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THE INFLUENCE OF SOCIAL SUPPORT ON THE ADJUSTMENT OF STUDENTS FROM OUTSIDE JAVA AT UNIVERSITY X SURABAYA

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Abstract

Students migrating from outside Java Island to pursue higher education at University X Surabaya encounter significant adjustment challenges due to cultural differences, language barriers, social norms, and academic demands, which may lead to stress, loneliness, and decreased academic performance. This study aimed to examine the influence of social support on self-adjustment among first-year students from outside Java. This quantitative research employed a correlational design. A total of 116 first-year students or from class of 2025 were selected through convenience sampling. Data were analyzed using assumption tests and simple linear regression. The results revealed a significant positive influence of social support on self-adjustment ($R = 0.66$, $R^2 = 0.43$, $p < 0.001$), with social support explaining 43% of the variance in self-adjustment. These findings highlight the important role of social support as a protective factor in the cross-cultural adaptation process of migrant students.

***Keyword**: Social Support, Adjustment, Migrant Students, Students from Outside Java Island*

Abstrak

Mahasiswa perantau dari luar Pulau Jawa yang menempuh pendidikan di Universitas X Surabaya menghadapi berbagai tantangan penyesuaian diri akibat perbedaan budaya, bahasa, norma sosial, dan tuntutan akademik yang dapat memicu stres, kesepian, serta penurunan performa. Penelitian ini bertujuan untuk menguji pengaruh dukungan sosial terhadap penyesuaian diri pada mahasiswa tahun pertama dari luar Pulau Jawa. Penelitian menggunakan metode kuantitatif dengan desain korelasional. Sampel penelitian sebanyak 116 mahasiswa angkatan 2025 yang dipilih dengan teknik convenience sampling. Analisis data dilakukan menggunakan uji asumsi dan regresi linier sederhana. Hasil penelitian menunjukkan terdapat pengaruh yang signifikan dan positif antara dukungan sosial terhadap penyesuaian diri ($R = 0{,}66$; $R^2 = 0{,}43$; $p < 0{,}001$), di mana dukungan sosial mampu menjelaskan 43% variasi penyesuaian diri. Temuan ini menegaskan pentingnya dukungan sosial sebagai faktor protektif dalam proses adaptasi mahasiswa rantau lintas budaya.

***Kata kunci**: Dukungan Sosial, Penyesuaian Diri, Mahasiswa Rantau, Mahasiswa Luar Pulau Jawa*

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1. Introduction

The island of Java, particularly Surabaya, serves as a major hub for higher education in Indonesia. It attracts a large number of prospective students from various regions outside Java to pursue their studies. According to data, several provinces on Java Island have consistently been the most popular migration destinations in Indonesia from 2017 to 2022 (Shafina, 2023). As a prominent center for education, economy, and culture, Surabaya provides enhanced access to quality higher education institutions, excellent academic facilities, and wider career prospects (Jiwandono et al., 2021; Purnamasari, 2024).

As a major city with numerous higher education institutions, Surabaya offers better academic opportunities. However, it also presents complex adaptation challenges for migrant students. Differences in culture, language, social norms, lifestyle, and stricter academic demands often lead to significant adjustment difficulties during the early stages of their studies (Handaja et al., 2023; Lawrence & Mudzakkir, 2024).

The communities on Java Island have distinct characteristics and unique traits (Rahayu & Sudaryono, 2022). These cultural differences, language variations, social norms, and daily interaction styles require migrant students from outside Java to make more complex adjustments. They must not only adapt to the dynamics of higher education after graduating from high school but also adjust to local customs, communication patterns, and societal values in their new environment (Datuchtidha & Huwae, 2024). Migrant students from outside Java Island are particularly vulnerable to culture shock, homesickness, stress, loneliness, and declining academic performance due to separation from their families and familiar social environments (Datuchtidha & Huwae, 2024; Riada, 2023). Failure to adjust successfully can negatively affect students' mental health and academic achievement.

