir berkontribusi terhadap kondisi Mental *Well-being* mahasiswa. Salah satu faktor eksternal yang memiliki pengaruh terhadap mental *well being* adalah pola asuh orang tua (Hidayah, C.R., 2025). Pola asuh merupakan seperangkat perilaku orang tua dalam berinteraksi dengan anak-anak mereka, termasuk cara mereka mengkomunikasikan nilai-nilai, ekspektasi, dan batasan (Darling & Steinberg, 2017). Pola asuh juga diartikan sebagai cara yang dilakukan oleh orang tua dengan menerapkan peraturan yang digunakan untuk mendidik, membimbing, memperhatikan dan melindungi anak mereka (Gunarsa, 1991). Senada dengan hal tersebut, Santrock (2018) menjelaskan bahwa pola asuh mencerminkan cara orang tua dalam mengarahkan, mengontrol, dan merespons kebutuhan anak, baik secara fisik maupun psikologis.

Dari berbagai jenis pola asuh, pola asuh otoritatif (*authoritative parenting*) ditemukan memiliki korelasi positif dengan berbagai indikator perkembangan psikososial yang sehat pada anak dan remaja (Macoby & Martin, 1983). Pola asuh otoritatif dicirikan oleh tingkat kehangatan dan dukungan emosional yang tinggi, diiringi dengan harapan yang jelas dan batasan yang tegas. Orang tua dengan pola asuh ini cenderung responsif terhadap kebutuhan anak, namun tetap menuntut kemandirian dan tanggung jawab (Baumrind, 2013). Pola asuh ini mendorong komunikasi dua arah dan partisipasi anak dalam pengambilan keputusan, sehingga membantu pengembangan kemandirian dan regulasi emosi yang adaptif (Sanvictores, 2021).

Berbagai hasil penelitian di Indonesia menunjukkan bahwa pola asuh otoritatif memiliki hubungan positif dengan kesejahteraan psikologis dan kesehatan mental individu pada berbagai jenjang perkembangan. Penelitian

Ambarita (2019) menemukan bahwa pola asuh otoritatif berkontribusi signifikan terhadap kesejahteraan. Penelitian lainnya yang dilakukan oleh Siagian et al. (2023) pada siswa SMA di Medan menunjukkan adanya hubungan positif dan signifikan antara pola asuh otoritatif dan kesejahteraan psikologis. Studi pada remaja di Pekanbaru yang dilakukan oleh Lestari, Y. I., & Yumra, M. A. (2022) juga menunjukkan bahwa semakin baik pola asuh otoritatif yang diterapkan orang tua, semakin tinggi juga *psychological well-being* para peserta. Penelitian pada populasi mahasiswa dan remaja juga menunjukkan hubungan positif antara pola asuh otoritatif dan kesejahteraan psikologis mahasiswa di mana mahasiswa yang melaporkan persepsi pola asuh otoritatif dari orang tua cenderung memiliki strategi koping yang lebih baik dan hasil emosional yang lebih adaptif dibandingkan mereka yang tidak menerima pola asuh tersebut (Karna & Lestari, 2024). Hal ini memperkuat pendapat Handayani yang menyampaikan bahwa keluarga yang menerapkan pengasuhan yang efektif cenderung mampu menghasilkan generasi yang sehat secara fisik dan psikologis (Ernawati dkk., 2022).

Dalam beberapa penelitian yang dilakukan di Indonesia, ibu memiliki peran yang dominan dalam praktik pengasuhan dan umumnya dipandang sebagai pengasuh utama dalam keluarga (Kusila, 2023; Lutfatulatifah, L., 2020). Temuan Lutfatulatifah (2020) di Benda Kerep, Cirebon, mengungkapkan bahwa ibu lebih berperan dalam pengasuhan anak, yang mencakup kegiatan perawatan, perlindungan, serta praktik pengasuhan yang bersifat edukatif. Temuan ini sejalan dengan pendapat Kusila (2023) yang menyatakan bahwa perempuan, khususnya ibu, kerap diposisikan sebagai *primary caregiver* dalam banyak keluarga, terutama dalam pemenuhan kebutuhan emosional dan pemberian stimulasi awal bagi anak.

Lebih lanjut, kualitas pengasuhan yang diberikan oleh ibu sebagai pengasuh utama memiliki peranan yang signifikan dalam menunjang tumbuh kembang anak. Hal ini disebabkan oleh tingginya intensitas keterlibatan ibu dalam pemenuhan kebutuhan fisik, emosional, dan sosial anak (Lubis & Nurwati dalam Ernawati dkk., 2020). Oleh karena itu, perhatian terhadap pola asuh yang diterapkan oleh ibu menjadi aspek krusial dalam memahami perkembangan psikologis individu, termasuk kesejahteraan mental pada masa dewasa awal. Pandangan ini diperkuat oleh Ngewa yang menegaskan bahwa keluarga memiliki peran fundamental sebagai lingkungan awal dalam pembentukan pendidikan, moral, dan nilai-nilai kebersamaan individu sebelum berinteraksi di masyarakat luas (Ernawati dkk., 2023).

Meskipun telah terdapat sejumlah penelitian yang mengkaji peran ibu dan ayah secara terpisah, kajian di Indonesia masih cenderung menempatkan peran orang tua dalam kerangka pengasuhan secara umum. Selain itu, penelitian yang secara spesifik menelaah pengaruh pola asuh otoritatif ibu terhadap mental *well-being* pada mahasiswa masih terbatas, sehingga diperlukan kajian lebih lanjut untuk memahami peran ibu sebagai pengasuh utama dalam mendukung kesejahteraan mental pada masa dewasa awal.

2. Metode Penelitian

Partisipan Penelitian

Karakteristik partisipan dalam penelitian ini adalah mahasiswa sarjana aktif di wilayah Jabodetabek dengan rentang usia 18–25 tahun. Penelitian ini menggunakan teknik pengambilan sampel non-pobabilitas dengan metode *convenience sampling*. Pengumpulan data dilakukan melalui penyebaran kuesioner secara daring selama periode empat bulan dan memperoleh sebanyak 770 respons. Setelah dilakukan proses pembersihan data (*data cleaning*) karena ada yang berusia 17 tahun. Setelah itu, sebanyak 736 respons dinyatakan memenuhi kriteria dan selanjutnya dianalisis.

Desain Penelitian

Untuk mengukur mental *well being*, peneliti menggunakan *Warwick–Edinburgh Mental Well-being Scale* (WEMWBS). Instrumen ini merupakan alat ukur yang telah diadaptasi dan divalidasi pada penelitian sebelumnya oleh Ramdani (2024). Penggunaan instrumen ini menunjukkan bahwa peneliti mengadopsi instrumen yang telah teruji, bukan mengembangkan alat ukur baru. Pada penelitian terdahulu, WEMWBS menunjukkan tingkat reliabilitas internal yang baik dengan nilai koefisien Cronbach's Alpha (α) = 0,843, yang mengindikasikan konsistensi internal yang memadai.

Instrumen pola asuh otoritatif disusun berdasarkan subskala otoritatif dari Parental Authority Questionnaire (Buri, 1991). Sebelum digunakan dalam penelitian utama, dilakukan uji coba instrumen untuk menguji validitas dan reliabilitasnya dalam konteks budaya Indonesia. Uji coba dilakukan secara daring dan melibatkan 49 responden. Uji validitas konstruk dilakukan melalui analisis korelasi item–total, dengan kriteria koefisien korelasi $\geq 0,30$. Hasil analisis menunjukkan bahwa seluruh butir pernyataan memenuhi kriteria validitas konstruk. Selanjutnya, uji reliabilitas internal dilakukan menggunakan koefisien Cronbach's Alpha, yang menghasilkan nilai $\alpha = 0,901$. Nilai tersebut menunjukkan tingkat konsistensi internal yang sangat baik, sehingga instrumen PAQ dinyatakan valid dan reliabel untuk digunakan pada populasi mahasiswa sarjana di Indonesia.

3. Hasil dan Diskusi

Penelitian ini melibatkan 736 responden yang terdiri dari mahasiswa di Jabodetabek. Berdasarkan Tabel 1, responden dengan jumlah terbanyak berjenis kelamin perempuan, yaitu sebanyak 576 orang (82,5%), sedangkan responden dengan jumlah paling sedikit adalah mahasiswa berjenis kelamin laki-laki sebanyak 129 orang (17,5%). Berdasarkan usia, responden terbanyak berada pada usia 19 tahun, yaitu sebanyak 202 orang (27,4%), sementara responden dengan jumlah paling sedikit berada pada usia 24 tahun, yaitu sebanyak 1 orang (0,1%).

Tabel 1. Data Demografi

Kategori	Jumlah	Persentase (%)
Jenis Kelamin		
Laki-laki	131	18,5
Perempuan	607	81,5
Usia (tahun)		
18	136	19.2
19	196	27.7
20	176	24.9
21	137	19.4
22	50	7.1
23	10	1.4
24	1	0.1
25	1	0.1

Dalam penelitian ini, dilakukan beberapa uji statistik yang diawali dengan uji normalitas menggunakan uji Kolmogorov-Smirnov. Berdasarkan Tabel 2, didapatkan hasil bahwa data berdistribusi normal, yang ditunjukkan oleh nilai signifikansi sebesar 0,200, lebih besar dari taraf signifikansi 0,050. Dengan demikian, dapat disimpulkan bahwa sampel dalam penelitian ini berasal dari populasi yang berdistribusi normal.

Tabel 2. Distribusi Normal

Statistik Uji	Nilai
N	736
Mean Residual	0,000
Standar Deviasi	8,349
Kolmogorov-Smirnov Z	0,021
Asymp. Sig. (2-tailed)	0,200
Monte Carlo Sig. (2-tailed)	0,645

Tabel 3. Uji Korelasi

		Pola Asuh Otoritatif	Mental Well-Being
Pola Asuh Otoritatif	Pearson Correlation	1	0,397
	Sig. (2-tailed)		< 0,001
	N	736	736
Mental Well-Being	Pearson Correlation	0,397	1
	Sig. (2-tailed)	< 0,001	
	N	736	736

Berdasarkan hasil uji F yang dilakukan diketahui nilai Signifikansi (Sig.) adalah sebesar ($p < 0,001$). Dikarenakan nilai Sig. pada penelitian ini $< 0,05$ maka sesuai dengan dasar pengambilan keputusan dalam uji F dapat disimpulkan bahwa adanya pengaruh pola asuh otoritatif ibu terhadap mental well-being mahasiswa seperti yang terlihat pada tabel 4.

Tabel 4. Hasil Uji F

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regressi	9608,269	1	9608,269	137,658	< 0,001
Residual	51231,682	734	69,795		
Total	60839,951	735			

a. *Dependent Variable: Mental Well Being*

b. *Predictors: (Constant), Pola Asuh Otoritatif*

Hasil uji R pada tabel 5 menunjukkan besarnya koefisien determinasi R square antara pola asuh otoritatif ibu terhadap Mental Well-being mahasiswa adalah sebesar 15%. Hal ini menunjukkan pengaruh regresi antara pola asuh otoritatif ibu terhadap Mental Well-being mahasiswa nilai R square 15% artinya pola asuh otoritatif ibu mampu mempengaruhi Mental Well-being mahasiswa sebesar 15%.

Tabel 5. Uji Regresi

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.397	.158	.157	8.355

3. Pembahasan

Hasil penelitian menunjukkan bahwa pola asuh otoritatif ibu berpengaruh positif terhadap mental *well-being* mahasiswa. Artinya, semakin tinggi penerapan pola asuh otoritatif oleh ibu, semakin tinggi pula tingkat kesejahteraan mental yang dirasakan mahasiswa. Pengaruh positif ini dapat dijelaskan melalui karakteristik pola

asuh otoritatif yang menekankan keseimbangan antara kehangatan emosional, komunikasi dua arah, dan kejelasan tuntutan. Kondisi tersebut mendorong mahasiswa untuk mengembangkan kemampuan regulasi emosi, resiliensi, serta strategi koping yang lebih adaptif dalam menghadapi tuntutan perkembangan pada masa dewasa awal. Temuan ini sejalan dengan kerangka teoritis Baumrind (1991) yang menegaskan bahwa pola asuh otoritatif memberikan dampak positif terhadap perkembangan psikologis individu, serta didukung oleh model *flourishing* dalam kesehatan mental yang dikemukakan oleh Keyes (2007).

Pengaruh positif pola asuh otoritatif ibu terhadap mental *well-being* mahasiswa dapat dijelaskan melalui karakteristik utama pola asuh otoritatif itu sendiri dimana terdapat kehangatan emosional, komunikasi terbuka dua arah, dan penetapan batas/tuntutan yang jelas, yang pada akhirnya bersama-sama membentuk lingkungan keluarga yang mendukung pengembangan kemampuan regulasi emosi dan perilaku prososial anak. Selain itu, tuntutan yang jelas dan dukungan afektif mendorong pengembangan resiliensi serta mendorong adopsi strategi koping yang *problem*-fokus dan adaptif ketimbang penghindaran. Temuan mengenai mekanisme ini konsisten dengan bukti empiris yang menunjukkan hubungan positif antara pola asuh otoritatif dengan peningkatan regulasi emosi, resiliensi akademik, serta pola koping adaptif pada mahasiswa (Lavrič, M., & Naterer, A., 2020). Temuan penelitian ini juga konsisten dengan hasil penelitian sebelumnya yang menunjukkan bahwa anak dan remaja yang dibesarkan dalam keluarga dengan pola asuh otoritatif melaporkan tingkat kesejahteraan, harga diri, dan kompetensi sosial yang lebih tinggi (Huppert, 2009).

Selain itu, komunikasi dua arah dan dukungan emosional ibu dalam pola asuh otoritatif berperan penting dalam membentuk kemampuan regulasi emosi mahasiswa serta kesiapan mereka dalam menghadapi tekanan akademik. Pola komunikasi yang terbuka memungkinkan anak untuk mengekspresikan perasaan dan memperoleh umpan balik yang konstruktif, sehingga individu belajar mengenali, memahami, dan mengelola emosi secara adaptif. Dukungan emosional yang konsisten dari ibu, seperti empati dan penerimaan, menciptakan rasa aman psikologis yang menjadi fondasi perkembangan regulasi emosi sejak masa remaja dan berlanjut hingga dewasa awal. Penelitian menunjukkan bahwa pola asuh otoritatif berkaitan positif dengan kemampuan manajemen emosi melalui peningkatan kontrol diri dan kualitas interaksi sosial (Li et al., 2023). Dalam konteks mahasiswa, pola asuh yang hangat dan responsif terbukti berhubungan dengan tingkat stres, kecemasan, dan depresi yang lebih rendah, sehingga mendukung mental *well-being* yang lebih baik ketika menghadapi tuntutan akademik (El-Ghareap Hassan, 2025).

Penjelasan tentang pengaruh pola asuh otoritatif ibu terhadap mental *well being* juga dapat dijelaskan melalui karakteristik pola asuh ini dimana orang tua berperan dalam mendukung perkembangan kemandirian dan kepercayaan diri mahasiswa melalui penerapan batasan yang jelas dan fleksibel. Pola asuh ini memberikan ruang bagi anak untuk mengambil keputusan secara mandiri, sekaligus menyediakan arahan dan struktur yang konsisten, sehingga mahasiswa belajar bertanggung jawab tanpa mengalami tekanan berlebihan. Dukungan terhadap otonomi yang disertai kehangatan emosional berkaitan dengan terbentuknya evaluasi diri yang positif dan rasa kompeten pada masa dewasa awal, yang merupakan aspek penting dalam kesejahteraan mental (Soenens & Vansteenkiste, 2010). Sejalan dengan itu, penelitian menunjukkan bahwa pola asuh otoritatif berhubungan dengan tingkat kemandirian dan kepercayaan diri yang lebih baik pada mahasiswa, yang pada akhirnya mendukung mental *well-being* (Kins et al., 2009; Steinberg, 2001).

Hasil penelitian ini konsisten dengan berbagai temuan sebelumnya yang menunjukkan bahwa pola asuh otoritatif berhubungan positif dengan kesejahteraan psikologis pada remaja dan dewasa awal. Sejumlah penelitian di Indonesia melaporkan bahwa penerapan pola asuh otoritatif berkaitan dengan tingkat *psychological well-being* yang lebih baik, baik pada siswa maupun mahasiswa (Ambarita, 2019; Siagian et al., 2023; Lestari & Yumra, 2022). Pada konteks mahasiswa, persepsi terhadap pola asuh otoritatif juga dikaitkan dengan strategi koping yang lebih adaptif serta kondisi emosional yang lebih positif (Karna & Lestari, 2024). Keselarasan hasil penelitian ini dengan studi-studi terdahulu memperkuat pandangan bahwa pengasuhan yang efektif dalam keluarga memiliki peran penting dalam mendukung kesehatan mental individu, khususnya pada masa perkembangan remaja hingga dewasa awal (Ernawati et al., 2022).

