

The Influence of Social Support on the Stress Level of Migrant Students in the Department of Islamic Educational Guidance and Counseling UIN Sultan Syarif Kasim Riau

Diska Nabila Putri^{1, a)}, Dewi Tri Lestari², Diana Putri Wulandari³, Salsa Fajar
Maghfiroh⁴, Hapipa Ainil⁵, Suci Yanti Daulay⁶,

¹²³⁴⁶State Islamic University Sultan Syarif Kasim Riau
Street. HR. Soebrantas No.Km. 15, RW.15, Simpang Baru, Pekanbaru City, Riau 28293

^{a)}diskanp499@gmail.com.

Abstract. *This study aims to analyze the influence of social support on the stress levels experienced by out-of-town students in The Department of Islamic Education Guidance and Counseling at UIN Sultan Syarif Kasim Riau. Entering university as an out-of-town student is a transitional period filled with unique challenges that can be significant sources of stress, including cultural adaptation, financial independence, and academic pressure. Social support is theoretically viewed as a key protective factor against these stressors. Employing a quantitative approach with a correlational design, this study involved 27 out-of-town IEGC students selected through purposive sampling. Data were collected using a Likert scale questionnaire for both variables—social support (independent) and stress level (dependent)—and then analyzed with SPSS software. Data analysis included classical assumption tests (normality, linearity, heteroscedasticity) and hypothesis testing using simple linear regression analysis. The classical assumption tests confirmed that the data were normally distributed, had a linear relationship, and exhibited no heteroscedasticity. However, hypothesis test results showed that social support did not have a statistically significant effect on stress levels, with a significance value of $p=0.190$ ($p>0.05$). The R^2 value of 0.068 indicates that social support explained only 6.8% of the variance in stress levels. Consequently, the alternative hypothesis (H_a) was rejected. This non-significant result is likely due to methodological limitations, particularly the very small sample size which diminished the statistical power, as well as the possible presence of more dominant variables such as resilience and individual coping strategies that were not measured in this study.*

Keywords: *Social Support, Academic Stress, Out-of-Town Students, Simple Linear Regression, Mental Health*



INTRODUCTION

Higher education represents a transformative phase in an individual's life, characterized by increased autonomy, greater intellectual demands, and the development of self-identity. However, this period is also filled with various challenges that may become sources of pressure or stress (Christanti, 2023). Students are confronted with heavy academic workloads, expectations to achieve high performance, and the necessity to adapt to new social environments and learning systems. This general issue becomes a more complex condition for non-local (migrant) students, namely individuals who leave their hometowns and families to pursue education in other cities or regions (Najah, 2024). Migrant students are uniquely vulnerable to experiencing higher levels of stress compared to local students (Handayani, 2020). They face not only academic stressors but also additional layers of challenges such as culture shock, the necessity for financial independence, as well as feelings of homesickness and loneliness (Agustina, 2023). The combination of these stressors can negatively affect academic performance and mental health, potentially leading to anxiety disorders and depression (Rahmah, 2025).

In this context, psychologists have long identified social support as a crucial protective factor that can serve as a "buffer" against the harmful effects of stress (Sampe, Mahaly, & Makulua, 2023). Support from family, peers, and lecturers can provide vital emotional, informational, and instrumental resources. The research problem or gap that emerges lies between the strong theoretical framework regarding the benefits of social support and the need to empirically verify its influence on the specific population of migrant students in the Department of Islamic Educational Guidance and Counseling (IEGC) at UIN Sultan Syarif Kasim Riau. This research is significant because, as future counselors, IEGC students' understanding of how they manage stress and utilize social support is highly relevant to their personal well-being and professional competence. Therefore, the purpose of this study is to quantitatively analyze the magnitude and significance of the influence of social support on stress levels within this population, with the findings expected to provide both theoretical and practical contributions to the development of student support programs.

METHODOLOGY

This study employs a quantitative research design with an explanatory correlational approach, aimed at explaining the influence of the independent variable (Social Support) on the dependent variable (Stress Level). The population of this research consists of all active non-local students in the Department of Islamic Educational Guidance and Counseling (IEGC) at UIN Sultan Syarif Kasim Riau who come from outside the Province of Riau. The sample was selected using purposive sampling, resulting in a total of 27 students who met the inclusion criteria.

The research instruments used for data collection were two sets of Likert-scale questionnaires. The first questionnaire measured Social Support based on the dimensions identified by Fazila (2021), namely emotional support, instrumental support, informational support, and appraisal support. The second questionnaire measured Stress Level based on relevant indicators of physical, emotional, cognitive, and behavioral symptoms (Rachman, 2022). Data collection was carried out by distributing these questionnaires to the participants.

