The Effect Of Social Support Perception On Homesickness In Away From My Own Students at HKBP Nommensen University Medan

Jesika Gultom[1], Hotpascaman Simbolon [2]
Faculty of Psychology, HKBP Nommensen University, Medan, Indonesia
jesikagultom61@gmail.com

Abstract

This study aims to determine the Influence of Perceived Social Support on Homesickness in Migrant Students at HKBP Nommensen University Medan. So the hypothesis that has been proposed can be accepted, meaning, the higher the social support received by migrant students, the lower the level of homesickness experienced by migrant students at HKBP Nommensen University Medan. From the results of categorization based on variables, it can be seen that in the Social Support variable, the majority of migrant students at HKBP Nommensen University Medan are in the moderate category, namely 88 respondents out of a total of 170 people. Furthermore, based on the results of categorization on the Homesickness variable, it is known that most migrant students at HKBP Nommensen University Medan are also in the moderate category, namely 111 respondents. The results of data analysis show that the empirical average value of social support is higher than the hypothetical average, while the empirical average of homesickness is lower than the hypothetical average. This indicates that migrant students tend to have fairly good social support and experience relatively low homesickness. Based on demographic characteristics, the highest social support was found among 21-year-old students, graduating class of 2021, from the faculties of agriculture and teacher training and education, and from North Tapanuli. Meanwhile, the highest homesickness was found among 19-year-old students, graduating class of 2024, from the faculties of medicine and teacher training and education, and from Riau.

Keywords : Perception, Social Support, Homesickness, Migrant Students

INTRODUCTION

According to the Ministry of National Education (Depdiknas, 2012), student is a term used in the Big Indonesian Dictionary (KBBI) to describe people who are studying at school. After graduating from school, most students are unemployed, looking for work, or continuing their studies at college. Student is a term used to describe someone who is enrolled as a student at a higher education institution (Takwin, 2008). Students are those entering adulthood, usually between the ages of 18 and 25. At this age, they have

responsibility for their own development, including responsibility for their lives as they enter adulthood (Amelia, Tatiyani, & Sovitriana, 2022). Students can be defined as people who study at a university, whether public or private, or at other institutions equivalent to a university.

Being a student is a status given to someone because of their association with a higher education institution, where they are expected to become intellectual candidates. A student can also be defined as someone who studies or seeks knowledge at a higher education institution, whether at a university, institute, or academy. Studying at a university is very different from studying at school (Fadlilah & Aryanto, 2020). In universities, students play a more central role as recipients of knowledge, and teachers help students achieve agreed-upon learning objectives. A student is someone who is studying or learning. They are enrolled in one of several types of higher education institutions, such as academies, polytechnics, colleges, institutes, and universities (Hartaji, 2012). Many universities are located in various cities in Indonesia, including Medan, so students who live in other areas must leave their hometowns to adapt to the new environment. Students who must leave their hometowns for a certain period of time are referred to as out-of-town students.

Being a migrant student is someone who studies at a university located outside their hometown, so they have to live outside their home for a certain period of time to complete their education (Sulistiyanto & Abdullah, 2023). Medan City itself is one of the destination cities for continuing education at university. This can be seen from the large number of universities, both private and public, one of the best private universities in Medan City is HKBP Nommensen University Medan. Based on data from the Information Systems Center (PSI) of HKBP Nommensen University Medan, the number of active students in the 2024/2025 academic year reached 8,220 students. Of this number, as many as 6,277 students or around 76.36% came from outside Medan City, which shows that the majority of students at this university are migrant students.

According to Irawati (Intani & Sawitri, 2023)one reason for moving away from home is to obtain a proper education. Students often choose to pursue higher education far from their hometowns, forcing them to migrate to reach their desired university. One reason students migrate is because the quality of education is not evenly distributed across Indonesia. Therefore, migrants are very common on campuses across Indonesia, consisting mostly of university students.

Being a student from abroad is not an easy matter. A student from abroad must adapt from the start, which includes learning new cultures, customs, and environments, including different friends and residences (Sarina, 2018) . The phenomenon of students from abroad generally aims to achieve success through better quality education in the desired field. This phenomenon is also considered an effort to prove the quality of oneself as an independent and responsible adult in making decisions (K. E. A. Sari, Arya, & Syanti, 2022). These students from abroad are very different from the conditions in their hometown. As a result, many negative behaviors emerge in students from abroad. According to Thurber & Walton, (Silvania & Anantasari, 2022) that most students who live far from home or hometown have a high risk of experiencing homesickness.