In such conditions, support from the surrounding environment becomes a crucial factor in helping migrant students overcome these challenges. According to Weiss (as cited in Rubin, 1974), social support can fulfill psychological needs through interpersonal relationships that encompass aspects of attachment, social integration, opportunity for nurturance, reassurance of worth, reliable alliance, and guidance. Social support functions as a buffer against stress and helps individuals build a sense of security and competence in a new environment (Cohen & Wills, 1985; Sarafino & Smith, 2011).

Support from people in the surrounding environment can facilitate the adaptation process of migrant students to a new setting, especially for those coming from outside Java Island who have different cultural backgrounds, languages, and habits. Such support not only helps students cope with academic demands but also provides emotional security, assists them in developing social relationships, and minimizes stress during the adjustment period. This condition makes social support one of the key factors in understanding how migrant students adapt while pursuing their university life.

Previous studies have consistently shown a positive relationship between social support and the adjustment of migrant students (Alnadi & Sari, 2021; Christanti & Wati, 2023; Maqbool et al., 2021; Saputro & Sugiarti, 2021). However, most of these previous studies were conducted on populations of students living in dormitories, transfer students, or in other regions of Indonesia. Research that specifically examines first-year students from outside Java Island at Universitas X is important because the university has a multicultural environment and serves as a major destination for many migrant students. Understanding the dynamics of adjustment in this particular group is therefore essential.

Based on the above explanation, the research problem of this study is whether social support influences the adjustment of students from outside Java Island at Universitas X

Surabaya. Accordingly, the aim of this study is to examine the influence of social support on the adjustment of students from outside Java Island at Universitas X Surabaya.

2. Literature Review

Baker & Siryk (1984) explained that the basic concept of adjustment is how individuals—in this case, students—are able to cope with various demands in their environment. Adjustment is also described as a behavioral and mental response to manage conflicts arising from differences. According to Permatasari & Fitriana (2024), adjustment can be understood as an individual's ability to adapt to their environment in a way that fosters feelings of satisfaction and comfort. They also stated that adjustment includes the capacity to build positive and effective interactions with others in order to reduce and resolve conflicts. Another definition from Laulang et al. (2025), which is more specific to the higher education context, describes student adjustment as the ability to adapt to various conditions in the campus environment by managing social, psychological, and academic demands, thereby creating a balanced and conducive learning experience. From the definitions above, this study adopts the definition of adjustment proposed by Baker & Siryk (1984), which was specifically developed for university students. This conceptualization aligns well with the chosen research population, namely university students.

Baker & Siryk (1984) outlined four aspects of adjustment. First, academic adjustment refers to students' responses or attitudes toward academic goals, the effectiveness of their study efforts, and their ability to meet various academic demands. Second, social adjustment is the ability of individuals to adapt to the social life at their educational institution. Third, emotional adjustment reflects an individual's physical and psychological well-being in relation to stress when facing new or unfamiliar situations. Fourth, institutional attachment concerns the student's commitment to their current educational institution, including a sense of belonging and the desire to continue their academic journey. Studies by Fauziyah et al. (2025) and Saktiani & Khotimah (2024) also indicate that social support is a significant factor influencing how students adjust to university life.

Social support, according to Weiss (as cited in Cutrona & Russell, 1983), is an important form of assurance that individuals do not feel alone and have people who support them through their social relationships. Similarly, Amhar et al. (2023) stated that social support refers to the presence of close individuals who are available when a person faces problems that are difficult to overcome alone. This assistance from the immediate environment can provide encouragement and restore an individual's motivation in carrying out daily activities. From the definitions above, this study adopts the definition of social support proposed by Weiss. Weiss himself identified six aspects of social support, they are attachment, social integration, opportunity for nurturance, reassurance of worth, reliable alliance, and guidance.

Attachment refers to a sense of emotional closeness and feelings of security derived from family, partners, friends, or significant others. Social integration means being part of a group that shares similar interests and activities. Opportunity for nurturance is the chance to care for, protect, or help others. Reassurance of worth involves recognition or appreciation of one's abilities, value, and competence. Reliable alliance reflects the belief that there are others (or oneself) who can be relied upon during difficult times. Guidance refers to the availability of advice, suggestions, or information, typically provided by experienced figures in a particular domain.