Data analysis was conducted using SPSS for Windows. The research procedure included problem identification, literature review, hypothesis formulation, instrument development, sample determination, data collection, and data analysis. The data analysis process consisted of descriptive analysis, classical assumption tests (normality, linearity, and heteroscedasticity), and hypothesis testing using simple linear regression analysis to determine the direction, strength, and significance of the relationship between variables.

RESULT AND DISCUSSION

Quantitative data analysis was conducted through several stages, beginning with classical assumption testing as a prerequisite, followed by hypothesis testing using simple linear regression to address the research questions.

Classical Assumption Tests – Normality Test

To ensure that the regression model used was valid and reliable, three primary classical assumption tests were performed. First, the Normality Test was carried out using the One-Sample Kolmogorov-Smirnov method on the residual values. The results in Table 1 indicate an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05. This finding concludes that the residual data are normally distributed, and thus the normality assumption is satisfied.

Table 1. Results of the Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			27
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		5.60308899
Negative			-.106
Test Statistic			.106
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.589
	99% Confidence Interval	Lower Bound	.576
		Upper Bound	.601

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Linearity Test

Kedua, Uji Linearitas bertujuan untuk memastikan adanya hubungan linear antara variabel dukungan sosial dan tingkat stres. Hasil pada Tabel 2 menunjukkan nilai Sig. Deviation from Linearity sebesar 0.241. Karena nilai ini lebih besar dari 0.05, dapat disimpulkan bahwa terdapat hubungan yang linear antara kedua variabel, sehingga asumsi linearitas terpenuhi.

Table 2. Results of the Linearity Test (ANOVA Table)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
TOTAL_Y * TOTAL_X1	Between Groups	(Combined)	521.602	15	34.773	1.588	.222
		Linearity	51.520	1	51.520	2.352	.153
		Deviation from Linearity	470.082	14	33.577	1.533	.241
	Within Groups		240.917	11	21.902		
	Total		762.519	26			

Heteroscedasticity Test

Third, the Heteroscedasticity Test was conducted using the Glejser Test to detect the homogeneity of variance in the residuals. The results presented in Table 3 show a significance value for the Social Support variable (TOTAL_X1) of 0.057. Since this value is greater than 0.05, it can be concluded that no symptoms of heteroscedasticity were found in the regression model.

Table 3. Results of the Heteroscedasticity Test (Glejser Test)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	-2.323	3.262		
	TOTAL_X1	.202	.101	.371	1.999

a. Dependent Variable: Abs_RES

Hypothesis Test (Simple Linear Regression)

After all classical assumptions were satisfied, a simple linear regression analysis was conducted. The results of the analysis are presented in Table 4. The R Square value was 0.068, indicating that the Social Support variable was able to explain only 6.8% of the variance in the Stress Level variable. The remaining 93.2% is influenced by other factors outside the research model.

The F-test produced a significance value of 0.190, which is greater than 0.05, indicating that the overall regression model is not significant. The t-test analysis showed a regression coefficient (B) for Social Support of -0.243, suggesting a negative direction of the relationship. However, the significance (p) value obtained was 0.190. Based on the criterion of $\alpha = 0.05$, since $p > 0.05$, the Null Hypothesis (H0) is accepted and the Alternative Hypothesis (Ha) is rejected.

Thus, the findings of this study indicate that there is no statistically significant effect of social support on the stress level of migrant students within this sample.

Table 4. Summary of the Simple Linear Regression Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.260 ^a	.068	.030	5.33291

a. Predictors: (Constant), TOTAL_X1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.520	1	51.520	1.812	.190 ^b
	Residual	710.998	25	28.440		
	Total	762.519	26			

a. Dependent Variable: TOTAL_Y

b. Predictors: (Constant), TOTAL_X1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.135	5.832		5.853	<.001
	TOTAL_X1	-.243	.180	-.260	-1.346	.190

a. Dependent Variable: TOTAL_Y

The main finding of this study presents an intriguing anomaly, in which the results of statistical analysis clearly indicate that social support does not have a significant effect on the stress level of migrant students ($p = 0.190$). This finding directly contradicts the established theoretical framework—such as the Stress-Buffering Model and diverges from the majority of previous studies, which consistently reported a strong and significant negative relationship between the two variables (Sampe, Mahaly, & Makulua, 2023; Lestari & Purnamasari, 2022). Rather than interpreting this result as evidence that social support is unimportant, this discussion critically explores possible explanations behind the non-significant finding, focusing on methodological limitations and conceptual complexities.

