

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial dan kesejahteraan psikologis pada mahasiswa yang sedang menyusun skripsi. Dukungan sosial dipahami sebagai persepsi individu terhadap ketersediaan dan kecukupan bantuan dari keluarga, teman sebaya, dan orang yang dianggap istimewa, sedangkan kesejahteraan psikologis dimaknai sebagai kondisi fungsi psikologis positif yang mencakup enam dimensi: penerimaan diri, hubungan positif dengan orang lain, otonomi, penguasaan lingkungan, tujuan hidup, dan pertumbuhan pribadi. Penelitian menggunakan metode kuantitatif korelasional dengan 198 subjek mahasiswa S1 aktif berusia 18–25 tahun yang sedang menyusun skripsi, dipilih melalui teknik purposive sampling. Instrumen yang digunakan adalah *Multidimensional Scale of Perceived Social Support* (MSPSS) milik Zimet et al. (1988) dan *Ryff's Scales of Psychological Well-Being Short Form* (SPWB) adaptasi Humaidah dan Mulyono (2025). Data dianalisis menggunakan uji korelasi *Spearman's Rho* karena asumsi normalitas dan linearitas tidak terpenuhi. Hasil penelitian menunjukkan terdapat hubungan positif yang signifikan antara dukungan sosial dan kesejahteraan psikologis ($r = 0,268$; $p < 0,001$), meskipun kekuatan hubungannya tergolong lemah. Dukungan sosial memberikan kontribusi sebesar 7,2% terhadap variasi kesejahteraan psikologis, sementara sisanya dipengaruhi faktor lain seperti regulasi emosi, efikasi diri akademik, dan religiusitas. Temuan ini memperkuat peran dukungan sosial sebagai faktor protektif dalam menjaga kesejahteraan psikologis mahasiswa selama menghadapi tekanan akademik penyusunan skripsi.

Kata kunci: dukungan sosial, kesejahteraan psikologis, mahasiswa

ABSTRACT

This study aimed to examine the relationship between social support and psychological well-being among undergraduate students currently working on their thesis. Social support is defined as an individual's subjective perception of the availability and adequacy of support from family, peers, and significant others, while psychological well-being refers to positive psychological functioning encompassing six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. A quantitative correlational design was employed with 198 active undergraduate students aged 18–25 years who were currently writing their thesis, selected using purposive sampling. The instruments used were the Multidimensional Scale of Perceived Social Support (MSPSS) by Zimet et al. (1988) and the Ryff's Scales of Psychological Well-Being Short Form (SPWB) adapted by Humaidah and Mulyono (2025). Data were analyzed using Spearman's Rho correlation because assumptions of normality and linearity were not met. The results revealed a significant positive relationship between social support and psychological well-being ($r = 0.268$; $p < 0.001$), although the correlation was classified as weak. Social support accounted for 7.2% of the variance in psychological well-being, while the remaining 92.8% was attributed to other factors such as emotional regulation, academic self-efficacy, and religiosity. These findings reinforce the protective role of social support in maintaining the psychological well-being of students facing academic pressures during thesis writing.

Keywords: social support, psychological well-being, student.