This study departs from the phenomenon of migrant students originating from Java Island who face various challenges in adapting to environmental changes. This phenomenon commonly occurs among first-year students who have just moved from their hometowns to a new campus and new environment.

3. Methodology

This study employs a quantitative approach. Quantitative research requires and produces numerical data, which are analyzed using statistical methods to test predetermined hypotheses (Jannah, 2018). The research design used in this study is correlational quantitative. The correlational design aims to examine the influence of the independent variable (X) on the dependent variable (Y) (Machali, 2021).

This study was conducted at Universitas X Surabaya, specifically across all faculties. The selection of this location was based on considerations of accessibility and the availability of relevant data. The choice of research site was also driven by the limited number of similar studies conducted in Surabaya, making this research valuable in contributing additional data for future researchers. The study is scheduled to take place starting in February 2026.

According to Jannah (2018), population refers to a group of individuals who share similar characteristics with the target group identified by the researcher. In this study, the population consists of students from outside Java Island at Universitas X Surabaya. A sample is a subset of individuals who can represent the characteristics of the research population (Jannah, 2018). This study employed convenience sampling technique to facilitate the researcher's access to participants. The selected participants from the population did not require a complete list and were obtained through the distribution of questionnaires based on predetermined criteria (Arifin et al., 2024).

The minimum sample size was determined using GPower software. GPower is a statistical power analysis program that provides comprehensive tools for statistical testing and sample planning (Sofyani, 2023). The use of this program provides a strong justification for the sample size rather than relying merely on the researcher's assumptions or personal preferences.

The calculation of the minimum sample size for an unknown population size was assisted by referring to a previous study with similar variables, namely the study by Rasyid & Chusairi (2021). The study showed a significant relationship of 23.6% or a coefficient of determination of $R^2 = 0.236$. When entered into G*Power, the significance level (alpha) was set at 0.05 or 5%, and the power of the test was set at 0.8 or 80%. This calculation resulted in a minimum sample size of 109 participants for this study.

The data collection technique used in this study was a scale administered through an online questionnaire in the form of a Google Form, distributed via the internet through WhatsApp and X applications. The questionnaire instrument employed a Likert scale based on the theories of social support and adjustment. The questionnaire required respondents to complete the informed consent section, personal data, and then various statements related to each variable. This study used two scales: the social support variable scale and the adjustment variable scale. Both scales were developed by the researcher based on relevant theoretical frameworks. The social support scale consists of 34 items, while the adjustment scale consists of 23 items.

The data analysis technique will begin with descriptive analysis to present, describe, and identify the research data quantitatively, such as the mean, median, mode, minimum and maximum values, frequency, and standard deviation (Martias, 2021). Subsequently, hypothesis

testing will be conducted to determine the direction and magnitude of the influence of the independent variable (X) on the dependent variable (Y).

The hypothesis testing used in this study is simple linear regression analysis to determine the influence between the variables under investigation (Egistin et al., 2025). The simple linear regression model in this study is expressed in the following equation Y = a + b*X. If the significance value is less than 0.05, then H_0 is rejected, indicating that there is an influence of social support on adjustment. Conversely, if the significance value is greater than 0.05, then H_0 is accepted, meaning there is no influence between the two variables. The entire process will be carried out using JASP software version 0.96.0.0.

Assumption testing will include tests of normality and linearity. The normality test is conducted to determine whether the residuals in the regression model are normally distributed using the Kolmogorov-Smirnov test. The decision-making criterion is as follows if the significance value is greater than 0.05, the data are normally distributed. If the significance value is less than or equal to 0.05, the data are not normally distributed.

The linearity test is performed to determine whether the relationship between the independent and dependent variables lies on a straight (linear) line or not (Widana & Muliani, 2020). This test will show whether the independent variable can be used to predict the dependent variable. Visually, linearity can be observed through a scatter plot to examine the pattern of the relationship between the two variables.