Researchers conducted an initial survey of 31 students from outside Medan who were studying at HKBP Nommensen University Medan, in the form of an online questionnaire, resulting in 6 people (17%) feeling homesickness very often, 15 people (43%) feeling homesickness often, and 14 people (40%) feeling homesickness sometimes.

According to Stroebe, Schut, & Nauta (Purwanti, 2021) homesickness can be categorized as a form of stress due to separation and they identified that the level of homesickness can vary from mild to severe, depending on individual factors such as social support, coping strategies, and previous experiences in dealing with environmental changes.

A survey conducted by researchers found that the main trigger for homesickness was remembering memories of home (76%), which often made students feel a deep longing for their environment and habits before moving away. Students tried to overcome homesickness by calling or video calling family (71%) as the main way to stay connected to home. The emotional impact of homesickness is quite significant, with 65% of students admitting to often feeling sad or depressed due to this condition. These feelings can affect their daily lives, including social activities. As many as 58% of students stated that support from friends, family, and community played a role in mitigating the negative impact of these feelings.

Strong memories of home and things related to certain objects and atmospheres are signs of homesickness in (Utami, 2019) . The prevalence of Homesickness is rather difficult to assess, because it is not a continuous phenomenon, homesickness occurs in periodic episodes, where the symptoms are experienced continuously which can attack suddenly and unexpectedly in someone who lives a life far from their hometown experiencing an unstable homesickness conflict that will be an overlap of reality and feelings.

Homesickness causes loneliness, dysphoria, emotional distress, depression, increased problems, physical health, and rumination about home. Homesickness has a negative impact on various areas of psychological functioning, such as cognitive, emotional, behavioral, physical, and social. Specifically, homesickness can be characterized by negative thoughts about the environment, obsessive thoughts about the home environment that often idealize and ruminate (VERONICA, 2019). Obsessive thoughts about the home environment and negative thoughts about the environment can make individuals lack interest in interacting with others. This can trigger individuals to become withdrawn and reduce social skills. This negative impact of homesickness is in line with Andrianie's(Yunita, 2023) findings, where students from other regions are at risk of experiencing low self-esteem, social withdrawal, becoming quieter, lacking self-confidence, and experiencing anxiety and stress. Some students also prefer solitude and less interaction with their surroundings, which can exacerbate feelings of homesickness.

According to findings by Scharp, Paxman, and Thomas (Yolanda, Wiwik Sulistiani, & Dewi Mahastuti, 2022)), individuals experiencing homesickness actively seek social support through communication with those closest to them, both in person and through digital media. Support from family provides emotional comfort, while support from friends and community in a new environment helps individuals feel more accepted and able to adjust to a different life. These findings reinforce that homesickness is not simply a feeling of homesickness, but also related to the loss of previously established routines and social connections.

Students still frequently experience homesickness due to issues such as adjustment, lack of social support, and heavy workloads. Research on students conducted by Thurber & Walton (Rufaida & Kustanti, 2018) found that students who have good friends to confide in tend to experience less homesickness. The study also demonstrated a link between social support and students' homesickness.

A study conducted by Harijanto and Setiawan ((Budiati & Muhadi, 2022) explained the relationship between social support, homesickness, and happiness among migrant students in Surabaya. In this study, the researchers found that homesickness is one of the factors of unhappiness experienced by migrant students. Therefore, to change the unhappiness experienced by migrant students into happiness, social support from those around them is needed. The results of this study indicate a positive relationship between social support and happiness among migrant students at Ciputra University Surabaya. This study shows that if social support increases, the happiness of migrant students also increases. This study supports the statement that positive emotions, such as happiness, can broaden an individual's mindset and behavior, including in social interactions, according to Fredrickson (Kusumaatmadja, 2022).

One important factor influencing the level of homesickness is social support. According to Thuber and Walton (2012), social support refers to various forms of assistance or attention an individual receives from those around them, such as family, friends, or the community. Social support plays a crucial role in mitigating the negative impacts of homesickness. When individuals feel emotionally, informationally, or instrumentally supported, they are better able to cope with the psychological and social stressors that arise from environmental changes. Hawkley et al. (Mariska, 2018)explain that social support functions as a psychological buffer that reduces the negative impact of factors that can trigger homesickness. In this context, social support is not only related to the number of people providing support, but also to the quality of relationships and the level of emotional closeness felt by the individual.