Pola asuh otoritatif ibu ini juga tampak berkontribusi pada perkembangan strategi coping dan resiliensi mahasiswa, yaitu dalam hal memberikan kombinasi tuntutan yang wajar dan dukungan emosional sehingga mengajarkan pendekatan pemecahan masalah dan pemulihan setelah mengalami tekanan akademik. Beberapa

penelitian menunjukkan bahwa pola asuh yang lebih suportif berkaitan dengan ketahanan psikologis dan respons coping yang lebih adaptif pada remaja dan dewasa muda (Ding et al., 2023). Selain itu, penelitian yang menelaah peran keluarga dan ketahanan keluarga menemukan bahwa pola asuh otoritatif terkait positif dengan penyesuaian psikososial dan kapasitas resiliensi anak dalam berbagai konteks (Qiu, 2021). Penelitian survei terbaru juga melaporkan korelasi antara persepsi pola asuh otoritatif dan penggunaan strategi coping yang lebih fungsional yang berperan melindungi kesejahteraan mental dalam situasi stres akademik (Ali, 2024).

Meskipun hasil penelitian ini memberikan gambaran mengenai peran pola asuh otoritatif ibu terhadap mental well-being mahasiswa, beberapa keterbatasan perlu diperhatikan dalam menafsirkan temuan yang diperoleh. Keterbatasan penelitian ini terletak pada fokusnya yang hanya menelaah pola asuh otoritatif ibu, sementara pengasuhan merupakan proses yang kompleks dan umumnya melibatkan kedua orang tua, baik ibu maupun ayah, serta pengasuh signifikan lainnya. Selain itu, penggunaan instrumen *self-report* berpotensi menimbulkan bias responden, dan keterbatasan sampel yang hanya mencakup mahasiswa sarjana yang tinggal bersama ibu membatasi generalisasi temuan penelitian.

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THE RELATIONSHIP BETWEEN MENTAL HEALTH AWARENESS AND STRESS COPING STRATEGIES IN EMPLOYEES

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
18 Desember 2025	27 Januari 2026	11 Maret 2026	30 April 2026

Abstract

It is essential to maintain employees' health conditions, particularly the often-overlooked aspect of mental health. One factor that supports employees' psychological well-being is their ability to manage and adapt to their environment. This includes being competent in regulating their surroundings, having an interest in participating in environmental activities, and possessing awareness of mental health. Mental health awareness serves as a foundation for individuals to understand their well-being, identify problems, and engage in problem-solving, which can also be referred to as a coping stress strategy. This study is quantitative research with a correlational design aimed at examining the relationship between mental health awareness and stress coping strategies among employees. The instruments used were the Mental Health Literacy Questionnaire–Short Version for Adults (MHLq-SVa) and the Stress and Coping Inventory (SCI). The study involved 217 employees selected through convenience sampling. The analysis results indicate a significant positive relationship between mental health awareness and employees' coping stress strategies. This finding suggests that the higher the employees' mental health awareness, the better their coping stress strategies. The implication of this study highlights the importance of mental health awareness in enhancing employees' ability to cope with problems, which ultimately contributes to other aspects of work performance.

Keywords: Mental Health Awareness, Coping Stress Strategy, Employee Well-Being, Mental Health Literacy, Workplace Psychology

Abstrak

Menjaga kesehatan karyawan merupakan hal yang penting, terutama yang sering terlupakan, yakni terkait kesehatan mentalnya. Salah satu hal yang menunjang kesehatan mental/psikologis karyawan yakni kemampuannya dalam menguasai lingkungannya, sehingga karyawan kompeten untuk mengatur lingkungannya, memiliki minat dalam berpartisipasi untuk mengendalikan aktivitas yang ada di lingkungannya, dan memiliki kesadaran terhadap kesehatan mental. Kesadaran akan kesehatan mental menjadi landasan seseorang dalam memahami kondisi sehat dan mengidentifikasi serta melakukan pemecahan masalah pada dirinya, atau dapat dikatakan sebagai coping stress strategy. Penelitian ini merupakan penelitian kuantitatif dengan desain korelasi untuk mengetahui hubungan antara kesehatan mental dengan strategi koping stres pada karyawan. Skala yang digunakan yakni skala Mental health literacy questionnaire-short version for adults (MHLq-SVa) dan Stress and Coping Inventory (SCI). Subjek penelitian ini berjumlah 217 karyawan, dengan metode convenience sampling. Hasil analisis data menunjukkan terdapat hubungan positif yang signifikan antara mental health awareness dengan coping stress strategy pada karyawan. Hal ini mengartikan bahwa semakin baik mental health awareness karyawan, maka semakin baik pula coping stress strategy yang dilakukannya. Implikasi dari penelitian ini adalah pentingnya kesadaran kesehatan mental pada karyawan yang berdampak pada kemampuan koping terhadap masalah dan bermuara pada aspek performa kerja lainnya.

Kata kunci: Kesadaran Kesehatan Mental, Strategi Koping Stres, Kesejahteraan Karyawan, Literasi Kesehatan Mental, Psikologi Kerja

1. Introduction

Employees have an important role in the company's productivity; specifically, a well-being program includes physical, psychological, dan work life balance increase productivity significantly. Health is not only about physical health, but also mental health. Mental health problems were positively correlated with occupational stress, and this association was partially mediated by coping mechanisms (Jin & Wang, 2025). Coping stress strategy is a person's ability to face problems and how to interpret a problem to decide on a behavior in solving the problem, and the dimensions of coping stress strategy include, (1) positive thinking; (2) active stress coping; (3) social support; (4) support in faith; and (5) alcohol and cigarette consumption (O'Rourke et al., 2021).

Workplace stress can affect people when they are under pressure beyond their capacities and coping mechanisms (Siegrist, 2016). In the long term, if this work-related stress is not managed, it can lead to burnout, characterized by negative feelings towards work and low efficacy at work (i.e., reduced productivity, retention, absenteeism, and presenteeism). The World Health Organization (WHO) acknowledges that burnout has a significant detrimental influence on employees' personal and professional lives, affecting public health and the economy in many nations, despite the lack of precise figures of its prevalence. (Coppens et al., 2023).

Research shows a strong relationship between work and mental health and emphasizes the importance of developing and implementing interventions to create mentally healthier workplaces (Davenport et al., 2016). Because of the stigma attached to mental disorder and the inability to identify symptoms, a significant percentage of person with mental problems did not seek care at this time (Henderson et al., 2013). Interventions aimed for mental health problems in the workplace by improving mental health literacy, strengthening early intervention skills, encouraging help-seeking behaviors, and facilitating return to work after absences due to mental problems appear to be particularly promising (Coppens et al., 2023). Currently, a large proportion of people with mental disorders do not seek help, due to factors including not recognizing symptoms and the stigma associated with mental illness (Henderson et al., 2013). Self-awareness of mental health, exemplified by knowledge of mental health, that is known as mental health awareness. This urge can serve as a motivation to conduct research on the importance of mental health awareness and coping strategies, aiming to enhance public understanding of mental health knowledge and its role in helping individuals cope and survive, particularly in the workplace. Mental health awareness can be known by measuring the mental health literacy possessed by a person that consist of 4 dimensions including knowledge of mental health problems, misconceptions or beliefs or stereotypes, the ability to seek first aid, and self-help strategies (Campos et al., 2022). Thus, researchers want to conduct research to see the relationship between Mental Health Awareness and Coping Stress Strategy in Employees.

2. Research Method

Participants

The subjects of this study were employees from various job sectors, with the following criteria: aged 18 years and working in an official/licensed agency. The sample size for this study was determined using the G*Power software (Faul et al., 2007) through an *a priori* power analysis. Because the present research aimed to examine the relationship between mental health awareness and stress coping strategies among employees, the appropriate statistical test was the Pearson product–moment correlation. In accordance with (Cohen, 1988) guidelines for behavioral science research—particularly when prior empirical estimates are unavailable—a medium effect size ($r = 0.30$) was selected as a reasonable assumption. The significance level was set at $\alpha = .05$ (two-tailed), and the statistical power was set at 0.80, which is the conventional threshold to minimize the risk of Type II error.

Using these parameters, the G*Power computation indicated that a minimum sample size of 85 participants was required to detect a statistically meaningful correlation. To accommodate potential incomplete responses or missing data, an additional 10–20% buffer was incorporated into the recruitment target. Therefore, the study aimed to obtain approximately 94 to 102 participants to ensure adequate statistical power and data stability.

Research Design

This study used correlational study method. A study that examines the relationship between two or more variables, that is, the degree to which one variable is connected to the variation of another, is known as a correlational study. The level of relationship between these variables can be seen in the correlation coefficient (Noor, 2016). The population of this study consisted of employees from various job sectors in formal institutions aged 18 years and above. A total of 271 participants were selected using a convenience sampling technique. The term "mental health awareness" refers to an individual's literacy-based understanding of their own mental health. The instrument used, namely the Mental Health literacy questionnaire – young adult form (MHLq-YA) (Campos et al., 2022) with reliability of $\alpha = 0.885$ and validity ranging from 0.400-0.680. Furthermore, the Coping Stress Strategy variable is the attitude taken by a person in a stressful situation. The Stress Coping Inventory (SCI) scale (O'Rourke et al., 2021) was used to measure stress coping strategy, which is presented in a 20-item scale with reliability of $\alpha = 0.886$ and validity ranging from 0.369-0.670. Higher scores indicate better outcomes with

the respective coping style. The researcher conducted an analysis using Pearson correlation data analysis to find the potential relationship and nature of the relationship between the two variables being tested. Pearson correlation analysis or also known as Product-Moment correlation is an analysis to measure the closeness of the linear relationship between two variables that have a normal data distribution (Priyatno, 2013).

3. Result and Discussion

Related to the result of the data normality test, found that the data had a normal distribution with skewness and kurtosis score values between -1.96 and +1.96, with statistical explanation in the following table 3:

Table 1. Statistical Test of Data Normality

	MHA	CSS
Skewness	-0.352	-0.450
Std. Error of Skewness	0.165	0.165
Kurtosis	-0.484	0.093
Std. Error of Kurtosis	0.329	0.329

Based on the results of data collection, 217 participants were obtained with the following explanation:

Table 2. Demographic data of participants

Last Education	Frequency	Percentage
Junior High School	1	0%
Senior High School	19	9%
Diploma	8	4%
Bachelor Degree	151	70%
Master Degree	38	18%
Total	217	100%
Marriage status	Frequency	Percentage
Married	217	100%
Years of service	Frequency	Percentage
0-10	169	76%
11-20	31	15%
21-30	17	9%
Total	217	100%

Hypothesis Testing

Thus, data analysis can be continued to correlation analysis using the Pearson Correlation Test with the following results:

Table 3. Correlation Between Variables

Correlation Between Variables

	Pearson's Correlation	
	<i>r</i>	<i>p</i>
Mental Health Awareness		
Coping Stress Strategy	.427	<.001

Based on the table above, it is proven that there is a positive relationship between Mental Health Awareness and Coping Stress Strategy in Employees with a significance of $p < 0.001$ and a relationship of 0.472, which is included in the moderate category. A moderate correlation indicates that the two variables are related in a meaningful but not perfect manner, meaning that while mental health awareness contributes to coping stress strategies, other factors may also influence how employees manage stress.

Discussion

This study involved married employees, with the majority aged 26–35 years, and had a Bachelor's degree. All respondents worked in various sectors, dominated by the community, social, and personal services sectors. Most had 0–10 years of work experience. This profile reflects the population of young, highly educated workers who are active in the service sector, who often face significant work pressure. In accordance with the percentage of the working population, which is 11% aged 25-29 years and 11% aged 30-34 years of the total workforce, the number of these two age groups is greater than the percentage of other age groups, which averages only 9% (BPS, 2024). It is known that the highest work stress conditions are experienced by Generation Z employees, which is 6.9 times compared to Generation Y (Septama & Darmawan, 2024). Most respondents showed a level of mental health awareness in the moderate category (78%), with only 10% in the high category. Similarly, Coping Stress Strategy is mostly in the moderate category (68%), with 18% in the high category. This finding shows that despite awareness and efforts to manage stress, there is still room for improvement in both aspects. Good coping strategies will affect employees' work-life balance, especially in the aspect of problem-focused coping (Aras et al., 2023). On the other hand, the mental health condition of employees is also a consideration for further discussion. The survey shows that the highest prevalence and mental health issues are found in laborers, drivers, and domestic workers in Indonesia, so further efforts are needed regarding the provision of preventive, promotive, curative, and rehabilitative efforts (Yuningsih, 2024).

The impact of stress on workers can lead to various types of performance, the highest experiencing reduced job satisfaction and decreased work productivity (Jamil et al., 2023). Pearson correlation analysis showed a significant positive relationship between mental health awareness and stress coping strategies. This suggests that increased mental health awareness is associated with the use of more effective stress coping strategies. This finding is consistent with previous studies showing that individuals with high mental health awareness tend to use more adaptive coping strategies, such as positive reframing and acceptance (Elsary & El-Sherbiny, 2023; Torinomi et al., 2022). Positive reframing is a technique from a positive psychology perspective by changing the perspective of a situation or event to be more positive, by re-understanding negative thoughts to increase coping abilities and reduce stress (Bennett, 2024).

The findings of this study indicate a significant relationship between mental health awareness and stress coping strategies among employees. Although this study does not establish a causal relationship, the results suggest that workplace programs aimed at improving mental health awareness may potentially support employees in developing more effective coping strategies. Therefore, organizations may consider implementing mental health promotion initiatives, such as mental health training programs, access to counseling services, and supportive work environments that enhance employees' psychological well-being (WHO, 2022). However, because this study used a correlational design, the findings should be interpreted cautiously and cannot confirm causal relationships between variables. Companies that implement mental health programs provide significant benefits to employee psychological well-being, job satisfaction, productivity, and reduced turnover (Hidayat & Ahmadi, 2025). In addition, it is important to pay attention to groups of employees who are more vulnerable to stress, such as young and female workers, as well as workers with disabilities who, according to research, are more likely to experience psychological distress, including their self-efficacy. Study explained that there is a significant relationship between social support and self-efficacy on disability workers (Muhdhor et al., 2025). Support programs tailored to the needs of these groups can increase the effectiveness of interventions. For example, research shows that female employees experience higher work stress than male employees (Fatimah, 2019).

4. Conclusion

The research found a significant positive relationship between employees' Mental Health Awareness and their Coping Stress Strategy, indicating that higher awareness is linked to better coping abilities. Therefore, companies are advised to maintain and enhance mental health awareness among employees, while future studies could explore applied interventions such as training programs

5. References

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KECERDASAN EMOSIONAL DAN DUKUNGAN SOSIAL SEBAGAI PREDIKTOR KESEJAHTERAAN SUBJEKTIF MAHASISWA

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
14 Desember 2025	28 Maret 2026	29 April 2026	30 April 2026

Abstract

This study aims to emotional intelligence and social support as predictors of college students' subjective well-being. The university phase is often characterized by various academic, social, and emotional demands, which may affect students' psychological functioning. In this context, emotional intelligence and social support are factors associated with subjective well-being. A quantitative approach with a correlational design was employed, with participants comprising 197 undergraduate students selected through convenience sampling. Data were collected using the Wong and Law Emotional Intelligence Scale (WLEIS), Multidimensional Scale of Perceived Social Support (MSPSS), and College Student Subjective Well-being Questionnaire-Revised (CSSWQ-R), all of which demonstrated strong validity and reliability. The results showed that emotional intelligence significantly predicted subjective well-being ($R^2 = 0.45$), as did social support ($R^2 = 0.23$). Multiple regression analysis revealed that both variables jointly explained 50% of the variance in subjective well-being, with emotional intelligence emerging as the stronger predictor ($\beta = 0.57$) compared to social support ($\beta = 0.23$). These findings indicate that students' ability to understand and regulate their emotions, along with the perceived availability of supportive social relationships, play an essential role in enhancing their subjective well-being.

Keywords: emotional intelligence, social support, subjective well-being, college students

Abstrak

Penelitian ini bertujuan untuk menguji kecerdasan emosional dan dukungan sosial sebagai prediktor kesejahteraan subjektif mahasiswa. Masa perkuliahan seringkali ditandai oleh tuntutan akademik, sosial, dan emosional yang dapat memengaruhi kondisi psikologis mahasiswa. Dalam konteks tersebut, kecerdasan emosional dan dukungan sosial diidentifikasi sebagai faktor yang berkaitan dengan kesejahteraan subjektif. Studi ini dirancang menggunakan pendekatan kuantitatif korelasional dengan melibatkan 197 mahasiswa yang diperoleh melalui teknik *convenience sampling*. Instrumen yang digunakan meliputi *Wong and Law Emotional Intelligence Scale* (WLEIS), *Multidimensional Scale of Perceived Social Support* (MSPSS), dan *College Student Subjective Well-being Questionnaire-Revised* (CSSWQ-R) yang telah terbukti memiliki validitas dan reliabilitas baik. Hasil analisis menunjukkan bahwa kecerdasan emosional berpengaruh signifikan terhadap kesejahteraan subjektif ($R^2 = 0.45$), begitu pula dukungan sosial ($R^2 = 0.23$). Analisis regresi berganda mengungkap bahwa kedua variabel secara simultan memprediksi kesejahteraan subjektif sebesar 50%, dengan kecerdasan emosional secara signifikan memprediksi kesejahteraan subjektif ($R^2 = 0.45$), begitu pula dukungan sosial ($R^2 = 0.23$). Temuan ini menunjukkan bahwa kemampuan mengelola emosi dan persepsi terhadap dukungan lingkungan sama-sama berperan penting dalam meningkatkan kesejahteraan subjektif mahasiswa.