4. Results and Discussion

Results

A total of 116 respondents who met the research criteria participated in this study. These respondents were first-year students (class of 2025) from outside Java Island. In the descriptive statistical analysis, the mean score for the social support variable was 107.65 with a standard deviation (SD) of 13.91. Based on the categorization results, the majority of respondents fell into the moderate category, with 85 students (72.65%). This indicates that respondents had sufficient but not yet optimal social support. Furthermore, 18 students (15.38%) were in the high category, and 14 students (11.97%) were in the low category. Overall, the respondents were dominated by the moderate category.

In the descriptive statistical analysis, the mean score for the adjustment variable was 70.33 with a standard deviation (SD) of 9.64. Based on the categorization results, the majority of respondents fell into the moderate category, with 72 students (61.54%). This indicates that respondents had fairly good but not yet optimal adjustment. Furthermore, 26 students (22.22%) were in the high category, and 19 students (16.24%) were in the low category. Overall, the respondents were dominated by the moderate category.

Hypothesis testing in this study was conducted using simple linear regression analysis to examine the influence of social support on the adjustment of students from outside Java Island. The following table presents the results of the simple linear regression analysis from JASP software version 0.96.0.0.

Table 4.1 *Results of the Simple Linear Regression Analysis*

Coefficient of Determination		F-test		Reg		
R	R^2	F	*p*	a	b	*p*
0,66	0,43	86,83	<0.001	21,24	0,46	<0.001

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Based on the analysis results, the correlation coefficient was R = 0.66, with a coefficient of determination of R^2 = 0.43. This indicates that social support accounted for 43% of the variance in adjustment, while the remaining 57% was explained by other variables not included in this study.

Furthermore, the ANOVA results used to evaluate the overall fit of the regression model showed an F value of 86.83 with p < .001. These findings indicate that the regression model was statistically significant and appropriate for predicting adjustment based on social support.

The regression coefficient analysis yielded a constant (intercept) of a = 21.24 and a regression coefficient of b = 0.46, with both coefficients being statistically significant (p < .001). The positive regression coefficient indicates that for every one-unit increase in social support, adjustment is expected to increase by 0.46 points. The regression equation used in this study is presented below.

*Y = a + b*X*

*Adjustment = 21,24 + 0,46*Social Support*

Based on the overall hypothesis testing results, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This indicates that social support has a statistically significant effect on adjustment. The positive relationship suggests that individuals who receive higher levels of social support tend to have higher levels of adjustment.

Based on the assumption testing, the normality test yielded a Kolmogorov–Smirnov statistic of 0.10 with a significance value of p = .21. Since the p value was greater than .05, it can be concluded that the residuals were normally distributed. Therefore, the assumption of normality was met.

Table 4.2 *Residual Normality Test Results*

Test	Statistic	p
Kolmogorov-Smirnov	0,10	0,21

The linearity assumption in this study was assessed visually using a scatter plot to examine the relationship between the independent and dependent variables. Based on the visual inspection, the data points showed a general linear pattern, extending from the lower left to the upper right of the plot. This indicates that the relationship between the variables was linear. Furthermore, the upward trend suggests a positive relationship between the variables, indicating that higher levels of social support were associated with higher levels of adjustment.

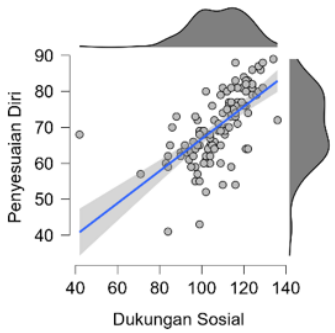

Figure 4.1 *Scatter Plot of the Residuals*

Subsequently, a correlation analysis was conducted to examine the relationship between social support and adjustment. The results of the Pearson correlation analysis revealed a correlation coefficient (r) of 0.66 with a significance value of p < .001. These findings indicate a positive relationship between the two variables. In other words, higher levels of social support received by students from outside Java Island were associated with higher levels of adjustment.