Social support is a feeling of comfort, worry, care, and healing that is done by a person or a group to an individual according to Sarafino & Smith, (in Lestari, M 2021). With social support, students from other regions gain a sense of security for individuals from establishing a good relationship with someone they trust. Tahir et al., (2015) stated that social support is the quality of support from social relationships felt by individuals. This can be explained that social support is the level to which individuals believe that support from social relationships is available to them. Individuals who receive good social support from other individuals will be healthier physically and psychologically than individuals who have relatively poor social support (Sary, 2018).

In this context, social support plays a protective role in helping migrant students cope with homesickness, especially those with insecure attachments. Research conducted by Chinnappan and Bapu KG (2023) highlighted the role of attachment styles and perceived social support in influencing the level of homesickness in migrant students. The results showed that students with secure attachments adapt more easily than those with insecure attachments. This social support can be obtained from various sources, for example, social support from family, friends, close partners, and even social support can be obtained from an organization or group, Sarasino (Rima, 2021). The process of relationships is formed by individuals, and it is believed that those who are loved, cared for, and appreciated can provide assistance to individuals experiencing stress in their lives. This is in line with what Cohen & Wills (1985) explained that social support can protect individuals from the negative impacts of stress and help maintain positive emotions.

In a study conducted by Istanto and Engry (D. R. Sari, Julistia, & Muna, 2023) entitled The Relationship Between Social Support and Homesickness in Migrant Students Originating from Outside Java at Widya Mandala Catholic University Surabaya Pakuwon

City Campus, it was stated that social support influences the level of homesickness. Where the higher this social support, the lower the level of homesickness experienced by students. When experiencing homesickness, the psychological state is certainly imbalanced, tending to be filled with negative feelings. When experiencing homesickness, the psychological state is certainly imbalanced, tending to be filled with negative feelings. Therefore, support is very necessary, especially social support.

Another qualitative study conducted by Rizka Amalia and Risma Maulida (2023) on the influence of social support on homesickness experienced by students living away from home concluded that social support has an impact on homesickness. This was particularly true in the form of emotional support from friends. This was demonstrated through respondents' responses, which revealed that social support in the form of emotional support from friends made them feel helped, less alone, and more secure.

Lieberman (Anggreani & Ramadhani, 2021). stated that individuals who feel they have social support can reduce the likelihood of stressful events occurring. Positive social support can make individuals feel accepted, calm, cared for, loved, and develop a sense of self-confidence and competence. If individuals are accepted and valued positively, they tend to develop a positive attitude toward themselves and are more likely to accept and value themselves, enabling them to live harmoniously within the wider community.

Based on the explanation of the phenomenon of Homesickness, the background of the problem, and previous related research, social support has a role in Homesickness. With interviews conducted with several students of HKBP Nommensen University, it is possible to conduct research on Homesickness that occurs. This research is important to examine because Homesickness is a psychological phenomenon that often occurs in students who live away from home and has a negative impact if left untreated. Based on the background above, the researcher wants to examine "the influence of perceived social support on Homesickness in students who live away from home at HKBP Nommensen University".

Researchers chose social support because, according to Thurber and Walton (2012), individuals who receive adequate social support tend to be better able to adapt when facing major life changes, such as the transition from living with family to college life. Social support provides a sense of security, emotional comfort, and the resources necessary to face new challenges, including homesickness. Based on this, researchers want to determine whether there is an influence between social support and homesickness. What distinguishes this study from other studies is that the researchers wanted to test the influence of these two variables at HKBP Nommesen University, where students come from various regions. This is different from many studies that focus on students studying outside the island or abroad.

Another reason researchers analyzed homesickness at HKBP Nommensen University is the broader population coverage, encompassing all out-of-town students at HKBP Nommensen University, rather than just first-year students. This allowed the study to explore a more varied range of homesickness experiences, encompassing students with diverse backgrounds and levels of experience living outside their hometowns.

RESEARCH METHODS

A research variable is anything in any form that is determined by the researcher to be studied in order to obtain information about it, and then draw conclusions (Sugiyono, 2016). The variables used in this study consist of two variables, namely the independent variable and the dependent variable (Uci, 2023) .