Kata kunci: *kecerdasan emosional, dukungan sosial, kesejahteraan subjektif, mahasiswa*

1. Pendahuluan

Periode perkuliahan merupakan fase perkembangan yang kompleks, dimana mahasiswa perlu menyeimbangkan berbagai tuntutan akademik dan non-akademik, seperti penyesuaian dengan lingkungan kampus, beban tugas perkuliahan, dinamika pertemanan, aktivitas organisasi, serta tekanan finansial dan keluarga (Amanvermez et al., 2024). Berbagai tuntutan ini dapat menimbulkan tekanan psikologis yang memengaruhi keseharian mahasiswa, termasuk konsentrasi belajar, motivasi akademik, kualitas relasi sosial, serta kemampuan mengelola stres yang muncul selama proses studi (Barbayannis et al., 2022; Pérez-Jorge et al., 2025). Tekanan akademik yang dialami mahasiswa dapat menghambat pencapaian akademik serta berdampak negatif pada kesehatan mental (Kotera et

al., 2022). Kondisi tersebut turut memengaruhi kehidupan mahasiswa secara lebih luas, di mana mahasiswa cenderung belum mampu memaknai hidupnya secara positif dan lebih sering mengalami afek negatif dalam menjalani perannya sebagai pelajar di perguruan tinggi (Manullang & Ambarita, 2024). Tuntutan akademik yang tinggi seperti tingginya volume pekerjaan akademik, dorongan untuk meraih prestasi, serta ketidakmampuan dalam mengelola waktu terbukti dapat memunculkan kecemasan, kelelahan, emosi negatif, dan penurunan kepuasan hidup pada mahasiswa (Kamila & Ramadhani, 2024).

Konstruk yang merepresentasikan kondisi tersebut adalah kesejahteraan subjektif, yakni gabungan evaluasi kognitif tentang kepuasan hidup dan karakteristik afektif berupa frekuensi serta intensitas emosi positif dan negatif (Diener et al., 1999). Dalam konteks mahasiswa, kesejahteraan subjektif melibatkan penilaian menyeluruh terhadap pengalaman perkuliahan yang terbentuk melalui interaksi dimensi emosional, kognitif, sosial, dan perilaku (Renshaw & Bolognino, 2016) sehingga kesejahteraan subjektif yang tinggi umumnya berkaitan dengan pengalaman positif seperti menikmati kehidupan perkuliahan dan ketahanan terhadap stres. Sebaliknya, tingkat kesejahteraan subjektif yang rendah sering kali dikaitkan dengan evaluasi negatif terhadap pengalaman hidup yang dapat berimplikasi pada penurunan motivasi dan meningkatnya risiko gangguan psikologis (Doriza et al., 2024).

Tinggi rendahnya kesejahteraan subjektif mahasiswa tidak terbentuk secara acak, ditentukan oleh sejumlah faktor internal maupun eksternal yang melekat dalam diri mahasiswa. Kemampuan emosional sebagai faktor internal dan dukungan sosial sebagai faktor eksternal sama-sama memainkan peran penting dalam mempertahankan kesejahteraan subjektif mahasiswa (Hidalgo-Fuentes et al., 2024).

Mayer & Salovey (1997) mendefinisikan kecerdasan emosional sebagai kapasitas mental untuk memproses informasi emosional secara adaptif. Mahasiswa dengan kecerdasan emosional tinggi umumnya lebih siap dalam menghadapi tekanan akademik, menjalin relasi sosial yang sehat, dan memelihara sikap optimis dalam kehidupannya. Kemampuan ini pada akhirnya diyakini dapat mendukung peningkatan kesejahteraan subjektif (Al Farizi & Rakasiwy, 2025). Sejumlah penelitian telah menunjukkan adanya hubungan positif antara kecerdasan emosional dan kesejahteraan subjektif, misalnya Caballero-García & Ruiz (2025a) melaporkan bahwa mahasiswa dengan kecerdasan emosional yang lebih tinggi juga melaporkan tingkat kebahagiaan dan kepuasan hidup yang lebih tinggi. Hal ini turut didukung penelitian lokal oleh Valerie & Mularsih (2021) yang menemukan adanya hubungan positif antara kecerdasan emosional dan kesejahteraan subjektif pada mahasiswa psikologi di Jakarta.

Di samping faktor internal, dukungan sosial turut berperan sebagai faktor eksternal yang berkontribusi terhadap kesejahteraan subjektif mahasiswa. Cohen & Hoberman (1983) mengartikan dukungan sosial sebagai segala bentuk bantuan yang diperoleh individu melalui jaringan relasi interpersonalnya. Sejumlah penelitian telah membuktikan hal tersebut. Hasibuan et al. (2018) membuktikan bahwa dukungan sosial memberikan pengaruh nyata terhadap kesejahteraan subjektif mahasiswa perantau, bahwasanya mahasiswa yang memiliki relasi sosial yang baik di lingkungan barunya cenderung memiliki kesejahteraan subjektif yang relatif tinggi. Temuan ini diperkuat oleh Damayanti & Purwantini (2025) yang mengonfirmasi adanya hubungan searah antara tingkat dukungan sosial dan kesejahteraan subjektif pada mahasiswa, di mana semakin tinggi dukungan sosial maka semakin tinggi pula kesejahteraan subjektifnya.

Meskipun masing-masing variabel telah diteliti secara terpisah, penelitian penelitian yang mengintegrasikan kecerdasan emosional dan dukungan sosial terhadap kesejahteraan subjektif masih terbatas. Studi yang tersedia sejauh ini, seperti penelitian oleh Hidalgo-Fuentes et al. (2024), mengindikasikan bahwa kecerdasan emosional dan dukungan sosial berkaitan secara positif dengan kesejahteraan subjektif pada mahasiswa di Spanyol. Sementara itu, studi lokal telah dilakukan di jenjang pendidikan menengah pertama atau SMP oleh Putri (2016) dan Muspitasari et al. (2024) yang juga membuktikan bahwa kedua faktor tersebut secara simultan berkontribusi pada kesejahteraan subjektif. Sejauh penelusuran yang dilakukan, kajian serupa pada mahasiswa di Indonesia masih belum ditemukan, padahal mahasiswa tergolong kelompok yang mudah terdampak tekanan psikologis mengingat besarnya tekanan yang menyertai proses pendidikan tinggi (Fayyaza et al., 2025), sehingga kajian mengenai faktor-faktor yang mendukung kesejahteraan subjektif mereka masih diperlukan.

Mengacu pada temuan tersebut, permasalahan dalam penelitian ini berfokus pada bagaimana kecerdasan emosional dan dukungan sosial memprediksi kesejahteraan subjektif mahasiswa, baik secara parsial maupun simultan. Penelitian ini dirancang untuk mengkaji prediksi masing-masing kecerdasan emosional dan dukungan sosial serta kontribusi simultannya terhadap kesejahteraan subjektif mahasiswa. Berdasarkan tujuan tersebut, penelitian ini mengajukan hipotesis bahwa: (1) kecerdasan emosional secara signifikan memprediksi kesejahteraan subjektif mahasiswa; (2) dukungan sosial secara signifikan memprediksi kesejahteraan subjektif mahasiswa; dan (3) kecerdasan emosional dan dukungan sosial masing-masing memberikan kontribusi unik terhadap kesejahteraan subjektif mahasiswa setelah saling dikontrol dalam model regresi.

2. Metode Penelitian

Partisipan

Partisipan merupakan mahasiswa aktif program sarjana (S1) dan diploma diperoleh melalui teknik *convenience sampling*. Sebanyak 198 respons terkumpul, namun satu partisipan dikeluarkan dari analisis karena gagal menjawab dua dari tiga *attention check* yang diberikan, sehingga jumlah partisipan yang dianalisis adalah 197 mahasiswa. Gambaran demografis partisipan dapat dilihat pada tabel 1.

Tabel 1. Demografi Partisipan (n = 197)

Variabel	n	persentase (%)
Jenis Kelamin		
Laki-laki	56	28.4
Perempuan	140	71.1
Missing	1	0.5
Usia		
18-19	86	43.7
20-21	83	42.1
22-24	28	14.2
Program Studi		
Psikologi	142	72.1
Manajemen	11	5.6
Ilmu Komunikasi	8	4.1
24 Program studi lainnya	36	18.2
Semester		
1-2	10	5.0
3-6	152	77.2
7-8	27	13.7
9+	8	4.1
Beban SKS		
< 15	23	11.7
16-21	65	33.0
> 22	109	55.3
Organisasi		
Aktif sebagai anggota	42	21.3
Aktif sebagai pengurus	41	20.8
Pernah aktif, sekarang tidak	69	35.0
Tidak pernah aktif	45	22.9

Desain Penelitian

Penelitian ini dirancang dengan pendekatan kuantitatif korelasional guna menelaah keterkaitan serta peran prediktif kecerdasan emosional dan dukungan sosial terhadap kesejahteraan subjektif mahasiswa. Data dikumpulkan secara online melalui kuesioner berbasis *Google Form* yang diunggah dan disebarluaskan melalui jejaring media sosial seperti *WhatsApp*, *X*, dan *Instagram* pada periode 29 Oktober hingga 11 November 2025. Data yang diperoleh selanjutnya dianalisis melalui serangkaian uji prasyarat yang meliputi normalitas, linearitas, multikolinearitas, dan homoskedastisitas sebagai prasyarat sebelum pengujian hipotesis. Setelah asumsi terpenuhi, pengujian dilanjutkan menggunakan berbagai teknik analisis melalui statistik deskriptif, korelasi, regresi sederhana, dan regresi berganda yang disesuaikan dengan tujuan penelitian. Seluruh proses analisis dilakukan dengan bantuan *software* JASP versi 0.19.3.0.

Instrumen

Pengukuran ketiga variabel dalam penelitian ini dilakukan menggunakan tiga instrumen psikologis yang valid dan reliabel untuk mengukur variabel kecerdasan emosional, dukungan sosial, dan kesejahteraan subjektif mahasiswa.

1. *Wong & Law Emotional Intelligence Survey* (WLEIS)

Kecerdasan emosional mahasiswa diukur menggunakan adaptasi Indonesia dari *Wong & Law Emotional Intelligence Scale* (WLEIS) yang dikembangkan oleh Wong dan Law (2002). Adaptasi dan validasi versi Indonesia dilakukan oleh Arribath (2025) dengan menggunakan skala Likert empat poin (1 = *sangat tidak setuju* hingga 4 = *sangat setuju*). WLEIS terdiri dari 16 item yang terbagi menjadi 4 item pada masing-masing empat dimensi: penilaian emosi diri (SEA), penilaian emosi orang lain (OEA), penggunaan emosi (UOE), dan regulasi emosi (ROE). Dalam penelitian ini, hasil uji reliabilitas pada sampel penelitian ini menghasilkan

- konsistensi internal yang baik, ditunjukkan oleh nilai *McDonald's omega* sebesar 0.893 dan *Cronbach's alpha* sebesar 0.891. Nilai ini konsisten dengan laporan adaptasi sebelumnya, sehingga mengindikasikan alat ukur ini sangat reliabel untuk mengukur kecerdasan emosional mahasiswa dalam konteks penelitian saat ini
2. *Multidimensional Scale of Perceived Social Support* (MSPSS)
 Dukungan sosial diukur menggunakan adaptasi Indonesia dari *Multidimensional Scale of Perceived Social Support* (MSPSS) yang dikembangkan oleh Zimet et al. (1988). Adaptasi dan validasi versi Indonesia dilakukan oleh Sulistiani et al. (2022) dengan menggunakan skala Likert tujuh poin (1 = *sangat tidak setuju* hingga 7 = *sangat setuju*). MSPSS terdiri dari 12 item yang awalnya terbagi menjadi 4 item pada masing-masing tiga dimensi sumber dukungan: keluarga, teman, dan orang penting lainnya (*significant others*). Dalam penelitian ini, instrumen MSPSS versi adaptasi Indonesia digunakan. Hasil uji reliabilitas terhadap data sampel penelitian menunjukkan konsistensi internal yang baik dengan nilai *McDonald's omega* sebesar 0.834 dan *Cronbach's alpha* sebesar 0.877. Nilai ini memenuhi kriteria reliabilitas yang dapat diterima dan mengindikasikan alat ukur ini reliabel untuk mengukur persepsi dukungan sosial dalam konteks penelitian saat ini.
 3. *College Student Subjective Wellbeing Questionnaire-Revised* (CSSWQ-R)
 Kesejahteraan subjektif mahasiswa diukur menggunakan adaptasi Indonesia dari *College Student Subjective Wellbeing Questionnaire-Revised* (CSSWQ-R) milik Renshaw (2018). Adaptasi dan validasi versi Indonesia dilakukan oleh Akmal et al. (2021) dengan menggunakan skala Likert empat poin (1 = *sangat tidak setuju* hingga 4 = *sangat setuju*). CSSWQ-R terdiri dari 16 item yang terbagi menjadi 4 item pada masing-masing empat dimensi: kepuasan akademik, efikasi akademik, keterikatan dengan kampus, dan rasa syukur terhadap pengalaman kuliah. Dalam penelitian ini hasil uji reliabilitas terhadap data sampel penelitian menunjukkan konsistensi internal yang sangat baik, dengan nilai *McDonald's omega* sebesar 0.914 dan *Cronbach's alpha* sebesar 0.911. Nilai ini konsisten bahkan lebih tinggi daripada laporan adaptasi sebelumnya, sehingga mengindikasikan alat ukur ini sangat reliabel untuk mengukur kesejahteraan subjektif mahasiswa dalam konteks penelitian saat ini.

3. Hasil dan Diskusi

Hasil Statistik Deskriptif

Analisis deskriptif terhadap variabel kecerdasan emosional, dukungan sosial, dan kesejahteraan subjektif dilakukan terlebih dahulu untuk memberikan gambaran awal mengenai profil psikologis partisipan.

Pada hasil analisis, kecerdasan emosional partisipan menunjukkan profil yang positif dengan skor rata-rata 3.19 ($SD = 0.44$) pada skala yang tersedia. Nilai ini mengindikasikan bahwa secara umum, partisipan memiliki kecerdasan emosional yang cenderung baik. Lebih lanjut, nilai *skewness* negatif sebesar -0.64 yang berarti mayoritas jawaban partisipan terkonsentrasi pada skor di atas rata-rata respons. Maka, dapat disimpulkan bahwa respons cenderung didominasi oleh individu-individu dengan kompetensi emosional yang tinggi.

Kemudian, persepsi partisipan terhadap dukungan sosial juga memperoleh skor rata-rata yang tinggi, yaitu 5.13 ($SD = 1.07$). Nilai ini mencerminkan bahwa partisipan melaporkan tingkat dukungan sosial yang relatif tinggi dari lingkungan sosial seperti keluarga, teman, dan orang penting dalam hidupnya. Lebih lanjut, nilai *skewness* yang mendekati nol (-0.25), menandakan bahwa distribusi respons cukup seimbang, namun mayoritas tetap berada di skor yang lebih tinggi dari rata-rata respons yang diperoleh. Kondisi ini menggambarkan kecenderungan adanya sebuah lingkungan sosial yang relatif suportif bagi partisipan.

Temuan yang paling menonjol terlihat pada variabel kesejahteraan subjektif, dengan skor rata-rata mencapai 4.70 ($SD = 0.70$). Angka ini merepresentasikan tingkat kepuasan hidup dan frekuensi pengalaman emosi positif yang tinggi di kalangan partisipan. Nilai *skewness* menunjukkan arah negatif yang cukup besar (-1.19), yakni berarti distribusi data sangat condong ke arah skor tinggi. Implikasinya, mayoritas partisipan dalam penelitian ini melaporkan tingkat kesejahteraan psikologis yang baik, kondisi ini mencerminkan bahwa sebagian besar partisipan cenderung mengevaluasi kehidupannya secara positif disertai frekuensi afek positif yang lebih tinggi.

Hasil analisis statistik deskriptif memberikan gambaran yang cenderung positif dan koheren mengenai profil psikologis partisipan. Dengan kata lain, mayoritas individu dalam sampel ini cenderung memiliki sumber daya internal (kecerdasan emosional) dan eksternal (dukungan sosial) yang kuat, yang sejalan dengan kondisi *outcome* psikologis (kesejahteraan subjektif) yang juga positif.

Uji Hipotesis

Sebelum pengujian regresi dilakukan, hubungan antar variabel penelitian diperiksa terlebih dahulu memakai uji korelasi *Spearman's Rho*. Hasil analisis korelasi disajikan pada Tabel 2.