The most plausible explanation for this non-significant result lies in a fundamental methodological limitation, namely the very small sample size ($N = 27$). In statistical analysis, statistical power refers to the probability that a study will detect an effect that truly exists. With the effect size found being very small ($R^2 = 0.068$), a much larger sample size would be required to achieve statistical significance. Given the limited sample, this study had very low statistical power and was highly vulnerable to Type II Error, that is, failing to reject the null hypothesis when it is in fact false. It is highly possible that the effect of social support on stress does indeed exist in the population, but this study failed to detect it because the statistical “lens” was not sufficiently sensitive.

A second explanation lies in the complexity of measuring the variable of social support itself. Standard questionnaires often measure the quantity or general perception of available support. However, the effectiveness of support depends not only on its quantity, but also on its

quality, type, and appropriateness to the individual's specific needs. For example, a student facing financial difficulties (in need of instrumental support) may not experience a reduction in stress even if they receive abundant emotional support from friends (Fazila, 2021). The research instrument may have successfully captured the general perception of available support but failed to distinguish whether the type of support received matched the most dominant stressor.

A third explanation involves the role of unmeasured psychological variables in the model, such as resilience and individual coping strategies. Relationships between psychological phenomena are rarely purely linear. It is very likely that the relationship between social support and stress is moderated by personality variables such as resilience (the capacity to recover from adversity) (Yulia Angraini & Rahardjo, 2021). Social support may only be significantly effective for students with low levels of resilience. Furthermore, the effectiveness of social support also depends on how individuals integrate it with other coping strategies they employ (Maryam, 2016). The failure to include these internal variables in the analysis may have obscured the relationship that actually exists.

Although the statistical results are not significant, it is important to note that the direction of the regression coefficient ($B = -0.243$) is negative, which is theoretically consistent with the hypothesis. This provides an indication that the tendency of the relationship does exist, although it was not strong enough to be detected with the current sample size. The implication of this finding is not that social support programs should be disregarded, but rather that their implementation must be more precise and targeted, taking into account the specific needs and psychological characteristics of individuals.

CONCLUSION

Based on the quantitative data analysis conducted, this study arrives at the main conclusion that, statistically, there is no significant effect of social support on the stress level of migrant students in the Department of Islamic Educational Guidance and Counseling (IEGC) at UIN Sultan Syarif Kasim Riau. This is indicated by the significance value of the t-test of 0.190, which is greater than the standard significance level ($\alpha = 0.05$).

Although not significant, the direction of the relationship found is negative (coefficient $B = -0.243$), suggesting a tendency in which an increase in social support is followed by a decrease in stress levels. However, the strength of this relationship is very weak, as the social support variable was only able to explain 6.8% of the total variation in stress levels ($R^2 = 0.068$). Thus, the research hypothesis stating that there is a significant negative effect of social support on stress levels (H_a) is rejected.

This finding, although contradictory to much of the existing literature, provides important insights into the complexity of relationships among psychological variables and highlights the crucial importance of methodological rigor in social research, particularly concerning statistical power, which is strongly influenced by sample size .