An independent variable is a variable that causes the emergence or change of a dependent variable, while a dependent variable is a variable that influences it. A dependent variable is a variable that is influenced or that is the result of the independent variable.

Homesickness is a strong feeling of longing, often accompanied by feelings of sadness, anxiety, and loss, experienced by individuals when they are away from home, family, friends, or familiar surroundings. Someone experiencing homesickness will preoccupy their mind with thoughts of home (Y. Sari, 2021) . This variable is measured using a scale compiled based on the following indicators: emotional including feeling sad, lonely, anxious, or even depressed, physical/somatic including sleep disturbances, decreased appetite, behavior of withdrawing from social interactions, and cognitive including thoughts constantly focused on home, family, or friends in their place of origin.

According to Sarafino (Maulani, 2022). social support is the level of comfort, attention, self-esteem, or assistance that an individual feels or receives from other people or groups, which aims to provide a sense of being loved, appreciated, and feeling part of a social network. This variable is measured using a scale compiled based on the following indicators: emotional support, which includes perceived comfort, attention, and affection; instrumental support, which is tangible assistance or direct action received; esteem support, which is a feeling of being appreciated and recognized by the social network; and informational support, which is advice, suggestions, or information that helps individuals overcome problems.

The subjects in this study were all students from out of town studying at HKBP Nommensen University Medan, with the following research subject criteria:
1) Active students at HKBP Nommensen University
2) Migrant students (not from Medan City)

Sugiyono (2016) states that a population is an area that includes all attributes and qualities or properties possessed by an object or subject to be studied and conclusions drawn. Based on the definition above, the research population is all out-of-town students who come from outside the university city and who study at HKBP Nommensen University. Data taken from the PSI (Information Systems Center) of HKBP Nommensen University in the 2024/2025 academic year, there were 6,277 out-of-town students.

A sample is a portion of the number and characteristics of a population (Sholichah, 2018). The sampling technique in this study was purposive sampling. Sugiyono (2013) explains that purposive sampling is a sampling technique based on consideration of the criteria or characteristics of the research subjects/objects according to what the researcher wants to study and draw conclusions from. The reason the researcher used purposive sampling was to obtain a sample that represents the objectives of the research being conducted and meets the criteria in providing information. In this study, the researcher determined the sample using the researcher conducted an A priori power analysis to determine the number of samples needed using the G*power application version 3.1.9.7.

The researcher calculated a correlation of -0.381, obtained from previous research. Next, the researcher conducted an A Priori Power Analysis with statistical power = 0.95 and $\mu = 0.05$, which ultimately resulted in a minimum sample size of 70 respondents. However, the researcher decided to use 170 respondents to increase population representation among out-of-town students at HKBP Nommensen University, Medan.

RESULTS AND DISCUSSION

The correlation test is a statistical method used to determine whether there is an influence between two variables in this study, namely Social Support and *Homesickness* . Because the data obtained in this study did not meet the assumption of normality, the analysis technique used was *Spearman's rho* , a non-parametric correlation method that does not require the assumption of normality (Rahail, Wahyudi, & Widiantoro, 2020).. This test not only provides an overview of the strength but also serves as a basis for testing the established hypothesis, especially in the context of data that does not meet the parametric assumption (Ningrum & Intansari, 2023).

Table 1. Correlation Test of Perceived Social Support and *Homesickness Variables*

Correlations			Social Support	Homeskne ss
Spearman's rho	Social Support	Correlation Coefficient	1,000	-.313*
		Sig. (2-tailed)	.	.000
		N	170	170
	Homeskne ss	Correlation Coefficient	-.313*	1,000
		Sig. (2-tailed)	.000	.
		N	170	170
**.Correlation is significant at the 0.01 level (2-tailed).				

Based on the results of data analysis, it is known that there is a weak but significant negative relationship between the perception of social support and *homesickness* in migrant students at HKBP Nommensen University Medan, with a correlation coefficient value of -0.313. The significance or p obtained is 0.000 or p <0.05. Based on the results of the study, the hypothesis proposed in this study is declared to have been accepted, meaning that there is a significant influence between social support and *homesickness* in migrant students at HKBP Nommensen University Medan.