Tabel 2. Hasil Analisis Korelasi *Spearman's Rho* Antar Variabel

Variabel	1	2	3
Kesejahteraan Subjektif	—		
Kecerdasan Emosional	0.62**	—	
Dukungan Sosial	0.49**	0.45**	—

Catatan. **p < 0.001

Hasil analisis korelasi Spearman's rho memperlihatkan bahwa seluruh variabel memiliki hubungan positif yang signifikan. Kecerdasan emosional memiliki hubungan paling kuat dengan kesejahteraan subjektif ($r_s = 0.62$), yang berarti peningkatan kecerdasan emosional partisipan sejalan dengan meningkatnya kesejahteraan subjektifnya. Dukungan sosial juga berkorelasi positif dengan kesejahteraan subjektif ($r_s = 0.49$), meskipun dengan kekuatan yang lebih moderat, sehingga peran lingkungan tetap penting dalam mendukung kesejahteraan partisipan. Selain itu, kecerdasan emosional dan dukungan sosial juga saling berkaitan ($r_s = 0.45$), yang mengindikasikan bahwa partisipan dengan kecerdasan emosional yang lebih baik cenderung memiliki dukungan sosial yang lebih tinggi.

Temuan korelasi tersebut memberikan landasan awal untuk pengujian prediktif yang lebih lanjut. Oleh karena itu, analisis regresi dilakukan secara bertahap sesuai dengan tujuan penelitian. Model pertama menguji prediksi kecerdasan emosional terhadap kesejahteraan subjektif secara mandiri, model kedua menguji prediksi dukungan sosial terhadap kesejahteraan subjektif secara mandiri, dan model ketiga menguji kedua prediktor secara simultan untuk melihat kontribusi bersama maupun kontribusi unik masing-masing.

Sebelum model ketiga diuji, asumsi multikolinearitas diperiksa terlebih dahulu. Hasilnya menunjukkan tidak terdapat masalah kolinearitas yang serius antara kedua prediktor, dengan nilai *tolerance* sebesar 0.81 (> 0.1) dan VIF sebesar 1.24 (< 5). Nilai ini mengindikasikan bahwa kecerdasan emosional dan dukungan sosial tidak saling tumpang tindih secara berlebihan dalam menjelaskan varians kesejahteraan subjektif, sehingga masing-masing prediktor dapat dievaluasi kontribusinya secara tepat dalam model regresi berganda. Hasil ketiga model tersebut disajikan pada Tabel 3.

Tabel 3. Hasil Analisis Regresi Sederhana dan Berganda

Model	B (SE)	β	t	R	R ²
Model 1					
<i>Intercept</i>	1.28 (0.27)		4.72**	0.67	0.45
Kecerdasan Emosional	1.07 (0.08)	0.67	12.73**		
Model 2					
<i>Intercept</i>	3.06 (0.22)		14.17**	0.48	0.23
Dukungan Sosial	0.32 (0.04)	0.48	7.73**		
Model 3					
<i>Intercept</i>	1.01 (0.27)		3.76**	0.71	0.50
Kecerdasan Emosional	0.91 (0.09)	0.57	10.09**		
Dukungan Sosial	0.15 (0.04)	0.23	4.14**		

Catatan : **p < 0.001

Pada model pertama, hasil analisis regresi sederhana menunjukkan bahwa kecerdasan emosional secara signifikan memprediksi kesejahteraan subjektif mahasiswa ($\beta = 0.67$, $p < 0.001$). Arah prediksi yang positif mengindikasikan bahwa semakin tinggi kecerdasan emosional yang dimiliki partisipan, maka pada gilirannya akan diikuti oleh semakin tingginya kesejahteraan subjektif yang dirasakan; sebaliknya, rendahnya kecerdasan emosional cenderung diikuti oleh rendahnya kesejahteraan subjektif. Hal ini bermakna bahwa kemampuan partisipan dalam mengenali, memahami, dan mengelola emosi berperan penting dalam membentuk evaluasi positif terhadap kehidupan mereka secara keseluruhan. Prediksi ini memiliki besaran efek yang besar ($r = 0.67$) sesuai dengan kriteria Cohen (1988) yang mengklasifikasikan $r > 0.50$ sebagai efek besar, dan kecerdasan emosional secara mandiri mampu menjelaskan 45% variasi skor kesejahteraan subjektif ($R^2 = 0.45$). Dengan demikian, hipotesis 1 yang menyatakan bahwa kecerdasan emosional secara signifikan memprediksi kesejahteraan subjektif mahasiswa dapat diterima.

Pada model kedua, dukungan sosial juga secara signifikan memprediksi kesejahteraan subjektif mahasiswa ($\beta = 0.48$, $p < 0.001$). Arah prediksi yang positif bermakna bahwa semakin tinggi dukungan sosial yang dirasakan partisipan dari lingkungan sekitarnya, maka akan diikuti pula oleh meningkatnya kesejahteraan subjektif; sebaliknya, kurangnya dukungan sosial cenderung berkaitan dengan rendahnya kesejahteraan subjektif. Prediksi dukungan sosial terhadap kesejahteraan subjektif memiliki besaran efek yang sedang ($r = 0.48$) sesuai dengan kriteria Cohen (1988) yang mengklasifikasikan $r > 0.30$ sebagai efek sedang, serta mampu menjelaskan 23% variasi skor kesejahteraan subjektif ($R^2 = 0.23$). Dengan demikian, hipotesis 2 yang menyatakan bahwa dukungan sosial secara signifikan memprediksi kesejahteraan subjektif mahasiswa dapat diterima.

Kemudian pada model ketiga, hasil analisis regresi linear berganda menunjukkan bahwa model dengan kedua prediktor signifikan secara statistik, $F(2, 194) = 96.27$, $p < 0.001$, dengan $R^2 = 0.50$ dan Adjusted $R^2 = 0.49$. Artinya, kombinasi kecerdasan emosional dan dukungan sosial mampu menjelaskan 50% varians kesejahteraan subjektif. Dalam model ini, kecerdasan emosional muncul sebagai prediktor yang lebih dominan ($\beta = 0.57$, $p < 0.001$), yang berarti setiap peningkatan satu deviasi standar pada kecerdasan emosional diikuti oleh peningkatan sebesar 0.57 deviasi standar pada kesejahteraan subjektif. Sementara itu, dukungan sosial tetap memberikan kontribusi yang signifikan dan independen meskipun dengan kekuatan yang lebih rendah ($\beta = 0.23$, $p < 0.001$), yakni setiap peningkatan satu deviasi standar dukungan sosial maka diikuti peningkatan sebesar 0.23 pada kesejahteraan subjektif.

Penurunan koefisien beta dukungan sosial dari regresi sederhana ($\beta = 0.48$) ke regresi berganda ($\beta = 0.23$), yang mengindikasikan adanya *shared variance* antara kedua prediktor, yakni sebagian varians yang dijelaskan oleh dukungan sosial juga turut dijelaskan oleh kecerdasan emosional. Meskipun demikian, kedua prediktor tetap memberikan kontribusi yang unik dan signifikan secara independen terhadap kesejahteraan subjektif. Dengan demikian, hipotesis 3 yang menyatakan bahwa kecerdasan emosional dan dukungan sosial masing-masing memberikan kontribusi unik terhadap kesejahteraan subjektif mahasiswa setelah saling dikontrol dalam model regresi dapat diterima.

Pembahasan

Temuan pada kecerdasan emosional terbukti memprediksi kesejahteraan subjektif, sejalan dengan berbagai studi sebelumnya (Caballero-García & Ruiz, 2025; Valerie & Mularsih, 2021). Mekanisme hubungan antara kecerdasan emosional dan kesejahteraan subjektif menurut Zeidner et al. (2012) dapat dijelaskan melalui dua jalur utama, yakni jalur intrapersonal dan interpersonal. Pertama, jalur intrapersonal, yaitu individu dengan tingkat kecerdasan emosional yang tinggi memiliki kemampuan untuk meregulasi emosi yang berpotensi menimbulkan *distress*, sehingga dapat mempertahankan keseimbangan emosional yang pada akhirnya berkontribusi pada kesejahteraan subjektif. Kedua, jalur interpersonal, yaitu kecerdasan emosional yang tinggi mendukung berkembangnya kompetensi sosial yang lebih baik serta jaringan sosial yang lebih luas, sehingga ketersediaan dukungan sosial meningkat dan pada akhirnya turut berkontribusi terhadap kesejahteraan subjektif. Kedua jalur tersebut, baik melalui regulasi emosi secara internal maupun melalui kualitas hubungan sosial, secara bersama-sama berperan dalam membentuk kesejahteraan subjektif pada mahasiswa (Sánchez-Alvarez et al., 2015).

Demikian pula, dukungan sosial terbukti memprediksi kesejahteraan subjektif, yang juga sejalan dengan temuan sebelumnya (Damayanti & Purwantini, 2025; Hasibuan et al., 2018). Menurut Cohen & Wills (1985), mekanisme dukungan sosial terhadap kesejahteraan subjektif juga dapat dijelaskan melalui dua jalur, yakni *stress-buffering* dan *main effect*. Pertama, *stress-buffering*, yaitu dukungan sosial berfungsi sebagai pelindung ketika seseorang menghadapi stres. Bentuknya dapat berupa bantuan praktis atau informasi, dukungan emosional seperti dorongan dan perhatian, serta membantu individu menilai situasi secara lebih realistis sehingga memengaruhi komponen afektif kesejahteraan subjektif dengan menurunkan emosi negatif dan mempertahankan emosi positif (Acoba, 2024). Temuan terdahulu menunjukkan bahwa dukungan sosial multidimensi berperan sebagai pelindung (*buffer*) terhadap stres, sehingga individu dengan persepsi dukungan sosial tinggi mengalami tingkat depresi lebih rendah ketika menghadapi stres tinggi (Eisenbarth & Kirkhart, 2025). Kedua, *main effect*, yaitu efek positif langsung dari dukungan sosial terhadap kesejahteraan seperti rasa diterima, dihargai, dan didukung. Secara afektif, pengalaman tersebut memunculkan emosi positif seperti rasa senang, puas, dan aman karena individu merasakan keterikatan dan pengakuan dari orang-orang di sekitarnya, sehingga afek positif meningkat dan afek negatif berkurang (Cohen & Wills, 1985). Secara kognitif, individu yang mempersepsikan dukungan sosial tinggi cenderung mengevaluasi kehidupannya secara lebih positif, yang pada akhirnya berkontribusi pada meningkatnya kepuasan hidup (Huang & Zhang, 2022).

Ketika diuji secara simultan, meski keduanya memiliki hubungan positif terhadap kesejahteraan subjektif, namun kecerdasan emosional memiliki peran yang lebih unggul. Hal itu dikarenakan kecerdasan emosional dan dukungan sosial tidak berkontribusi secara setara terhadap kesejahteraan subjektif. Kecerdasan emosional merupakan kemampuan individu dalam memahami dan mengelola emosi yang bersumber dari dalam diri (Mayer & Salovey, 1997), sehingga pengaruhnya bersifat langsung dan stabil, tidak bergantung pada kondisi eksternal. Lebih dari itu, sebagaimana ditunjukkan oleh jalur interpersonal Zeidner et al. (2012), kecerdasan emosional juga menjadi fondasi bagi terbentuknya dukungan sosial itu sendiri, karena individu yang memiliki kecerdasan emosional tinggi cenderung membangun kompetensi sosial yang lebih baik dan jaringan sosial yang lebih luas. Sebaliknya, kontribusi dukungan sosial terhadap kesejahteraan subjektif bersifat lebih kondisional, sehingga efektivitasnya bergantung pada bagaimana individu mempersepsi dan memaknai dukungan yang diterimanya, dan dukungan sosial seringkali berkontribusi secara tidak langsung melalui mediator seperti resiliensi dan harga diri yang kapasitasnya sendiri dipengaruhi oleh kecerdasan emosional individu (Ruihua et al., 2025). Dengan demikian, individu tidak sepenuhnya bergantung pada kondisi atau dukungan eksternal untuk mencapai kesejahteraan subjektif, dan kecerdasan emosional tampak memiliki peran yang lebih mendasar dalam membentuknya.

Meskipun demikian, terdapat sejumlah keterbatasan yang perlu diperhatikan dalam studi ini. Pertama komposisi sampel tidak proporsional, dengan dominasi mahasiswa program studi psikologi sebesar 72.1% dari total partisipan, sehingga temuan penelitian ini lebih merepresentasikan mahasiswa psikologi dibandingkan populasi mahasiswa secara umum. Kedua, komposisi partisipan yang mayoritas perempuan berpotensi memengaruhi hasil, mengingat sebagian studi menunjukkan adanya perbedaan skor kecerdasan emosional berdasarkan gender pada komponen tertentu, meskipun bukti ini belum konsisten di seluruh literatur (Urbón dkk., 2025). Ketiga, rentang semester partisipan yang tidak merata berpotensi mengandung bias, karena mahasiswa pada semester yang berbeda kemungkinan menghadapi tekanan akademik dan ketersediaan dukungan sosial yang berbeda pula. Keempat, penelitian ini menggunakan desain *cross-sectional* sehingga belum dapat memastikan hubungan sebab-akibat secara langsung, serta data yang diperoleh melalui *self-report* berpotensi menimbulkan bias subjektivitas. Dengan demikian, penerapan temuan ini pada populasi yang lebih luas perlu mempertimbangkan keterbatasan tersebut, dan studi berikutnya diharapkan memakai sampel lebih beragam serta desain longitudinal untuk memperkuat validitas eksternal temuan.

4. Kesimpulan

Secara keseluruhan, hasil penelitian ini menunjukkan bahwa kesejahteraan subjektif mahasiswa dipengaruhi oleh kombinasi faktor internal dan eksternal, yaitu kecerdasan emosional dan dukungan sosial. Kecerdasan emosional berperan dominan dalam membantu mahasiswa mengelola pengalaman emosional yang muncul akibat tuntutan akademik dalam perkuliahan, sehingga mendorong evaluasi hidup yang lebih positif serta menekan afek negatif. Di sisi lain, dukungan sosial berperan sebagai sumber daya relasional yang memperkuat kesejahteraan subjektif mahasiswa baik melalui mekanisme perlindungan terhadap stres maupun melalui efek positif langsung berupa rasa diterima, dihargai, dan didukung. Temuan ini menegaskan bahwa kesejahteraan subjektif mahasiswa tidak hanya bergantung pada kapasitas individu dalam mengelola emosi, tetapi juga pada kualitas relasi sosial yang mendukung selama masa perkuliahan.

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ADAPTASI DAN UJI VALIDITAS KONSTRUK *SOCIAL MEDIA FATIGUE SCALE* DI INDONESIA

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



Received	Revised	Accepted	Published
6 Januari 2026	10 Februari 2026	21 April 2026	30 April 2026

Abstract

Research examining the construct validity of the Social Media Fatigue Scale (SMFS) in the Indonesian context remains limited. This study aims to test the construct validity of the SMFS based on a three-dimensional structure cognitive, behavioral, and emotional to assess the dimensional consistency of social media fatigue among the adult population in Indonesia. Data were collected from 284 participants aged 18 and older. Data analysis was conducted using confirmatory factor analysis (CFA) with the maximum likelihood approach. The results of the analysis indicate that the SMFS tends to be a valid multidimensional measurement tool for use in the Indonesian context. Model fit indices yielded acceptable results, as indicated by SRMR ($< .08$), CFI ($> .90$), and TLI ($> .90$), although the RMSEA value fell within the acceptable fit category ($< .10$). All items exhibited significant factor loadings on the hypothesized dimensions, thereby supporting the three-factor structure of social media fatigue. Overall, the findings of this study indicate that the Indonesian version of the SMFS possesses adequate construct validity and can be used to measure social media fatigue in the adult population (≥ 18 years) in Indonesia. The availability of a culturally adapted measurement tool with good psychometric properties is expected to support research and psychological interventions related to social media use and psychological well-being.

Keywords: social media fatigue, scale adaptation, confirmatory factor analysis

Abstrak

Penelitian yang menguji validitas konstruk *Social Media Fatigue Scale* (SMFS) dalam konteks Indonesia masih terbatas. Penelitian ini bertujuan untuk menguji validitas konstruk SMFS berdasarkan struktur tiga dimensi, yaitu kognitif, perilaku, dan emosional, guna melihat konsistensi dimensionalitas *social media fatigue* pada populasi dewasa di Indonesia. Pengumpulan data dilakukan terhadap 284 partisipan berusia 18 tahun ke atas. Analisis data dilakukan menggunakan *confirmatory factor analysis* (CFA) dengan pendekatan *maximum likelihood*. Hasil analisis menunjukkan bahwa SMFS cenderung merupakan alat ukur multidimensional yang layak digunakan dalam konteks Indonesia. Indeks kecocokan model menunjukkan hasil yang dapat diterima, ditunjukkan oleh nilai SRMR ($< .08$), CFI ($> .90$), dan TLI ($> .90$), meskipun nilai RMSEA berada pada kategori *acceptable fit* ($< .10$). Seluruh item memiliki muatan faktor yang signifikan pada dimensi yang dihipotesiskan, sehingga mendukung struktur tiga faktor *social media fatigue*. Secara keseluruhan, temuan penelitian ini menunjukkan bahwa SMFS versi Indonesia memiliki validitas konstruk yang memadai dan dapat digunakan untuk mengukur *social media fatigue* pada populasi dewasa (≥ 18 tahun) di Indonesia. Ketersediaan alat ukur yang teradaptasi secara budaya dan memiliki properti psikometrik yang baik diharapkan dapat mendukung penelitian dan intervensi psikologis terkait penggunaan media sosial dan kesejahteraan psikologis.