REFERENCE

- Agustina, M. W., & Deastuti, P. W. P. (2023). Hardiness dan Stres Akademik pada Mahasiswa Rantau. *IDEA: Jurnal Psikologi*, 7(1), 34–45. <https://doi.org/10.32492/idea.v7i1.7104>
- Ambarsarie, D. (2019). Strategi Koping Pelampiasan Stres pada Mahasiswa Rantau. *Commsphere: Jurnal Ilmu Komunikasi*, 2(2), 193-205.
- Anggraeni, N. D., & Dunan, A. (2021). Adaptasi Kultural Mahasiswa Perantau Dalam Menghadapi Geger Budaya Saat Pandemi. *Majalah Semi Ilmiah Populer Komunikasi Massa*, 1(2), 145–160.
- Audina, M. (2023). Hubungan Dukungan Sosial dengan Stres Akademik. *Jurnal Penelitian Perawat Profesional*, 5(3), 1183-1190. <https://doi.org/10.37287/jppp.v5i3.1673>
- Christanti, M. P. D., & Wati, D. E. (2023). Pengaruh Dukungan Sosial Terhadap Stres Akademik Mahasiswa. *Jurnal Pendidikan Tambusai*, 9(1), 604-614.
- Datuchtidha, S., & Huwae, A. (2023). Tantangan Menjalani Kehidupan di Perantauan: Studi Hubungan Antara Regulasi Diri dengan Kesejahteraan Psikologis pada Mahasiswa Rantau di Salatiga. *Jurnal Psikologi*, 21(2), 198–205. <https://doi.org/10.24167/psidim.v21i2.4764>
- Fazila, A. (2021). Hubungan antara Efikasi Diri dengan Stres Akademik pada Mahasiswa UIN Ar-Raniry Banda Aceh di Masa Pandemi Covid-19.. *UIN Ar-Raniry Institutional Repository*.
- Fauziah, F. Y., dkk. (2020). Pengaruh Sertifikasi Halal, Persepsi Harga, dan Citra Merek Terhadap Minat Beli Konsumen. *Jurnal Administrasi Bisnis*, 79(1).
- Handayani, E., & Nirmalasari, N. (2020). Perbedaan Tingkat Stres Mahasiswa Perantauan dan Bukan Perantauan. *Jurnal Penelitian Kesehatan Suara Forikes*, 11(3), 63–66.
- Kudus, A. A., dkk. (2022). Pengaruh Stres Akademik terhadap Kesejahteraan Psikologis Mahasiswa. *Jurnal Psikologi Integratif*, 10(1), 1-15.
- Kurniawan, S. R., & Eva, N. (2020). Hubungan antara dukungan sosial dengan kesejahteraan psikologis pada mahasiswa rantau. *Prosiding Seminar Nasional Psikologi dan Ilmu Humaniora (SENAPIH)*, 1(1), 12-20.
- Lestari, S. P., & Ramadhani, M. (2017). Pengaruh Variasi Menu, Kualitas Pelayanan, dan Suasana Restoran Terhadap Kepuasan dan Minat Beli Ulang Konsumen. *Jurnal Bisnis dan Manajemen*, 4(2), 166-175.
- Lestari, Y. I., & Purnamasari, A. (2022). Dukungan Sosial Teman Sebaya dan Stres Akademik pada Mahasiswa. *Jurnal Psikologi*, 15(1), 1-10.

- Maryam, S. (2016). Strategi Coping: Teori dan Sumberdayanya. *Jurnal Konseling Andi Matappa*, 1(2), 101-107.
- Meianisa, K., & Rositawati, S. (2023). Pengaruh Social Support terhadap Loneliness pada Mahasiswa Rantau di Kota Bandung. *Bandung Conference Series: Psychology Science*, 3(1), 640-646.
- Najah, V. F. (2024). Strategi Koping Pelampiasan Stres pada Mahasiswa Rantau. *Commsphere: Jurnal Ilmu Komunikasi*, 2(2), 193-205.
- Putro, A. W., & Simanjuntak, E. (2022). Stres Akademik Dan Dukungan Teman Pada Mahasiswa Tahun Pertama Selama Pembelajaran Daring. *Experientia: Jurnal Psikologi Indonesia*, 10(1), 81-94.
- Rachman, A. (2022). Analisis Dampak Stres Akademik Mahasiswa dalam Penyelesaian Tugas Akhir.. *UIN Suska Riau Repository*.
- Rahmah, A. D., Hidayat, M. F., Zahra, Y. S. A., Pramestiti, Y., & Vardia, M. A. (2025). Hubungan Antara Dukungan Sosial dan Stres Akademik pada Mahasiswa Psikologi Universitas Negeri Malang. *Flourishing Journal*, 5(2), 103-114.
<https://doi.org/10.17977/um070v5i22025p103-114>
- Rumbrar, D. M., & Soetjningsih, C. H. (2022). Hubungan Antara Dukungan Sosial Dengan Stres Akademik Pada Mahasiswa Papua Program PKP3N Di Universitas Kristen Satya Wacana. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 12(3), 446-451.
- Salmon, A. G., & Santi, D. E. (2021). Dukungan Sosial dengan Stres Akademik Mahasiswa Perantau dalam Pembelajaran Daring di Masa Pandemi. *Buku Abstrak Seminar Nasional*, 1(1), 128-135.
- Sampe, P. D., Mahaly, S., & Makulua, I. J. (2023). Pengaruh Dukungan Sosial Terhadap Stres Akademik Mahasiswa. *PEDAGOGIKA: Jurnal Pedagogik dan Dinamika Pendidikan*, 11(1), 102-110.
<https://doi.org/10.30598/pedagogikavol11issue1page102-110>
- Sari, I. W. M. (2024, July 11). Mengatasi Tantangan dan Stres Bagi Mahasiswa Rantau: Dukungan Keluarga dan Lingkungan Sebagai Kunci Sukses. *Fakultas Vokasi Universitas Airlangga*.
- Yulia Angraini, U., & Rahardjo, W. (2021). Psychological Well-Being Mahasiswa Rantau: Peran Resilience dan Optimisme. *Psycho Idea*, 19(2)