Discussion

The results of this study aim to determine whether or not there is an influence of Social Support on *Homesickness* in migrant students at HKBP Nommensen University, Medan. Based on the results of testing and estimation conducted using the *Spearman's Rho test* that has been done previously, the magnitude of the influence of Social Support on *Homesickness* is -0.313 with a critical degree of 0.000 or p < 0.05, which means that the speculation can be accepted. Furthermore, in the examination of the data directed by the researcher, the results are in accordance with the survey and can answer the speculation that there is a negative influence between Social Support on *Homesickness* in Migrant Students at HKBP Nommensen University, Medan. This means that the higher the social support received by migrant students, the level of *homesickness* they experience tends to decrease.

This finding aligns with research conducted by Rizka Amalia and Risma Maulida (Putri & Kiranantika, 2020) that found that social support from friends significantly reduced *homesickness* . They found that students living away from home who had positive social

relationships and received support from their environment, particularly from friends, showed lower levels of *homesickness than those who received less such support.*

In addition, research conducted by Istanto & Engry (2019) In their research, it was stated that social support influences the level of *Homesickness* . Where the higher this social support, the lower the level of *Homesickness* experienced by students. This study also explains that individuals who have access to good social support, especially from peers and the surrounding environment, tend to experience a decrease in the level of *homesickness* . Forms of support include emotional support, social acceptance, and the presence of other individuals who can be trusted and become a place to share. Istanto and Engry's research also explains that students who receive social support will feel more accepted, feel less alone, and are able to form a new social identity in the campus environment.

In this study, an analysis was conducted on the hypothetical and empirical values of two variables, namely Social Support and *homesickness* . The hypothetical values were obtained based on the theoretical construction of a measuring instrument in the form of a four-point Likert scale, by calculating the number of items in each variable. Meanwhile, the empirical value is the actual score obtained from 170 respondents of students who are away from home at HKBP Nommensen University Medan, which reflects the actual conditions in the field (Rahail et al., 2020).

The calculation results show that the empirical average for the Social Support variable is 34.3, higher than the hypothetical average of 32.5. For the *homesickness variable* , the empirical average of 32.8 is below the hypothetical average of 35. This finding indicates that in general, respondents indicated that the perception of social support tends to be in the medium to high category, while *homesickness* is in the medium to low category. Although Social Support and *Homesickness* are significantly related, most respondents do not indicate a very high level of Social Support and *Homesickness* .

It was also found that the empirical maximum and minimum values for both variables differed from the hypothetical maximum and minimum values. Empirical In the Social Support variable, the maximum score was 52 and the minimum score was 13 while Hypothetical maximum score was 52 and the minimum score was 13. While Empirical in *Homesickness* the maximum score was 55 and the minimum score was 15. Hypothetically the maximum score was 56, the minimum score was 14. The difference between the empirical and hypothetical scores indicates that respondents in this study did not answer all scale items with the maximum or minimum scores that were theoretically possible. This means that in reality, respondents' experiences or perceptions of the social support and homesickness variables varied and were not extreme. This reflects the diversity of levels of perceived social support and the level of homesickness experienced by migrant students, so that the data distribution becomes more realistic and reflects the actual conditions in the field.

Furthermore, based on the results of descriptive analysis to see the distribution of data on each variable, namely Social Support and *Homesickness* . Based on the results of the study of 170 respondents, In the Social Support variable, as many as 88 (51.8%) respondents were in the moderate category. Meanwhile, in the *Homesickness variable* , as many as 111 (65.3%) were in the moderate category. This finding indicates that the majority of respondents of students who are away from home at HKBP Nommensen University tend to experience levels of Social Support and *Homesickness* in the moderate category. This distribution indicates that most students who are away from home are in a moderate psychological

condition. They are not in a state of extreme longing, but also have not fully felt high social support.

As a follow-up, this study analyzed the distribution of each key variable based on demographic categorization to gain a deeper understanding of the respondents' characteristics. The discussion begins with the variables Social Support and *Homesickness* .