Kata kunci: social media fatigue, adaptasi skala, confirmatory factor analysis

1. Pendahuluan

Perkembangan teknologi informasi dan komunikasi dalam beberapa tahun terakhir telah mendorong peningkatan penggunaan internet dan media sosial secara signifikan dalam kehidupan sehari-hari. Media sosial kini tidak hanya berfungsi sebagai sarana komunikasi dan hiburan, tetapi juga menjadi sumber utama dalam memperoleh informasi secara cepat dan luas. Di Indonesia, tren ini terlihat cukup kuat, di mana mahasiswa menjadi salah satu kelompok pengguna aktif yang memanfaatkan media sosial, baik untuk kebutuhan akademik maupun sosial (Zulvi et al., 2025). Dalam praktiknya, media sosial bahkan sering kali menjadi bagian dari rutinitas harian yang sulit dipisahkan dari aktivitas individu.

Di balik berbagai kemudahan tersebut, penggunaan media sosial yang intens juga membawa konsekuensi yang tidak selalu positif. Salah satu fenomena yang mulai banyak dikaji adalah *social media fatigue*, yaitu kondisi kelelahan psikologis yang muncul akibat paparan informasi yang terus-menerus, tuntutan interaksi sosial, serta tekanan emosional selama menggunakan media sosial. Kelelahan ini tidak hanya memengaruhi kenyamanan dalam menggunakan media sosial, tetapi juga dapat berdampak pada aspek lain, seperti menurunnya konsentrasi, munculnya gangguan emosi, hingga berkurangnya fungsi akademik dan kesejahteraan psikologis secara umum (Murniasih, 2023; Putri & Atmoko, 2024). Dengan demikian, fenomena ini tidak dapat dipandang sebagai sekadar kelelahan biasa, melainkan memiliki implikasi yang lebih luas terhadap kehidupan individu.

Gambaran tersebut juga tercermin dalam sejumlah penelitian di Indonesia yang menunjukkan bahwa *social media fatigue* merupakan fenomena yang cukup prevalen di kalangan mahasiswa. Azhari et al., (2024) menemukan bahwa sebagian besar mahasiswa mengalami *social media fatigue* pada tingkat sedang, yang berkaitan dengan durasi penggunaan media sosial yang panjang setiap harinya. Namun demikian, mahasiswa tetap mempertahankan penggunaan media sosial meskipun telah merasakan kelelahan, karena media sosial dipersepsikan sebagai kebutuhan penting dalam menjaga relasi sosial dan mengakses informasi. Kondisi ini mengindikasikan adanya ketegangan antara kebutuhan untuk tetap terhubung dan keterbatasan kapasitas psikologis individu dalam mengelola paparan digital. Temuan serupa juga dilaporkan oleh Zulvi et al., (2025) yang menunjukkan bahwa tingkat *social media fatigue* di kalangan mahasiswa berada pada kategori sedang dan dipengaruhi oleh karakteristik demografis tertentu. Jika dicermati lebih lanjut, temuan tersebut mengarah pada pemahaman bahwa *social media fatigue* tidak hanya merupakan pengalaman individual, tetapi juga berkaitan dengan pola penggunaan media sosial yang telah terinternalisasi dalam konteks sosial dan budaya. Dalam situasi ini, individu tidak hanya merespons kelelahan secara personal, tetapi juga berada dalam sistem yang mendorong keterlibatan digital secara terus-menerus.

Sejauh ini, penelitian yang ada cenderung menempatkan *social media fatigue* sebagai variabel hasil, baik dalam bentuk pengukuran tingkat maupun hubungannya dengan variabel psikologis lain. Pendekatan tersebut belum sepenuhnya diimbangi dengan kajian yang mendalam terhadap aspek pengukuran, khususnya terkait validitas konstruk alat ukur yang digunakan. Padahal, kejelasan struktur konstruk menjadi penting untuk memastikan bahwa dimensi yang diukur benar-benar merepresentasikan pengalaman kelelahan dalam konteks penggunaan media sosial.

Konseptualisasi *social media fatigue* secara komprehensif dikembangkan oleh Zhang et al., (2021) yang mendefinisikan *social media fatigue* sebagai kecenderungan individu untuk menarik diri dari penggunaan media sosial akibat perasaan kewalahan. Konstruk ini dipahami sebagai fenomena multidimensional yang mencakup aspek kognitif, perilaku, dan emosional sehingga memberikan gambaran yang lebih utuh mengenai pengalaman kelelahan dalam penggunaan media sosial. Pada aspek kognitif, kelelahan berkaitan dengan proses pemrosesan informasi serta perasaan kewalahan akibat *information overload*. Kondisi ini dapat ditandai dengan kesulitan memusatkan perhatian, penurunan kapasitas pemrosesan informasi, serta meningkatnya kebingungan dalam menyaring informasi yang diterima. Aspek perilaku tampak dalam perubahan pola penggunaan media sosial, seperti kecenderungan untuk mengurangi durasi penggunaan, menarik diri dari interaksi digital, atau menghindari keterlibatan lebih lanjut dalam aktivitas media sosial. Adapun aspek emosional mencerminkan munculnya emosi negatif, seperti kejenuhan, frustrasi, dan kecemasan, sebagai respons terhadap paparan media sosial yang berlebihan (Zhang et al., 2021).

Berdasarkan kerangka tersebut, Zhang et al., (2021) mengembangkan *Social Media Fatigue Scale* (SMFS) dengan struktur tiga faktor yang merepresentasikan dimensi kognitif, perilaku, dan emosional. Pengujian terhadap struktur ini di berbagai konteks menunjukkan bahwa model tiga faktor memiliki konsistensi yang relatif baik. Hasil tersebut diperkuat oleh studi lintas budaya yang menunjukkan bahwa struktur yang sama dapat direplikasi, meskipun terdapat variasi pada kekuatan muatan faktor maupun indeks kecocokan model (Świątek et al., 2021). Temuan lintas budaya tersebut semakin diperkaya oleh penelitian adaptasi di beberapa negara. Studi di Polandia menunjukkan bahwa struktur tiga faktor tetap menjadi model yang paling optimal dengan kecocokan model yang baik melalui analisis *confirmatory factor analysis*, serta memiliki validitas konvergen yang memadai (Świątek et al., 2021). Sementara itu, adaptasi di Turki juga menunjukkan bahwa instrumen ini memiliki validitas dan reliabilitas yang baik, baik dari segi konsistensi internal, validitas diskriminan, maupun validitas konkuren (Gökalp et al., 2024). Hal ini menunjukkan bahwa meskipun struktur konstruk relatif stabil, perbedaan konteks budaya tetap berpotensi memengaruhi interpretasi item dan pola respons individu. Implikasi dari temuan tersebut adalah bahwa penggunaan alat ukur lintas budaya tidak dapat dilepaskan dari kemungkinan adanya perbedaan dalam cara individu memahami item maupun memaknai pengalaman kelelahan. Model pengukuran yang sama dapat menghasilkan tingkat kecocokan yang berbeda ketika diterapkan pada populasi yang berbeda, terutama pada konstruk yang bersifat subjektif seperti *social media fatigue*.

Dalam konteks Indonesia, penelitian yang secara sistematis melakukan adaptasi dan pengujian validitas konstruk *Social Media Fatigue Scale* menggunakan pendekatan *confirmatory factor analysis* masih tergolong terbatas. Sejumlah studi yang ada cenderung berfokus pada pengujian hubungan antarvariabel, seperti peran kelelahan dalam memediasi hubungan antara kecanduan media sosial dan kesehatan mental, tanpa disertai dengan pengujian struktur faktor dari konstruk *social media fatigue* itu sendiri (Putri & Atmoko, 2024). Dengan demikian, aspek psikometri alat ukur, khususnya terkait kesesuaian model pengukuran dan representasi dimensi konstruk dalam konteks budaya Indonesia, belum banyak dikaji secara mendalam.

Kondisi ini menunjukkan adanya kebutuhan untuk memastikan bahwa struktur faktor yang digunakan benar-benar sesuai dengan pengalaman pengguna media sosial di Indonesia. Keterkaitan *social media fatigue* dengan berbagai permasalahan kesehatan mental juga semakin menegaskan urgensi tersebut. Penelitian sebelumnya menunjukkan bahwa kelelahan akibat penggunaan media sosial berperan dalam menjelaskan munculnya depresi, kecemasan, dan stres (Putri & Atmoko, 2024). Oleh karena itu, ketersediaan alat ukur yang valid dan reliabel menjadi penting agar hasil pengukuran dapat digunakan secara akurat, baik dalam penelitian maupun dalam pengembangan intervensi psikologis.

Berdasarkan uraian tersebut, penelitian ini bertujuan untuk mengadaptasi *Social Media Fatigue Scale* ke dalam konteks Indonesia serta menguji validitas konstruk model tiga faktor menggunakan pendekatan *confirmatory factor analysis*. Hasil penelitian ini diharapkan dapat memberikan bukti empiris mengenai kesesuaian struktur konstruk *social media fatigue* pada populasi Indonesia, sekaligus memperkaya literatur psikometri terkait pengukuran kelelahan media sosial.

2. Metode Penelitian

Desain Penelitian

Penelitian ini merupakan penelitian kuantitatif dengan *cross-sectional* yang bertujuan untuk mengembangkan dan menguji validitas konstruk alat ukur media *social media fatigue*. Data diperoleh melalui survei menggunakan kuesioner daring untuk disebar ke partisipan pada satu waktu pengukuran yang memenuhi kriteria penelitian.

Sebelum dilakukan penyusunan dalam bentuk pernyataan, instrumen asli terlebih dahulu melalui proses adaptasi bahasa menggunakan teknik *forward-backward translation*. Pada tahap *forward translation*, skala asli diterjemahkan dari bahasa Inggris ke dalam bahasa Indonesia oleh penerjemah yang menguasai kedua bahasa. Selanjutnya hasil terjemahan tersebut diterjemahkan kembali ke dalam bahasa Inggris (*backward translation*) oleh penerjemah lain yang independen. Hasil terjemahan balik kemudian dibandingkan dengan versi asli untuk memastikan kesetaraan makna dan menghindari pergeseran konsep.

Pengembangan alat ukur berdasarkan hasil proses tersebut, item kemudian disusun dengan membuat pernyataan-pernyataan berdasarkan kerangka teori *social media fatigue* yang diajukan oleh Zhang et al., (2021). Kerangka teori tersebut terdiri dari tiga aspek utama, yaitu kognitif, perilaku, dan emosional. Skala yang digunakan terdiri dari 15 pernyataan yang masing-masing mewakili ketiga aspek tersebut dan disusun dalam bentuk pernyataan *favorabel*, sehingga skor yang lebih tinggi menunjukkan tingkat *social media fatigue* yang tinggi.

Validitas isi alat ukur ini dinilai oleh empat ahli psikologi dari berbagai lembaga psikologi di Indonesia melalui *expert judgement*. Tingkat kesepakatan para ahli tentang keterkaitan setiap pertanyaan dengan topik yang diukur dianalisis menggunakan koefisien Aiken's V. Soal-soal yang memenuhi standar validitas tetap dipertahankan, sedangkan soal-soal yang dinilai tidak sesuai diperbaiki berdasarkan saran para ahli. Instrumen yang telah direvisi kemudian diujikan kepada masyarakat umum yang memenuhi kriteria. Penelitian ini merupakan penelitian kuantitatif dengan *cross-sectional* yang bertujuan untuk mengembangkan dan menguji validitas konstruk alat ukur *social media fatigue*.

Data diperoleh melalui survei menggunakan kuesioner daring untuk disebar ke partisipan pada satu waktu pengukuran yang memenuhi kriteria penelitian yaitu responden yang berusia 18 tahun dan aktif menggunakan media. atau lebih, baik berjenis kelamin laki-laki atau perempuan. Data yang berhasil dikumpulkan dianalisis dilakukan dengan menggunakan perangkat lunak JASP. Pada tahap awal, analisis dilakukan dengan menghitung statistik deskriptif dan memeriksa kelayakan data untuk dianalisis dengan pendekatan *maximum likelihood*.

Selanjutnya, untuk menguji validitas konstruk alat ukur *social media fatigue* dilakukan melalui tahapan *Confirmatory Factor Analysis* (CFA) (Zhang et al., 2021). Kecocokan model pengukuran dinilai menggunakan beberapa indikator kesesuaian, yaitu *Chi-Square*, *Comparative Fit Index* (CFI), *Tucker-Lewis Index* (TLI), *Root Mean Square Error of Approximation* (RMSEA), dan *Standardized Root Mean Square Residual* (SRMR) (Xia & Yang, 2019).

Partisipan

Partisipan dalam pengembangan alat ukur psikologi *social media fatigue* berasal dari populasi pengguna aktif media sosial berusia 18 tahun atau lebih. Penentuan batas usia minimal 18 tahun didasarkan pada pertimbangan bahwa individu pada usia tersebut telah tergolong dewasa secara hukum, sehingga dapat memberikan persetujuan partisipasi secara mandiri. Selain itu, kelompok usia dewasa secara umum merupakan pengguna aktif media sosial dengan berbagai tingkat intensitas, sehingga relevan dengan konstruk *social media fatigue* yang diteliti.

Sampel penelitian terdiri dari 284 partisipan, baik laki-laki maupun perempuan, yang memenuhi kriteria sebagai pengguna aktif media sosial. Sampel diperoleh dari individu yang bersedia mengisi kuesioner yang disebar secara daring. Penyebaran dilakukan kepada populasi dewasa (usia 18 tahun ke atas), sehingga mencakup variasi kelompok usia dalam rentang dewasa.

Teknik sampling yang digunakan dalam penelitian ini adalah *non-probability sampling*, khususnya *convenience sampling*, yang dipilih berdasarkan kemudahan akses serta kesediaan individu untuk berpartisipasi dalam penelitian. Pengumpulan data dilakukan dengan menyebarkan kuesioner secara daring melalui berbagai platform media.

Instrumen Penelitian

Variabel yang diukur dalam penelitian ini adalah *social media fatigue*. Secara konseptual, *social media fatigue* didefinisikan sebagai kondisi psikologis yang disebabkan oleh penggunaan media sosial yang berlebihan dan berulang,

yang ditandai oleh perasaan kewalahan, kejenuhan emosional, dan perubahan perilaku terkait dengan penggunaan media sosial (Zhang et al., 2021). Sebelumnya, pengukuran *Social Media Fatigue* (SMF) masih beragam, Bright et al., (2015) merupakan pencetus pertama SMF mengembangkan skala dengan 5 item yang berfokus pada *information overload* dengan reliabilitas yang tinggi, namun tanpa adanya uji validitas. Kemudian, Lin (2015) mengukur SMF dari aspek emosional, seperti ketertarikan dan kepuasan, namun tidak melaporkan psikometriknya. Sementara itu, Zhang et al., (2021) mengembangkan skala 6 item dengan reliabilitas baik, namun terbatas pada konteks platform tertentu. Berdasarkan keterbatasan tersebut, Zhang et al., (2021) mulai meneliti dan mengacu pada studi yang mengembangkan dan memvalidasi skala SMF secara lebih komprehensif. Pengembangan ini dimulai dari wawancara terhadap 30 partisipan, dan menghasilkan 24 item awal, kemudian diuji melalui analisis faktor dan akhirnya diperoleh 15 item final. Dalam penelitian ini, skala tersebut diadaptasi ke dalam bahasa Indonesia untuk menguji validitas konstruk dan kesesuaiannya pada populasi Indonesia. Instrumen ini terdiri dari 15 butir soal yang dibagi menjadi tiga dimensi, yaitu *cognitive fatigue*, *behavioral fatigue*, dan *emotional fatigue*. Setiap butir soal berupa pernyataan yang diisi dengan tujuh pilihan jawaban, yaitu skor 1 sangat tidak setuju, skor 2 tidak setuju, skor 3 kurang setuju, skor 4 netral, skor 5 agak setuju, skor 6 setuju, dan skor 7 sangat setuju. Semakin tinggi skor yang diperoleh, berarti semakin tinggi tingkat kelelahan karena penggunaan media sosial.

Dalam proses adaptasi instrumen, dilakukan *expert judgment* untuk memastikan validitas isi dan kesesuaian budaya. Penilaian dilakukan oleh tiga ahli psikolog, yang mengevaluasi setiap butir berdasarkan kejelasan bahasa, kesesuaian makna dengan konstruk *social media fatigue*, serta relevansi dengan konteks budaya Indonesia. Berdasarkan masukan yang diberikan, beberapa item direvisi untuk meningkatkan kejelasan redaksi tanpa mengubah makna konseptual. Hasil penilaian menunjukkan bahwa seluruh item dinilai layak untuk digunakan pada tahap pengujian selanjutnya.