Table 4.3 *Correlation Analysis Results*

	Pearson's r	p
Social Support - Adjustment	0,66	< .001

Discussion

The findings of this study indicate that social support plays an important role in helping students from outside Java Island adjust to a new environment. Support received from various sources, such as family, peers, and the surrounding environment, can help these students cope with various challenges across different aspects of their lives. When social support is available at an optimal level, students are more likely to manage stress effectively, build social relationships, and adapt to the transition into university life (Rahman & Agustina, 2024).

The fact that most respondents were classified as having a moderate level of adjustment suggests that students from outside Java Island in this study were generally able to adapt to their new environment, although their adjustment was not yet fully optimal. This indicates that they have made efforts to adapt to differences in culture, language, lifestyle, and the new academic system (Rahman & Agustina, 2024). However, this adjustment process requires continued support and time to achieve a more optimal level of adjustment.

To provide a more detailed understanding, adjustment was further examined based on the mean scores of each dimension. Among all dimensions of adjustment, academic adjustment had the highest mean score. This suggests that students demonstrated relatively strong academic adjustment compared to the other dimensions, indicating that they were generally able to maintain their academic performance despite being in a new environment (Hassan et al., 2023).

The emotional adjustment dimension had the lowest mean score compared to the other dimensions. This indicates that, relative to the other aspects of adjustment, students continued to face challenges in managing their emotions during the adaptation process. Emotional adjustment is closely related to an individual's psychological well-being when coping with the challenges of a new environment, including feelings of loneliness and anxiety (Nisa & Lestari, 2023).

For the social support variable, most respondents were also classified in the moderate category. This suggests that students from outside Java Island generally received an adequate level of social support from their families, peers, and the surrounding environment to meet various aspects of their needs (Gondokusumo & Soetjiningih, 2023).

The results showed that the opportunity for nurturance dimension had the highest mean score. This indicates that many students tended to provide care, assistance, and support to others. The high score on this dimension suggests that students from outside Java Island not only received social support but also actively provided support to others as a way of building social relationships in their new environment.

In contrast, the attachment dimension had the lowest mean score among the six dimensions of social support. This finding suggests that although students maintained meaningful emotional relationships with others, such as family and friends, the physical distance from their home environment may have limited their ability to experience these emotional bonds in their daily lives. As a result, the level of attachment was lower than the other dimensions, indicating that it was adequate but not yet optimal.

Among all dimensions of adjustment, academic adjustment had the highest mean score. Meanwhile, within the social support variable, the opportunity for nurturance dimension had the highest mean score. For students from outside Java Island, being geographically separated

from their hometowns highlights the importance of developing positive relationships with those around them, particularly their peers at university. Engaging in mutually supportive relationships can foster a positive and supportive social environment, which in turn helps students manage academic stress (Hidayat et al., 2021). Therefore, the greater the opportunity for students to provide support to others, the more likely they are to demonstrate better academic adjustment (Hassan et al., 2023).

In contrast, emotional adjustment had the lowest mean score among the dimensions of adjustment, while attachment had the lowest mean score among the dimensions of social support. For students from outside Java Island, being separated from their families or other significant individuals who serve as primary sources of attachment may reduce their sense of emotional security. This condition can negatively affect their emotional adjustment, making them more vulnerable to feelings of loneliness, anxiety, and low self-confidence when facing the challenges of a new environment (Kristiana et al., 2022). These findings highlight the important role of social support in maintaining emotional stability, particularly during periods of transition (Dong et al., 2024). Without strong emotional closeness and a sense of acceptance from those around them, students may find it more difficult to cope with the negative emotions that arise.

5. Conclusion

The findings of this study indicate that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This means that social support has a statistically significant effect on the adjustment of students from outside Java Island at University X. The positive relationship indicates that the higher the level of social support received by students, the higher their level of adjustment. The results also showed that both social support and adjustment were generally at a moderate level among the participants. The level of social support received by the students was sufficient to facilitate their adjustment to the new environment, although it was not yet optimal. Overall, social support was identified as one of the key factors influencing the adjustment of students from outside Java Island as they adapted to a new environment.

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