In the *Homesickness variable* based on gender, it was found that both male and female respondents were in the moderate category. Of the total data of 54 male respondents, 27 people (50.0%) were included in the moderate category, while of the total data of 116 female respondents, 83 people (71.6%) were in the moderate category. This finding shows that the difference in Social Support between men and women is not too striking, where both are at the same level, namely moderate. However, when viewed from the percentage of men in the high category, where from the male data there were 7 people (13.0%), while from the female data who were in the high category were 14 people (12.0%). This is in accordance with the research of Stroebe, M., Schut, H., & Nauta, MH (2016) which stated that women tend to report higher levels of *homesickness* than men who tend to suppress or hide these feelings. According to Brewin et al. (1989) also reported that homesickness was equally common among men and women, although they also emphasized gender differences in coping with homesickness. Women were more likely than men to discuss feelings with others, seek out cheerful company, and try to find out if others felt the same way. Erikson stated that late adolescence to early adulthood (approximately 18–25 years of age) is in the stage of "Identity vs. Role Confusion." and move towards "Intimacy vs. Isolation." And 19-year-olds are typically still in the early transition period from school to college. Students at this age are often still searching for their identity , adapting to a new environment, and leaving their families for the first time, so they are still vulnerable to *homesickness* . By the age of 21, students generally have a stronger and more stable social network, resulting in higher perceptions of social support. This is in line with the opinions of Kawachi and Berkman (Ningrum & Intansari, 2023) and Demir and Urberg (2004), who stated that the ability to build and maintain social relationships increases with age and social experience.

Then this study also shows from the description of the Stambuk categorization that the perception of Social Support towards *Homesickness* in the association of migrant students at HKBP Nommensen Medan is in the high category of *the Homesickness variable* , namely in the 2024 stambuk. Likewise, in the high category of the Social Support variable The high level of *homesickness* among the 2024 students is likely due to their status as new students still in the initial process of adjusting to the college environment and living away from home. This aligns with the findings of Stroebe, Schut, and Nauta (Putri & Kiranantika, 2020) who explained that new students are more susceptible to homesickness due to limited social and emotional experiences. Meanwhile, the 2021 students, who have been studying for longer, tend to have established stronger social networks, resulting in higher perceptions of social support.

Then this research also shows from the description of the Faculty categorization that the perception of Social Support The relationship between *homelessness and homelessness* among the association of migrant students at HKBP Nommensen University, Medan, is in the high category of *the Homesickness variable* , namely in the Faculty of Medicine and the Faculty of Teacher Training and Education. Meanwhile, the Social Support variable is in the high category. namely the Faculty of Agriculture and the Faculty of Teacher Training and Education.

Then this study also shows from the description of the Regional Origin categorization that the perception of Social Support The correlation between the relationship between *homeless students at HKBP Nommensen University, Medan, and the Homesickness* variable is high, namely in the North Tapanuli region. Likewise, the Social Support variable is also high. high category, namely the Riau region.

This research is not free from obstacles, limitations, and weaknesses in its implementation. As for the limitations in this study, several limitations need to be considered. First, the sampling technique using *purposive sampling* limits the generalization of the research results to only students who meet certain criteria at HKBP Nommensen University Medan, so it does not represent the entire population of students who are traveling from other universities. Second, data collection was conducted online, which can cause response bias due to differences in understanding the items or emotional state when completing the questionnaire, as well as the possibility of limited internet access for some respondents. Third, this study only used two main variables, namely perceived social support and homesickness, without considering other factors such as personality, *coping strategies* , or previous experiences of traveling from home, which may also have an influence. Therefore, the results of this study are contextual and need to be followed up with further research involving a more comprehensive approach and mixed *methods* .

CONCLUSION

This section will present a number of conclusions summarizing the research conducted, along with several practical and methodological suggestions for further research. Based on the data analysis, the following conclusions can be drawn:

1. The results of this study indicate a negative influence between social support and homesickness in migrant students at HKBP Nommensen University, Medan. Therefore, the proposed hypothesis can be accepted. This means that the higher the social support received by migrant students, the lower the level of homesickness experienced by migrant students at HKBP Nommensen University, Medan.
2. From the results of categorization based on variable l, it can be seen that in the Social Support variable, the majority of students from other regions at HKBP Nommensen University Medan are in the medium category, namely 88 respondents out of a total of 170 people.
3. Furthermore, based on the categorization results of the Homesickness variable, it is known that the majority of migrant students at HKBP Nommensen University Medan are also in the moderate category, namely 111 respondents.
4. The data analysis results show that the empirical mean value of social support is higher than the hypothetical mean, while the empirical mean value of homesickness is lower than the hypothetical mean. This indicates that students living away from home tend to have relatively good social support and experience relatively low levels of homesickness.
5. Based on demographic characteristics, the highest social support was found among 21-year-old students, graduating class of 2021, from the faculties of agriculture and teacher training and education, and from North Tapanuli. Meanwhile, the highest homesickness was found among 19-year-old students, graduating class of 2024, from the faculties of medicine and teacher training and education, and from Riau.