Tabel 1. Blueprint Instrumen *Social Media Fatigue Scale* (SMFS)

Dimensi	Indikator	Contoh Item	Jumlah Item
<i>Cognitive Fatigue</i>	Kelelahan dalam memproses informasi; perasaan kewalahan akibat informasi berlebih; kesulitan berkonsentrasi saat menggunakan media sosial.	“ <i>Saya sering merasa kewalahan karena banyaknya informasi yang tersedia di media sosial</i> ”	5
<i>Behavioral Fatigue</i>	Kecenderungan mengurangi frekuensi penggunaan media sosial; perilaku menghindari atau mengurangi penggunaan media sosial.	“ <i>Saya selalu tidak punya ide tentang apa yang ingin saya unggah (posting) di media sosial</i> ”	5
<i>Emotional Fatigue</i>	Perasaan jenuh; frustrasi; emosi negatif akibat penggunaan media sosial.	“ <i>Saya merasa terganggu ketika melihat terlalu banyak informasi yang belum terbaca di media sosial</i> ”	5
Total			15

Analisis Data

Analisis data dalam penelitian ini bertujuan untuk menguji apakah *Social Media Fatigue Scale* (SMFS) valid secara konstruk. Pengujian dilakukan dengan metode *Confirmatory Factor Analysis* (CFA). Alat SMFS dikembangkan berdasarkan kerangka konsep yang ditawarkan oleh Zhang et al., (2021) yang memandang kelelahan media sosial sebagai konsep yang memiliki beberapa aspek, yaitu kognitif, perilaku, dan emosional.

Validitas item diperiksa berdasarkan dua kriteria utama. Tahap pertama, nilai loading faktor setiap item harus lebih dari 0.50, yang artinya item tersebut cukup memberi kontribusi dalam menggambarkan konstruk yang ingin diukur. Tahap kedua, nilai *t* (rasio kritis) pada setiap loading faktor harus lebih besar dari 1,96, yang menunjukkan bahwa item tersebut secara statistik signifikan dalam mengukur faktor yang telah ditentukan (Kline, 2023; Hair et al., 2019).

Setelah mengevaluasi validitas item, kriteria kecocokan model diukur dengan menggunakan beberapa index, yaitu *Root Mean Square Error of Approximation* (RMSEA), *Standardized Root Mean Square Residual* (SRMR), *Comparative Fit Index* (CFI), dan *Tucker-Lewis Index* (TLI). Menurut (Hair et al., 2019; Hu & Bentler, 1999) model

pengukuran dikatakan memiliki kecocokan yang cukup baik jika memenuhi kriteria berikut:

1. Nilai RMSEA mendekati atau kurang dari .08
2. Nilai SRMR mendekati atau kurang dari .08
3. Nilai CFI mendekati atau lebih besar dari .90
4. Nilai TLI mendekati atau lebih besar dari .90

Kriteria tersebut dipilih karena dianggap lebih realistis dan sesuai untuk model psikometri multidimensi, terutama pada instrumen dengan jumlah item yang terbatas (Hair et al., 2019). Xia dan Yang (2019) lebih lanjut menekankan bahwa interpretasi indeks kecocokan model terutama RMSEA, CFI, dan TLI harus mempertimbangkan metode estimasi, karakteristik data, serta kompleksitas model secara keseluruhan.

Selain itu, indeks *chi-square* diketahui sangat sensitif terhadap ukuran sampel, sehingga pada sampel yang relatif besar, model yang sebenarnya memadai tetap dapat menghasilkan nilai yang signifikan (Umar & Nisa, 2020). Oleh karena itu, evaluasi kecocokan model tidak hanya didasarkan pada *chi-square* saja, melainkan perlu mempertimbangkan indeks kecocokan lainnya. Berkenaan dengan RMSEA, nilai yang sedikit melebihi batas konvensional, yakni antara 0.08 hingga 0.10, dikategorikan sebagai *marginal fit* (Kim et al., 2016). Hal ini ditegaskan oleh Hu dan Bentler (1999) yang menyatakan bahwa penilaian *model fit* tidak dapat didasarkan pada satu indeks tunggal saja, melainkan harus menggunakan kombinasi beberapa indeks secara bersamaan seperti CFI atau TLI sebagai indeks inkremental, dikombinasikan dengan SRMR atau RMSEA sebagai indeks *absolute*. Pendekatan ini penting, mengingat masing-masing indeks memiliki sensitivitas yang berbeda terhadap jenis ketidaksesuaian model. RMSEA lebih peka terhadap pola *factor loading* yang tidak sesuai, sementara SRMR lebih sensitif terhadap korelasi antar-faktor yang keliru (Goretzko et al., 2024). Dalam penelitian ini, CFI, TLI, dan SRMR dijadikan indikator utama evaluasi kelayakan model karena ketiga indeks tersebut relatif lebih stabil terhadap ukuran sampel dan kompleksitas model dibandingkan RMSEA sebagai indeks absolut (Hair et al., 2019). Dengan demikian, apabila nilai RMSEA kurang memenuhi ambang batas yang direkomendasikan namun CFI, TLI, dan SRMR tetap berada dalam kisaran yang dapat diterima, model tersebut secara metodologis masih dapat diterima.

Apabila ditemukan ketidaksesuaian pada beberapa indeks *goodness of fit*, evaluasi dilakukan dengan hati-hati tanpa mengubah model dan tanpa dasar teori yang mendukung (Goretzko et al., 2024). Pendekatan ini dilakukan agar struktur konstruk SMFS tetap utuh seperti yang ditetapkan dalam kerangka konseptual awal. Kemudian, uji validitas konstruk dijelaskan berdasarkan masing-masing dimensi *Cognitive, Behavioral, dan Emotional* (Zhang et al., 2021), serta dilanjutkan dengan penilaian terhadap keseluruhan model pengukuran SMFS sesuai hasil analisis CFA.

3. Hasil

Penelitian ini melibatkan 284 responden yang terdiri atas 95 responden laki-laki (33.45%) dan 189 responden perempuan (66.55%). Rentang usia responden dalam penelitian ini berada antara 18 hingga 53 tahun, dengan rata-rata usia sebesar 22,27 dan standar deviasi 4,66. Hasil menunjukkan bahwa meskipun terdapat variasi usia berdasarkan rentangnya, distribusi responden dalam penelitian ini didominasi oleh kelompok usia dewasa awal yang merepresentasikan kelompok pengguna media sosial yang aktif, yaitu usia 20 tahun sebesar 37% dari total responden.

Tabel 2. Hasil Statistik dari Skala *Social Media Fatigue*

Jenis Data	Skor Minimum	Skor Maksimum	Mean	Standar deviasi	Jarak Sebaran
Hipotetik	15	105	60	15	90
Empirik	15	105	63.29	6,50	90

Tabel 3. Deskripsi Validitas Alat Ukur *Social Media Fatigue*

Variabel	N	Data Hipotetik			Data Empirik				
		Mean Min	Skor Max	SD	Mean Min	Max	SD		
<i>Social Media Fatigue</i>	284	60	15	105	15	63.29	15	105	6.50

Keterangan :

- N = Jumlah subjek
- Mean = Rata-rata
- Min = Skor minimal atau terendah
- Max = Skor maksimal atau tertinggi
- SD = Standar deviasi

Social media fatigue dalam penelitian ini diukur dengan *Social Media Fatigue Scale* yang dikembangkan berdasarkan kerangka konseptual oleh Zhang et al., (2021). Instrumen ini disusun sebagai alat ukur multidimensional yang terdiri atas tiga dimensi utama yaitu aspek *Cognitive*, *Behavioral*, dan *Emotional* dengan total 15 item. Ketiga dimensi tersebut selanjutnya diuji dengan analisis *Confirmatory Factor Analysis* (CFA) agar dapat menilai validitas konstruk pada masing-masing dimensi, sehingga dapat dipastikan bahwa setiap item ini secara signifikan merepresentasikan konstruk yang dihipotesiskan dalam konteks penggunaan media sosial di Indonesia. Adapun hasil analisis kesesuaian model pengukuran secara keseluruhan pada alat ukur *Social Media Fatigue* disajikan pada Tabel 4 sebagai berikut:

Tabel 4. Deskripsi Validitas Alat Ukur *Social Media Fatigue*

<i>Goodness of Fit</i>	<i>Cut off Values</i>	<i>Model Results</i>	<i>Description</i>
p-values	≥ .05	0.001	<i>Not Fit</i>
RMSEA	≤ .08	0.085, 90% CI [.073, .097]	<i>Marginal fit</i>
SRMR	≤ .08	0.066	<i>Fit</i>
CFI	≥ .90	0.923	<i>Fit</i>
TLI	≥ .90	0.907	<i>Fit</i>

Berdasarkan Tabel 4, pada model pengukuran psikologi menggunakan *Social Media Fatigue Scale* menunjukkan bahwa nilai SRMR 0.066 menunjukkan hasil yang baik dan *fit* karena ($\leq .08$). CFI sebesar 0.923, dan TLI sebesar 0.907 juga menunjukkan telah memenuhi kriteria kelayakan model ($\geq .90$). Namun, Nilai p-values sebesar 0.001 dan RMSEA sebesar 0.085, 90% CI [.073, .097] belum memenuhi yang ditetapkan. Nilai p-values sebesar 0.001 menunjukkan hasil yang signifikan ($p < 0.05$), sehingga secara statistik berdasarkan uji *chi-square* model belum memenuhi kriteria *not fit*. Indeks *chi-square* diketahui sangat sensitif terhadap ukuran sampel, sehingga pada sampel yang relatif besar, model yang sebenarnya memadai tetap dapat menghasilkan nilai yang signifikan (Umar & Nisa, 2020). Oleh karena itu perlu mempertimbangkan indeks kecocokan lainnya. Selain itu, nilai RMSEA sedikit berada di atas *cut-off konvensional* (0.085) nilai tersebut berada dalam kategori *marginal fit*, hal ini sesuai dengan yang dikatakan oleh (Kim et al., 2016) yang menyatakan nilai yang sedikit melebihi batas konvensional, yakni antara 0,08 hingga 0,10, dikategorikan sebagai *marginal fit*. Sejalan dengan itu, Maydeu-Olivares et al., (2018) mengemukakan bahwa RMSEA dipengaruhi oleh ukuran serta kompleksitas model, sehingga dalam kondisi tertentu RMSEA dapat menunjukkan nilai yang lebih tinggi meskipun model telah dispesifikasikan dengan baik. RMSEA itu merupakan *unstandardized effect size*, yang tidak dapat diinterpretasikan secara absolut karena maknanya sangat bergantung pada ukuran dan struktur model. Oleh karena itu, nilai RMSEA yang lebih besar atau sedikit melebihi *cut-off konvensional* tidak secara otomatis menunjukkan bahwa model pengukuran tersebut bersifat lebih buruk atau tidak sesuai. Interpretasi RMSEA perlu dilakukan secara komprehensif dengan mempertimbangkan indeks kecocokan lainnya. Dengan demikian, nilai RMSEA sebesar 0.085 dalam penelitian ini masih dapat diterima dan memadai, terutama karena didukung oleh dasar teoritis yang kuat serta indeks kecocokan lainnya yang menunjukkan hasil yang memadai.

Validitas Konstruk Dimensi *Cognitive*

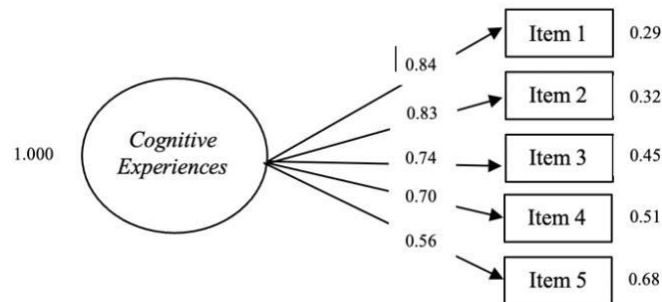
Terdapat lima item yang diuji dalam dimensi ini, hasil analisis faktor awal pada dimensi *cognitive* adalah sebagai berikut:

Tabel 5. Deskripsi Validitas Konstruk Dimensi *Cognitive*

<i>Goodness of Fit</i>	<i>Cut off Values</i>	<i>Model Results</i>	<i>Description</i>
p-values	≥ .05	0.008	<i>Not Fit</i>
RMSEA	≤ .08	0.087, 90% CI [.040, .137]	<i>Marginal fit</i>
SRMR	≤ .08	0.033	<i>Fit</i>
CFI	≥ .90	0.983	<i>Fit</i>
TLI	≥ .90	0.965	<i>Fit</i>

Berdasarkan hasil dari data diatas, kelima item untuk dimensi *cognitive* dinyatakan sudah sesuai karena nilai CFI sebesar 0.983 dan TLI sebesar 0.965 telah memenuhi kriteria kecocokan model yang baik ($\geq .90$), begitupun dengan nilai SRMR sebesar 0.033 yang menunjukkan kriteria *fit*. Nilai RMSEA sebesar 0.087, 90% CI [.040, .137] sedikit berada di atas *cut-off konvensional* (0.085) maka nilai tersebut berada dalam kategori *marginal fit*. Namun, karena terpenuhinya kriteria SRMR, CFI, dan TLI yang tinggi menunjukkan bahwa model pengukuran pada dimensi *cognitive* ini secara keseluruhan dapat diterima.

Gambar 1. Model Faktor Analisis Faktor Konfirmatori dari Dimensi *Cognitive*



Gambar 1 menunjukkan hasil CFA pada dimensi *cognitive social media* yang terdiri atas lima item sebagai indikator pengukuran. Diagram tersebut menunjukkan bahwa seluruh item memiliki hasil faktor positif terhadap konstruk *cognitive* dengan nilai *factor loading* yang berkisar antara 0.56 sampai 0.84. Seluruh nilai muatan faktor pada dasarnya sudah berada di atas batas minimum yang dapat diterima, sehingga menunjukkan bahwa setiap item secara umum sudah memadai dalam merepresentasikan aspek kelelahan *cognitive* dalam penggunaan media sosial.

Tabel 6. Deskripsi Faktor Loading Dimensi *Cognitive*

Item	Coefficient	Standard Error	Cut off values	t-values	Significance
Item 1	1.000	0.000	≥ 1.96	-	Significant
Item 2	0.947	0.060	≥ 1.96	15.736	Significant
Item 3	0.768	0.055	≥ 1.96	13.991	Significant
Item 4	0.866	0.068	≥ 1.96	12.719	Significant
Item 5	0.636	0.067	≥ 1.96	9.430	Significant

Kesimpulannya, data dalam Tabel 6 membuktikan bahwa seluruh item signifikan untuk mengukur dimensi *cognitive*. Berdasarkan nilai t-value dan koefisien faktor loading yang positif, dapat disimpulkan pula bahwa tidak ada item yang perlu dibuang atau dihilangkan. Dengan demikian, semua item ini dinyatakan valid dan sesuai.

Validitas Konstruksi Dimensi *Behavioral*

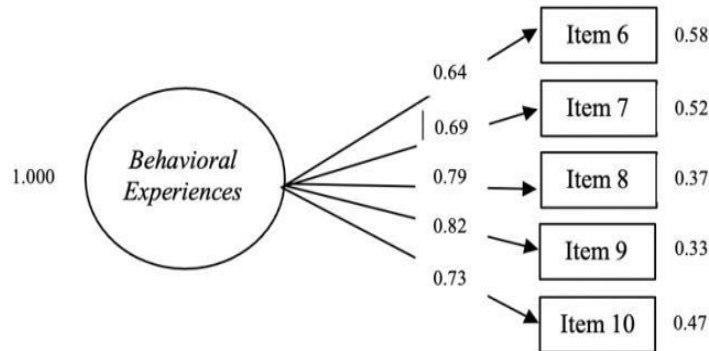
Para peneliti melakukan pengujian terhadap item-item yang termasuk ke dalam dimensi *behavioral*, dan terdapat lima item yang diuji dalam dimensi ini. Hasil analisis faktor dalam dimensi ini adalah sebagai berikut:

Tabel 7. Deskripsi Validitas Konstruksi Dimensi *Behavioral*

Goodness of Fit	Cut off Values	Model Results	Description
p-values	$\geq .05$	0.000	Not Fit
RMSEA	$\leq .08$	0.137, 90% CI [.093, .184]	Not Fit
SRMR	$\leq .08$	0.042	Fit
CFI	$\geq .90$	0.956	Fit
TLI	$\geq .90$	0.911	Fit

Berdasarkan hasil dari data tabel diatas, kelima item untuk dimensi behavioral dinyatakan sudah sesuai karena nilai CFI sebesar 0.956 dan TLI sebesar 0.911 telah memenuhi kriteria kecocokan model yang baik ($\geq .90$). SRMR 0.042 menunjukkan hasil yang baik dan fit karena ($\leq .08$). Sementara itu, nilai RMSEA sebesar 0.137, 90% CI [.093, .184] dan p-value sebesar 0.000 menunjukkan bahwa model belum sepenuhnya memenuhi kriteria absolute yang fit. Meskipun demikian, dengan terpenuhinya kriteria CFI dan TLI yang tinggi dan memadai menunjukkan bahwa model pengukuran pada dimensi behavioral ini masih dapat diterima.