BIBLIOGRAPHY

Amelia, Y., Tatiyani, T., & Sovitriana, R. (2022). Dukungan Sosial Dan Kepribadian Terhadap Penyesuaian Diri Pada Masa Pensiun Karyawan Di Perumperuri Karawang. *Psikologi Kreatif Inovatif*, 2(3), 51–62. Opgehaal Van Https://Journals.Upi-Yai.Ac.Id/Index.Php/Psikologikreatifinovatif/Issue/Archive

Anggreani, R., & Ramadhani, A. (2021). Kelekatan Orangtua Dan Kemandirian Terhadap Penyesuaian Diri Mahasiswa Perantau Universitas Mulawarman. *Jurnal Ilmiah Psikologi*, 8(2), 310–322. Https://Doi.Org/Https://Doi.Org/10.14710/Empati.2018.21669

Budiati, Y. M., & Muhadi, F. (2022). Pengaruh Dukungan Orang Tua Dan Lingkungan Sosial Terhadap Prestasi Belajar Pada Mata Pelajaran Ekonomi (Lintas Minat) Di Sma Negeri 1 Kalasan. *Jurnal Pendidikan Ekonomi Dan Akuntansi*, 15(2), 27–36. Https://Doi.Org/10.24071/Jpea.V15i2.4600

Fadlilah, S., & Aryanto, E. (2020). Faktor Yang Berhubungan Dengan Pengetahuan Tb Paru Dan Dukungan Sosial Pasien Rs Khusus Paru Respira. *Jurnal Ilmiah Keperawatan Sai Betik*, 15(2), 168. Https://Doi.Org/10.26630/Jkep.V15i2.1804

Intani, I. D., & Sawitri, D. R. (2023). Hubungan Antara Dukungan Sosial Guru Bimbingan Konseling Dan Adaptabilitas Karir Pada Siswa Kelas Xii Di Sma Negeri 1 Cilacap. *Jurnal Empati*, 12(5), 368–375. Https://Doi.Org/10.14710/Empati.2023.27563

Kusumaatmadja, I. (2022). *Hubungan Antara Dukungan Sosial Rekan Kerja Dengan Subjective Well-Being Pada Wanita Berperan Ganda*. Universitas Mercu Buana Yogyakarta.

Mariska, A. (2018). Pengaruh Penyesuaian Diri Dan Kematangan Emosi Terhadap Homesickness. *Psikoborneo*, 6(3), 310–316.

Maulani, S. (2022). Gegar Budaya Dan Strategi Adaptasi Budaya Mahasiswa Perantauan Minang Di Jakarta. *Konvergensi: Jurnal Ilmiah Ilmu Komunikasi*, 3(2), 377–391.

Ningrum, S. O. V., & Intansari, F. (2023). Penyesuaian Diri Mahasiswa Perantau Di Universitas Aisyah Pringsewu Tahun 2023. *Jurnal Psikologi*, 1(1), 10.

Purwanti, I. (2021). *Hubungan Antara Dukungan Sosial Dengan Adaptabilitas Karir Pada Fresh Graduates Uin Ar-Raniry Banda Aceh*. Uin Ar-Raniry. Opgehaal Van Https://Repository.Ar-Raniry.Ac.Id/Id/Eprint/18449

Putri, A. S., & Kiranantika, A. (2020). Segregasi Sosial Mahasiswa Perantau Di Yogyakarta. *Indonesian Journal Of Sociology, Education, And Development*, 2(1), 42–51. Https://Doi.Org/10.52483/Ijsed.V2i1.20

Rahail, M. M., Wahyudi, I., & Widiantoro, F. X. W. (2020). Hubungan Antara Kohesivitas Kelompok Dengan Dukungan Sosial Bagi Mahasiswa Perantau Yang Aktif Di Organisasi Orang Muda Katolik, Gereja X Yogyakarta. *Jurnal Psikologi*, 16(1), 36–50.