Gambar 2. Model Faktor Analisis Faktor Konfirmatori dari Dimensi Behavioral



Gambar 2 menunjukkan hasil *Confirmatory Factor Analysis* (CFA) pada dimensi behavioral *social media fatigue* yang terdiri atas lima item sebagai indikator pengukuran. Diagram model tersebut memperlihatkan bahwa seluruh item memiliki hasil faktor yang positif terhadap konstruk *behavioral*, dengan nilai *factor loading* yang berada pada rentang 0.64 sampai 0.82. Dengan item 9 yang menunjukkan muatan faktor tertinggi ($\lambda = 0.82$) dan item 6 memiliki muatan faktor terendah ($\lambda = 0.64$). Seluruh nilai muatan faktor pada dasarnya sudah berada di atas batas minimum yang dapat diterima, sehingga menunjukkan bahwa setiap item secara umum sudah memadai dalam merepresentasikan aspek kelelahan perilaku dari kelelahan dalam penggunaan media sosial.

Tabel 8. Deskripsi Faktor Loading Dimensi Behavioral

Item	Coefficient	Standard Error	Cut off values	t-values	Significance
Item 6	0.777	0.072	≥ 1.96	10.750	Significant
Item 7	0.782	0.070	≥ 1.96	11.170	Significant
Item 8	1.000	0.000	≥ 1.96	–	Significant
Item 9	1.016	0.072	≥ 1.96	14.060	Significant
Item 10	0.887	0.071	≥ 1.96	12.480	Significant

Berdasarkan hasil dari data diatas, seluruh item pada dimensi behavioral memiliki nilai t-value ≥ 1.96 , sehingga dapat dinyatakan signifikan secara statistik. Item 8 digunakan sebagai item referensi dengan koefisien yang ditetapkan sebesar 1.000 untuk keperluan identifikasi model. Jadi, dapat disimpulkan bahwa kelima item pada dimensi ini mampu mengukur konstruk *behavioral social media fatigue*. Dengan demikian, berdasarkan hasil analisis model faktor konfirmatori dan signifikan parameter item, semua item pada dimensi ini dinyatakan valid dan layak dipertahankan dalam model pengukuran.

Validitas Konstruk Dimensi Emotional

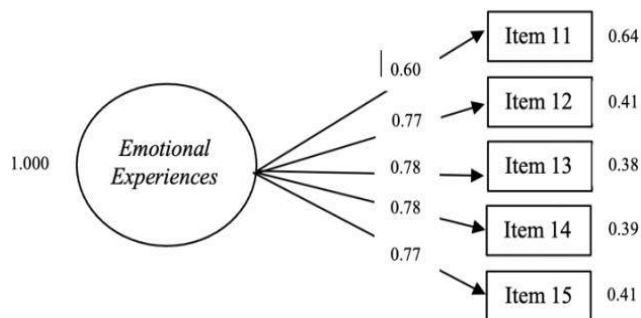
Selanjutnya, dilakukan analisis terhadap item-item yang merepresentasikan dimensi *emotional*, yang terdiri atas lima item. Adapun hasil analisis faktor pada dimensi *emotional* disajikan sebagai berikut:

Tabel 9. Deskripsi Validitas Konstruk Dimensi *Emotional*

<i>Goodness of Fit</i>	<i>Cut off Values</i>	<i>Model Results</i>	<i>Description</i>
p-values	$\geq .05$	0.000	<i>Not Fit</i>
RMSEA	$\leq .06$	0.129, 90% CI [.085, .176]	<i>Not Fit</i>
SRMR	$\leq .08$	0.039	<i>Fit</i>
CFI	$\geq .90$	0.962	<i>Fit</i>
TLI	$\geq .90$	0.924	<i>Fit</i>

Berdasarkan hasil analisis Tabel 9, kelima item pada dimensi *emotional* dinyatakan telah sesuai. Hal ini ditunjukkan oleh nilai CFI sebesar 0.962 dan TLI sebesar 0.924 yang telah memenuhi kriteria kecocokan model yang baik ($\geq .90$), SRMR pada dimensi *emotional* juga telah memenuhi kriteria kecocokan model yang baik dengan hasil 0.039 ($\leq .08$). Sementara itu, nilai RMSEA sebesar = 0.129, 90% CI [.085, .176] dan p-value sebesar 0.008 mengindikasikan bahwa model belum sepenuhnya memenuhi kriteria *absolute fit*. Meskipun begitu, terpenuhinya nilai SRMR, CFI, dan TLI yang tinggi menunjukkan bahwa model pengukuran pada dimensi *emotional* dapat diterima

Gambar 3. Model Faktor Analisis Faktor Konfirmatori dari Dimensi *Emotional*



Dari Gambar 3, seluruh item memiliki faktor loading di atas 0.50, yang menunjukkan bahwa item-item tersebut memiliki kontribusi yang memadai dalam merepresentasikan konstruk *Emotional Experiences*. Item 13 dan 14 menunjukkan muatan faktor loading tertinggi ($\lambda = 0.78$), sehingga menjadi indikator yang paling kuat dalam mengukur dimensi ini. Nilai error variance berada pada rentang 0.38–0.64, yang menunjukkan bahwa seluruh item memiliki kontribusi yang memadai dalam merepresentasikan faktor *Emotional Experiences*.

Tabel 10. Deskripsi Faktor Loading Dimensi *Emotional*

Item	<i>Coefficient</i>	<i>Standard Error</i>	<i>Cut off values</i>	<i>t-values</i>	<i>Significance</i>
Item 11	1.000	0.000	≥ 1.96	-	<i>Significant</i>
Item 12	1.434	0.164	≥ 1.96	8.727	<i>Significant</i>
Item 13	1.586	0.177	≥ 1.96	8.967	<i>Significant</i>
Item 14	1.607	0.179	≥ 1.96	8.961	<i>Significant</i>
Item 15	1.579	0.177	≥ 1.96	8.904	<i>Significant</i>

Berdasarkan tabel tersebut, hasil analisis menunjukkan bahwa seluruh item pada dimensi *Emotional* memiliki nilai *t* yang melampaui batas *cut-off* serta koefisien *faktor loading* yang bernilai positif. Hal ini menunjukkan bahwa seluruh item secara signifikan merepresentasikan dimensi *Emotional*. Sehingga, dapat disimpulkan bahwa tidak terdapat item yang dieliminasi atau dihapus, dan seluruh item dinyatakan valid untuk dianalisis pada tahap ini.

4. Diskusi

Berdasarkan uji validitas dan reabilitas yang dilakukan pada *Social Media Fatigue Scale* (SMFS) versi Indonesia memiliki struktur faktor yang konsisten dengan tiga dimensi utama: *cognitive*, *behavioral*, dan *emotional*. Hasil *Confirmatory Factor Analysis* (CFA) pada model keseluruhan menunjukkan bahwa indeks kecocokan model berada pada kategori dapat diterima, dengan nilai SRMR 0.066 yang menunjukkan hasil yang baik dan *fit* karena (≤ 0.08), serta CFI = 0.923 dan TLI = 0.907 yang telah melampaui batas minimal kecocokan model (≥ 0.90). Temuan ini mengindikasikan bahwa struktur tiga faktor SMFS mampu merepresentasikan konstruk *social media fatigue* secara memadai. Terkait nilai p-values sebesar 0.001, hasil ini tidak dijadikan satu-satunya penentu kelayakan model dalam penelitian ini. Hal ini didasarkan pada pertimbangan bahwa statistik *chi-square* sangat sensitif terhadap besarnya ukuran sampel. Semakin besar sampel, semakin besar pula nilai *chi-square* yang dihasilkan, sehingga model hampir selalu ditolak meskipun ketidaksesuaian yang sesungguhnya sangat kecil (Umar & Nisa, 2020). Oleh karena itu, nilai p-values yang signifikan pada uji *chi-square* tidak serta-merta mengindikasikan bahwa model pengukuran tidak layak, melainkan perlu diinterpretasikan bersama dengan indeks kecocokan lainnya secara komprehensif. Terkait nilai RMSEA = 0,085 yang sedikit berada di atas *cut-off* konvensional, nilai tersebut masih dapat dikategorikan sebagai *marginal fit*. Kim et al., (2016) menyatakan bahwa nilai yang sedikit melebihi batas konvensional, yakni antara 0.08 hingga 0.10, dapat dikategorikan sebagai *marginal fit*. Selain itu, Maydeu-Olivares et al., (2018) juga menjelaskan bahwa RMSEA sensitif terhadap ukuran sampel dan kompleksitas model, sehingga nilai RMSEA yang lebih tinggi tidak selalu mencerminkan spesifikasi model yang buruk. Hal ini juga ditegaskan dalam Hu & Bentler (1999) yang menyatakan bahwa model fit tidak dapat dilihat hanya pada satu indeks saja, tetapi harus dikombinasikan dengan indeks lain secara bersamaan seperti CFI, TLI ataupun di kombinasikan dengan indeks *absolute* seperti SRMR atau RMSEA. Dengan demikian, penelitian ini dapat diterima dan dinilai memadai berdasarkan dukungan kerangka teoritis yang kuat.

Hasil ini sejalan dengan penelitian Zhang et al., (2021) pada pengembangan awal SMFS yang melaporkan nilai CFI = 0.95, TLI = 0.94, dan RMSEA = 0.061. Selain itu, temuan dalam studi ini juga konsisten dengan hasil validasi lintas budaya yang dilaporkan oleh Świątek et al., (2021) pada SMFS versi Polandia dengan nilai CFI = 0,93, TLI = 0,92, dan RMSEA = 0,078, serta penelitian oleh Gökalp et al., (2024) pada SMFS versi Turki yang menunjukkan nilai CFI = 0,93, TLI = 0,91, dan RMSEA = 0,05. Kesamaan pola kecocokan model ini menunjukkan bahwa SMFS memiliki stabilitas struktur faktor yang baik lintas konteks budaya.

Lebih lanjut, hasil analisis menunjukkan bahwa seluruh item pada setiap dimensi *cognitive*, *behavioral*, dan *emotional* memiliki muatan *factor loading* di atas batas minimum yang dapat diterima, dengan muatan tertinggi terdapat pada item 1 ($\lambda = 0,84$) dan muatan terendah pada item 11 ($\lambda = 0,60$). Seluruh item juga memiliki nilai *t-value* dan koefisien *factor loading* yang positif, sehingga dapat disimpulkan bahwa tidak terdapat item yang perlu dibuang atau dieliminasi.

Dominasi responden ini ada pada kelompok usia dewasa awal dalam penelitian ini juga perlu dipertimbangkan dalam interpretasi hasil. Kelompok usia ini dikenal sebagai pengguna media sosial yang paling aktif, baik untuk kepentingan akademik, sosial, maupun hiburan. Kondisi tersebut dapat meningkatkan kerentanan terhadap *social media fatigue*, terutama ketika tuntutan kognitif, emosional, dan sosial hadir secara bersamaan. Temuan ini sejalan dengan penelitian di Indonesia yang menunjukkan bahwa *social media fatigue* cukup prevalen pada mahasiswa dan dewasa awal, serta berkaitan dengan durasi dan intensitas penggunaan media sosial (Azhari et al., 2024; Zulvi et al., 2025).

Meskipun penelitian ini berfokus pada pengujian validitas dan reliabilitas instrumen, hasil yang diperoleh tidak terlepas dari konteks penggunaan media sosial oleh partisipan. Literatur menunjukkan bahwa stres akademik dan *information overload* secara teoritis berkaitan dengan *social media fatigue* pada mahasiswa dan dewasa awal. Stres akademik diketahui berkontribusi terhadap meningkatnya kelelahan psikologis dalam penggunaan media sosial (Nurhalizah & Widyastuti, 2023), Sementara itu, *information overload* berkontribusi terhadap meningkatnya kelelahan kognitif dan emosional yang muncul akibat intensitas informasi yang terlalu berlebihan (Sabarky et al., 2025).

Terdapat beberapa keterbatasan pada penelitian ini. Pertama, karakteristik sampel didominasi oleh individu pada tahap dewasa awal, sementara penelitian ini menargetkan populasi dewasa secara keseluruhan. Kondisi tersebut menyebabkan kurang optimalnya representasi kelompok usia dewasa lainnya, sehingga membatasi generalisasi hasil penelitian pada kelompok usia yang berbeda. Selain itu, penelitian ini belum menguji reliabilitas *test-retest*, sehingga kestabilan instrumen dari waktu ke waktu belum dapat dipastikan. Penelitian ini juga belum mempertimbangkan variasi jenis serta intensitas penggunaan platform media sosial, yang berpotensi memengaruhi hasil penelitian secara lebih mendalam.

5. Kesimpulan

Berdasarkan hasil penelitian ini dapat disimpulkan bahwa *Social Media Fatigue Scale* (SMFS) versi Indonesia memiliki struktur faktor yang valid dan konsisten dengan tiga dimensi utama, yaitu *cognitive*, *behavioral*, dan *emotional fatigue*. Hasil analisis menunjukkan bahwa model pengukuran memenuhi kriteria kecocokan yang dapat diterima serta seluruh item memiliki muatan faktor yang memadai, sehingga instrumen ini mampu mengukur konstruk *social media fatigue* secara akurat. Dengan demikian, SMFS versi Indonesia dapat digunakan secara sah untuk keperluan penelitian,

analisis hubungan dengan variabel lain, serta asesmen tingkat kelelahan media sosial pada individu di Indonesia.

6. Referensi

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PSYCHOMETRIC RE-EVALUATION OF IST IN INDONESIAN DEFENSE SELECTION

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p-ISSN: 2337-4845

e-ISSN: 2620-7486



<i>Received</i>	<i>Revised</i>	<i>Accepted</i>	<i>Published</i>
05 Januari 2026	20 Februari 2026	29 April 2026	30 April 2026

Abstract

This study re-evaluated the psychometric characteristics of the Intelligenz-Struktur-Test (IST) in an Indonesian defense-selection context using de-identified archival testing data. The study examined four observed domains, namely verbal (WA), analytical (AN), numerical (ZR), and figural (FA), based on a cleaned analytic sample with complete data across all domains. The final sample consisted of 2,222 participants. Responses were scored dichotomously, and the analyses focused on descriptive statistics, internal consistency, standard error of measurement, gender comparisons, and age correlations. Mean scores were 10.50 for WA, 10.38 for AN, 7.88 for ZR, and 8.77 for FA. Reliability estimates varied across domains, with AN showing the strongest internal consistency and FA the weakest. Gender differences were statistically significant for WA, AN, and ZR, with females scoring higher than males, although effect sizes were small; no significant gender difference was found for FA. Age was positively associated with all four domains. The findings indicate that the IST yields interpretable cognitive domain scores in this defense-related sample, but they do not justify broad claims of fairness or definitive structural validity. The study supports continued local psychometric evaluation, transparent data screening, subgroup analysis, and stronger item-level and latent-structure testing in future research

Keywords: ist, psychometrics, defense selection, gender differences, reliability

Abstrak

Penelitian ini menelaah kembali karakteristik psikometrik Intelligenz-Struktur-Test (IST) dalam konteks seleksi personel pertahanan di Indonesia menggunakan data arsip asesmen yang telah dide-identifikasi. Penelitian mencakup empat domain teramat, yaitu verbal (WA), analitik (AN), numerik (ZR), dan figural (FA), berdasarkan sampel analitik yang telah dibersihkan dan memiliki data lengkap pada seluruh domain. Sampel akhir terdiri atas 2.222 partisipan. Respons diskor secara dikotomis, dan analisis difokuskan pada statistik deskriptif, konsistensi internal, standard error of measurement, perbandingan berdasarkan gender, dan korelasi dengan usia. Rerata skor adalah 10,50 untuk WA, 10,38 untuk AN, 7,88 untuk ZR, dan 8,77 untuk FA. Estimasi reliabilitas bervariasi antardomain, dengan AN menunjukkan konsistensi internal paling kuat dan FA paling lemah. Perbedaan gender signifikan secara statistik ditemukan pada WA, AN, dan ZR, dengan perempuan memperoleh skor lebih tinggi daripada laki-laki, meskipun ukuran efeknya kecil; tidak ditemukan perbedaan gender yang signifikan pada FA. Usia berkorelasi positif dengan keempat domain. Temuan menunjukkan bahwa IST menghasilkan skor domain kognitif yang dapat diinterpretasikan, tetapi belum cukup untuk mendukung klaim luas mengenai fairness atau validitas struktural yang definitif. Penelitian ini mendukung perlunya evaluasi psikometrik lokal yang berkelanjutan, pembersihan data yang transparan, analisis subkelompok, serta pengujian tingkat item dan struktur laten yang lebih kuat di masa mendatang.