Rima, H. (2021). *Hubungan Antara Kematangan Emosi Dengan Penyesuaian Diri Pada Mahasiswa Perantau*. Uin Raden Intan Lampung. Opgehaal Van Http://Repository.Radenintan.Ac.Id/Id/Eprint/15917

Rufaida, H., & Kustanti, E. R. (2018). Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Penyesuaian Diri Pada Mahasiswa Rantau Dari Sumatera Di Universitas Diponegoro. *Jurnal Empati*, 6(3), 217–222.

Https://Doi.Org/Https://Doi.Org/10.14710/Empati.2017.19751

Sari, D. R., Julistia, R., & Muna, Z. (2023). Penyesuaian Diri Dan Kompetensi Sosial Pada Mahasiswa Perantauan. *Insight: Jurnal Penelitian Psikologi*, 1(1), 57–74. Https://Doi.Org/Https://Doi.Org/10.2910/Insight.V1i1.10476

Sari, K. E. A., Arya, L., & Syanti, W. R. (2022). Benarkah Kecerdasan Emosional Dan Dukungan Sosial Penting? Studi Adaptabilitas Karir Pada Fresh Graduate. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(3), 585–595.

Sari, Y. (2021). Hubungan Antara Kematangan Emosi Dan Religiusitas Dengan Penyesuaian Diri Pada Mahasiswa Perantau Di Asrama Daerah Mahasiswa Yogyakarta. *Indonesian Psychological Research*, 3(2), 75–81.

Sarina, S. (2018). Gambaran Psychological Well-Being Pekerja Sosial Dian Bersinar Foundation Medan. *Jurnal Diversita*, 4(1), 16. Https://Doi.Org/10.31289/Diversita.V4i1.1567

Sary, K. A. (2018). *Proses Adaptasi Mahasiswa Perantauan Dalam Menghadapi Gegar Budaya*.

Sholichah, I. F. (2018). Identitas Sosial Mahasiswa Perantau Etnis Madura. *Psikosains: Jurnal Penelitian Dan Pemikiran Psikologi*, 11(1), 40–52. Https://Doi.Org/Http://Dx.Doi.Org/10.30587/Psikosains.V11i1.635

Silvania, O., & Anantasari, M. L. (2022). Hubungan Antara Dukungan Sosial Keluarga Dan Adaptabilitas Karir Pada Mahasiswa Tingkat Akhir. *Suksma: Jurnal Psikologi Universitas Sanata Dharma*, 3(1), 57–71. Https://Doi.Org/10.24071/Suksma.V3i1.4519

Sulistiyanto, D., & Abdullah, S. M. (2023). Kecerdasan Emosional Dan Dukungan Sosial Keluarga Dengan Adaptabilitas Karir Pada Siswa. *Jurnal Psikologi Malahayati*, 5(1).

Uci, M. S. (2023). *Hubungan Antara Kelekatan Dengan Orang Tua Dan Lingkungan Kampus Dengan Penyesuaian Diri Pada Mahasiswa Perantau*. Uin Raden Intan Lampung. Opgehaal Van Http://Repository.Radenintan.Ac.Id/Id/Eprint/23245

Utami, I. K. (2019). *Pengaruh Dukungan Sosial, Hardiness Dan Pendidikan Terhadap Adaptabilitas Karier Pada Fresh Graduates*. Fakultas Psikologi Uin Syarif Hidayatullah Jakarta. Opgehaal Van Http://Repository.Uinjkt.Ac.Id/Dspace/Handle/123456789/48713

Veronica, T. (2019). *Pengaruh Dukungan Sosial Terhadap Adaptabilitas Karier Pada Fresh Graduates Generasi Z Yang Baru Bekerja*. Universitas Negeri Jakarta.

Yolanda, Wiwik Sulistiani, & Dewi Mahastuti. (2022). Hardiness Dan Dukungan Sosial Dengan Adaptabilitas Karir Pada Mahasiswa Fakultas Psikologi. *Jurnal Psikologi Poseidon*, 23–39. Https://Doi.Org/10.30649/Jpp.V5i1.65

Yunita, Y. (2023). Pengaruh Penyesuaian Sosial, Dukungan Sosial Dan Keterampilan Sosial Sebagai Moderator Pembentukan Perilaku Sosial Siswa Di Sekolah. *Indonesian Journal Of Social Science Education (Ijsse)*, 5(1), 41–50.