Kata kunci: ist, psikometrik, seleksi pertahanan, perbedaan gender, reliabilitas

1. Introduction

Cognitive ability testing remains central in educational, organizational, and military selection because it provides standardized information relevant to learning capacity, reasoning performance, and adaptation to complex task environments. In defense-related settings, these concerns become especially important because decisions made from test scores may influence recruitment, training allocation, and institutional perceptions of fairness. For that reason, cognitive tests used in high-stakes settings should be supported not only by tradition or operational familiarity, but also by evidence regarding score reliability, subgroup comparability, and internal structure.

The Intelligenz-Struktur-Test (IST), originally developed within the Amthauer tradition, is widely recognized as a multidimensional intelligence test intended to assess several domains of cognitive performance. In broad theoretical terms, the IST is relevant to longstanding debates in intelligence research concerning the relation between general cognitive ability and more specific domains. Spearman's concept of a general factor suggests that common variance across cognitive tasks reflects a broad underlying capability, whereas multidimensional and hierarchical traditions, including fluid–crystallized and CHC-oriented perspectives, emphasize that cognitive performance is also differentiated across verbal, numerical, analytical, and figural domains. From this standpoint, the IST is psychometrically important because it may capture both shared and domain-specific variance, and recent open-access adaptation work has continued to document its relevance in verbal, numerical, and figural assessment contexts (Jokste et al., 2024).

Despite the longstanding use of intelligence testing internationally, empirical evaluation of the IST in Indonesia remains limited, especially in restricted-access operational settings such as defense-related selection. This gap matters for at least three reasons. First, psychometric properties established in one cultural or institutional setting cannot be assumed to generalize automatically to another. Second, score interpretation requires transparency about the sample and data processing procedures from which psychometric evidence is derived. Third, fairness claims in high-stakes testing should be grounded in evidence rather than assumed from routine use. In the Indonesian context, open-access work on IST-related item quality and DIF has underscored the importance of local psychometric evaluation rather than direct assumption from external settings (Tarigan & Fadillah, 2022). The initial version of this manuscript attempted to address this need by integrating classical reliability analysis, confirmatory factor analysis, and network analysis. However, the earlier paper was too brief, underdeveloped theoretically, and insufficiently transparent regarding sample construction, analytic strategy, and interpretation of findings. Re-examination of the archival raw dataset also showed that several empirical statements in the earlier draft were not adequately aligned with the cleaned participant-level data used for defensible reporting. The present revised manuscript therefore adopts a more cautious and data-grounded approach. It also recognizes that network-based interpretation must be linked to estimation accuracy and stability considerations rather than substantive claims alone (Epskamp et al., 2018).

The study re-evaluates the psychometric characteristics of the IST in an Indonesian defense-selection context using de-identified archival operational data. The focus is on four observed domains—verbal (WA), analytical (AN), numerical (ZR), and figural (FA)—and on several foundational questions: the consistency of domain scores, descriptive differences across cohorts, mean differences across gender, and associations between age and the observed domains.

Accordingly, the revised study has five aims: to report the final analytic sample and screening process transparently; to estimate domain-level internal consistency for WA, AN, ZR, and FA; to estimate the standard error of measurement for each domain; to examine gender differences using both significance testing and effect sizes; and to estimate associations between age and each observed domain.

In this revised framing, the manuscript no longer treats fairness as established merely because group means may or may not differ significantly. Nor does it infer theoretical centrality from reliability coefficients alone. Instead, it advances a more modest but more defensible claim: in this defense-related archival sample, the IST yields interpretable domain scores, but stronger conclusions about fairness, invariance, and structural superiority require continued local validation and more rigorous follow-up analyses, including formal invariance procedures when such analyses are available (Rodríguez-Cancino & Concha-Salgado, 2023).

2. Research Method

Participants

Participants were drawn from archival operational testing records collected in defense-related selection contexts during the period in which the author served in the relevant institution. The available database consisted of multiple test-administration cohorts distributed across four IST domains: verbal (WA), analytical (AN), numerical (ZR), and figural (FA). Because the present study aimed to examine the psychometric pattern of the full four-domain battery, the analytic sample was restricted to participants with data available across all four domains.

To construct the final analytic dataset, records were matched across WA, AN, ZR, and FA using a composite identifier consisting of participant number, gender, and age. This strategy was adopted because participant number alone was not sufficiently unique across administration modules. Cases were excluded if they contained invalid gender coding, missing or implausible age information, more than 25% missing item responses within any subtest, or ambiguous duplicate identifiers that could not be aligned confidently across sheets. After screening, the final analytic sample consisted of 2,222 participants.

Of the final sample, 1,543 were male and 679 were female. Participants ranged in age from 15 to 56 years. The final sample was drawn from three complete operational cohorts: I 2025, II 2025, and II 2025.

Research Design

The instrument under study was the Intelligenz-Struktur-Test (IST), administered in four broad domains in the archived dataset: verbal (WA), analytical (AN), numerical (ZR), and figural (FA). Each domain contained 20 items in the operational records used for this study. Responses were recorded in multiple-choice format and scored dichotomously for the present analyses, with keyed responses coded as 1 and non-keyed responses coded as 0. Domain scores were represented by the total raw score for each subtest.

For descriptive purposes, WA was treated as a verbal domain, AN as an analytical domain, ZR as a numerical domain, and FA as a figural domain. These labels are used in the present paper as practical descriptive categories for the archived operational dataset. More specific theoretical mapping of these domains to broader intelligence models should be made cautiously and ideally supported by explicit structural evidence from the same cleaned analytic sample (Amthauer et al., 2001; Carroll, 1993).

Procedure and Ethical Considerations

This study used secondary analysis of de-identified archival testing data originating from operational defense-selection contexts. Before analysis, the dataset used for research was stripped of direct personal identifiers, and analyses were conducted only on anonymized records.

For ethical clarity, the data are best described as archival institutional records collected in the course of operational testing during the period in which the author held professional responsibility, rather than as private personal records. At the time of revision, institutional authorization regarding the research use of the archived de-identified dataset was being sought from the relevant former institution. In the final submitted version, this section should be aligned explicitly with the resulting authorization, ethics approval, waiver, or exemption status, as applicable.

Analytic Strategy

The analytic strategy proceeded in four stages. First, descriptive statistics were calculated for age, gender composition, and total scores on WA, AN, ZR, and FA. Second, internal consistency was estimated for each domain using Cronbach's alpha and McDonald's omega. Alpha was retained because it remains a widely recognized conventional reliability coefficient, whereas omega was included as a complementary estimate that is more appropriate under less restrictive assumptions (Malkewitz et al., 2023).

Third, independent-samples t-tests were conducted to compare male and female participants on each domain score, and effect sizes were expressed using Cohen's *d*. In the present study, these t-tests were used only to evaluate observed-score mean differences, not to establish the absence of differential item functioning or item bias. Accordingly, the results should not be interpreted as evidence that no DIF exists; stronger conclusions would require dedicated DIF procedures such as Mantel-Haenszel, IRT-based DIF, or formal multi-group invariance analysis (Meredith, 1993; Meade et al., 2008; Rutkowski & Svetina, 2017).

Fourth, Pearson correlations were computed to examine associations between age and each domain score. Comparability across gender and age was interpreted descriptively at the observed-score level and was not treated as formal measurement invariance, which would require structured multigroup modeling procedures (Rodríguez-Cancino & Concha-Salgado, 2023).

The earlier manuscript also reported confirmatory factor analysis, bifactor interpretation, network psychometrics, and gender-related structural comparisons. These analyses remain potentially relevant to the broader psychometric evaluation of the IST, but the present revision does not present them as definitive findings because they were not recalculated directly from the cleaned participant-level dataset used here. Accordingly, the current manuscript prioritizes descriptive and comparative findings that can be reported directly and defensibly from the re-audited archival data, while treating broader structural claims as provisional until reanalysis is completed on the same analytic sample.

3. Result and Discussion

Descriptive Statistics and Sample Characteristics

The final analytic sample consisted of 2,222 participants with complete data across the four IST domains. Participants were retained only when records could be matched confidently across all four domains and met the prespecified screening criteria. Mean total scores were 10.50 for WA, 10.38 for AN, 7.88 for ZR, and 8.77 for FA. The descriptive pattern indicates that average performance was highest in the verbal domain and lowest in the numerical domain in the pooled sample.

The sample was not drawn from a single homogeneous intake. Rather, it combined three operational cohorts with different score profiles. In general, the I 2025 cohort obtained higher mean scores across domains than the II 2025 cohort, with III 2025 generally falling between those groups. Accordingly, the pooled descriptive statistics should be interpreted as reflecting a heterogeneous defense-related archival sample rather than a single uniform testing cohort.

Table 1. Demographic characteristics of the final analytic sample

Variable	Value
Final N	2,222
Male	1,543
Female	679
Age Mean (SD)	24.10 (7.24)
Age Median	21
Age Range	15–56

Table 2. Descriptive statistics of IST domain scores

Domain	Mean	SD
WA	10.50	3.12
AN	10.38	3.82
ZR	7.88	3.22
FA	8.77	2.95

Reliability of IST Domain Scores

Using the cleaned archival dataset and dichotomous item scoring, the four IST domains showed varying levels of internal consistency. The estimated coefficients were as follows: WA alpha = .64, omega = .68; AN alpha = .74, omega = .74; ZR alpha = .62, omega = .60; and FA alpha = .52, omega = .51. These findings indicate that the analytical domain showed the strongest internal consistency in the present dataset, whereas the figural domain showed the weakest. The verbal and numerical domains fell in the low-to-moderate range.

The estimated standard errors of measurement were 1.87 for WA, 1.95 for AN, 1.98 for ZR, and 2.04 for FA. These values indicate a nontrivial range of observed-score error, particularly in the lower-reliability domains, and reinforce the need to interpret observed differences with caution in line with contemporary reliability guidance (Malkewitz et al., 2023).

These coefficients differ from those reported in the earlier draft of the manuscript. In the present revision, the values derived directly from the re-audited raw dataset are prioritized. Their interpretation remains limited to score consistency and measurement precision and should not be treated as evidence of theoretical centrality, fairness, or broader construct superiority.

Table 3. Reliability estimates and standard errors of measurement

Domain	Cronbach's α	McDonald's ω	SEM
WA	.64	.68	1.87
AN	.74	.74	1.95
ZR	.62	.60	1.98
FA	.52	.51	2.04

Gender Differences

Gender differences were examined using independent-samples t-tests. In contrast to the earlier version of the manuscript, the cleaned archival dataset indicated statistically significant gender differences in three of the four domains. Female participants scored significantly higher than male participants on WA, AN, and ZR, whereas no statistically significant gender difference was observed on FA.

These results directly address the reviewer's request to report t-values in addition to p-values. More importantly, they require correction of the earlier statement that no significant gender mean differences were found. A more accurate conclusion is that statistically significant gender differences emerged in three domains, although the effect sizes were small by conventional standards. Because the present comparison was conducted at the observed-score level, it should not be interpreted as a test of DIF or proof that the instrument is free from item-level bias.

Table 4. Gender differences in IST domain scores

Domain	Male Mean	Female Mean	t	p	Cohen's d
WA	10.21	11.15	-7.46	< .001	-0.31
AN	10.00	11.23	-7.55	< .001	-0.33
ZR	7.54	8.67	-7.96	< .001	-0.36
FA	8.83	8.63	1.47	.143	0.07

Age Correlations

Pearson correlations were used to examine the associations between age and the four IST domain scores. In contrast to the pattern stated in the earlier draft, the cleaned dataset showed positive associations between age and all four domains: WA $r = .322$, AN $r = .358$, ZR $r = .273$, and FA $r = .138$, all $p < .001$.

Thus, the earlier claim that age was negatively associated with numerical reasoning was not supported by the re-audited archival dataset. Instead, older participants tended to obtain somewhat higher scores across all domains, with the strongest associations observed in analytical and verbal performance. Because these are observational correlations within an operational sample, they should be interpreted cautiously and not as direct developmental conclusions in a strict lifespan sense. More generally, age-related cognitive patterns are known to vary across domains and contexts, which supports a cautious interpretation of cross-sectional associations such as those reported here (Murman, 2015).

Table 5. Correlations between age and IST domain scores

Domain	r	p
WA	.322	< .001
AN	.358	< .001
ZR	.273	< .001
FA	.138	< .001

Discussion

The present study re-evaluated the psychometric characteristics of the IST in an Indonesian defense-selection context using de-identified archival operational testing data. The revised manuscript now reports participant characteristics, demographic composition, gender comparisons, age associations, and reliability estimates with substantially greater transparency. Overall, the findings suggest that the IST can yield interpretable domain scores in this context, but they also indicate that several claims in the earlier draft were overstated and required correction.

The revised reporting of the sample addresses a major weakness noted by the reviewer. The earlier manuscript did not clearly specify the number of participants or how the final dataset was constructed. The present revision clarifies that the final analytic sample consisted of participants with complete and matchable data across all four domains drawn from more than one operational context.

The reliability findings present a more mixed picture than the earlier draft suggested. The analytical domain showed the strongest internal consistency, whereas the figural domain showed the weakest. This pattern reinforces the need for domain-specific interpretation rather than blanket endorsement of the battery as a whole. Reliability coefficients indicate score consistency, not theoretical primacy (Cronbach, 1951; McDonald, 1999).

The gender results require substantial revision of the manuscript's fairness narrative. The re-audited archival dataset does not support the earlier statement that no significant gender mean differences were found. Instead, statistically significant differences were observed in verbal, analytical, and numerical scores, all favoring female participants, while figural scores did not differ significantly. At the same time, the effect sizes were small, suggesting that the differences, although statistically robust in a large sample, were limited in practical magnitude. This revised interpretation is scientifically stronger than the earlier all-or-none conclusion and aligns better with the reviewer's request for fuller statistical reporting.

More broadly, the present findings underscore that fairness cannot be inferred from mean comparisons alone. The absence of large group differences does not establish measurement equivalence, and the presence of small differences does not automatically imply bias. Stronger claims regarding fairness would require item-level differential item functioning analyses and formal measurement invariance testing. The revised manuscript therefore narrows its claims to subgroup comparability at the observed-score level rather than definitive fairness. This is consistent with open-access methodological literature showing that DIF analysis is essential when fairness is at issue and that total-score comparisons alone can be misleading (Martinková et al., 2017; Liu et al., 2019).

The age findings also changed substantially relative to the earlier draft. Rather than showing a negative association with numerical reasoning, age was positively associated with all four domains in the cleaned dataset. The strongest correlations were observed for analytical and verbal scores, followed by numerical and then figural scores. Several interpretations are possible. Older participants in this archival sample may also have differed in educational background, training exposure, or selection pathway. Thus, age may partly index cohort composition rather than pure developmental change. For that reason, these results should not be overinterpreted as contradicting broader fluid–crystallized distinctions. Instead, they indicate that within this specific operational sample, older participants tended to obtain somewhat higher observed scores across domains, while broader age-related cognition findings remain domain-sensitive (Murman, 2015).

The revised manuscript also adopts a more cautious stance toward structural claims. Broader conclusions concerning bifactor superiority, network centrality, and factorial invariance should not be presented as settled facts unless they can be linked directly to the same cleaned analytic sample used for the descriptive and subgroup analyses reported here. In practical terms, the present paper should be read as a psychometric re-evaluation rather than as a final structural validation. This caution is consistent with open-access guidance on network accuracy

and with recent work emphasizing structured invariance testing across sex and age when fairness claims are made (Epskamp et al., 2018; Rodríguez-Cancino & Concha-Salgado, 2023).

The study has several limitations. Although the sample is sizable, it is archival and heterogeneous, which complicates simple causal or developmental interpretation. The present revision does not rerun the full confirmatory factor, network, or invariance analyses directly on the same cleaned analytic sample. The study also does not yet include differential item functioning analyses, which are essential for a stronger fairness evaluation.

Finally, institutional authorization regarding research use of the de-identified archival data should be finalized before formal journal submission. From a psychometric fairness perspective, future item-level DIF work remains particularly important (Martinková et al., 2017; Liu et al., 2019).

Future research should rerun confirmatory factor analysis and formal model comparison directly on the cleaned participant-level dataset used in the revised manuscript, conduct measurement invariance testing and item-level DIF analysis, compare the IST with other cognitive measures used in Indonesia, and validate the instrument across additional operational cohorts. Available open-access IST-related work in Indonesia and abroad suggests that such follow-up analyses are both feasible and worthwhile for building stronger local evidence (Jokste et al., 2024; Tarigan & Fadillah, 2022).

4. Conclusion

This study showed that the IST can produce interpretable scores across verbal, analytical, numerical, and figural domains in an Indonesian defense-selection context. However, the strength of the evidence varies across psychometric aspects, so the findings support cautious interpretation rather than broad endorsement.

The revised manuscript also shows that demographic comparisons and score consistency must be interpreted carefully. The results do not support broad claims about the absence of demographic differences or definitive structural validity.

Overall, the study supports continued local validation, transparent reporting, and stronger fairness evaluation. The main contribution of this paper is to present a more accurate and methodologically defensible psychometric re-evaluation of the IST in this context.

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