

## Loneliness in College Students: How is the Role of Adjustment and Social Support?

### *Kesepian pada Mahasiswa di Kampus: Bagaimana Peran Penyesuaian dan Dukungan Sosial?*

Asiyah Khoirun Nisa<sup>1</sup>, Sri Lestari\*<sup>1</sup>

<sup>1</sup>Fakultas Psikologi, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

#### ARTICLE INFO

##### Article History

Submitted:  
April 23<sup>th</sup>, 2023  
Final Revised:  
October 30<sup>th</sup>, 2021  
Accepted:  
October 30<sup>th</sup>, 2021

Keywords:  
Adjustment,  
college student,  
loneliness,  
social support,  
young adult

Kata kunci:  
Dewasa awal,  
dukungan sosial,  
kesepian,  
mahasiswa,  
penyesuaian diri



This is an open access article  
under the [CC-BY-SA](https://creativecommons.org/licenses/by-nc/4.0/) license

Copyright © 2022 by Author,  
Published by Universitas Negeri  
Surabaya

#### ABSTRACT

Loneliness is one of the problems experienced by students because of the lack of social support and not being matched by the ability to adapt to the social environment. The purpose of this study was to empirically test the role of adjustment and social support together in loneliness. Two hundred students aged 18-25 in Solo Raya participated in this survey. There were 200 students in the sample, which was determined using the G\*Power sample size determination criteria. The incidental sampling technique was used in this study so that anyone who happened to meet the researcher and was considered suitable as a data source was involved as a sample. In this study, out of a total of 200 respondents, only 193 respondents met the criteria to continue. The participants get through incidental sampling techniques. The instruments used were the loneliness scale, self-adjustment scale, and social support scales. Data were analyzed using multiple linear regression. The results show that adjustment and social support together affect loneliness. Partially self-adjustment and social support have an equal effect on loneliness in college students. The results of this study imply that the availability of social support from the immediate environment can help students overcome loneliness among students.

#### ABSTRAK

Kesepian menjadi salah satu problem yang dialami mahasiswa karena minimnya dukungan sosial dan tidak diimbangi dengan kemampuan untuk menyesuaikan diri dengan lingkungan sosial. Tujuan penelitian ini untuk menguji secara empiris peran penyesuaian diri dan dukungan sosial secara bersama-sama terhadap kesepian. Survei dilakukan kepada 200 mahasiswa usia 18-25 tahun di Solo Raya yang direkrut melalui teknik sampling incidental. Sampel berjumlah 200 siswa yang ditentukan menggunakan kriteria penentuan ukuran sampel G\*Power. Teknik sampling insidental digunakan dalam penelitian ini, sehingga siapapun yang kebetulan bertemu dengan peneliti dan dianggap cocok sebagai sumber data diikutsertakan sebagai sampel. Pada penelitian ini, dari total 200 responden, hanya 193 responden yang memenuhi kriteria untuk melanjutkan. Instrumen yang digunakan meliputi skala kesepian, skala penyesuaian diri, dan skala dukungan sosial. Analisis data yang digunakan yaitu regresi linear berganda. Hasil penelitian menunjukkan penyesuaian diri dan dukungan sosial secara bersama-sama berperan signifikan terhadap kesepian. Secara parsial penyesuaian diri dan dukungan sosial memiliki pengaruh yang setara terhadap kesepian pada mahasiswa. Implikasi hasil penelitian ini adalah ketersediaan dukungan sosial dari lingkungan terdekat dapat membantu mahasiswa untuk mengatasi kesepian pada mahasiswa.

Loneliness negatively affects the physical and mental health of individuals such as weakened cognitive function, increased risk of dementia, and risk of coronary heart disease (Boss, Kang, & Branson., 2015; Donovan et al., 2017; Holwerda et al., 2014; Valtorta et al., 2016). Loneliness can also lead to stress, depression, anxiety, suicidal thoughts and an increased risk of death (Hawkey & Cacioppo, 2010; Killgore et al., 2020; Lim, Holt-Lunstad, & Badcock, 2020; Tabue Tegu et al., 2016). Not only that, loneliness also causes financial losses due to sickness absence and caring for someone who is ill due to loneliness, reduced productivity due to decreased well-being, and increased turnover (Michaelson, Jeffrey, & Abdallah, 2017). Increased financial expenditure also occurs as a result of increased healthcare utilization due to loneliness (Fulton & Jupp, 2015).

*Loneliness* is a subjective feeling felt by an individual due to the absence of a close relationship (Russell, 1996). Courtin and Knapp (2017) define *loneliness* as a subjective unpleasant feeling that stems from a gap between the facts about the quality of social interactions and relationships and what individuals expect. Lonely individuals are less able to form friendships because they form interpersonal relationships with negative expectations and lack social skills. Individuals see the social world as a more threatening place, expect more negative social interactions, and recall more negative social information (Lichne et al., 2018; Peltzer & Pengpid, 2019). Cacioppo and Cacioppo (2018) added that one of the visible symptoms of loneliness is individuals who feel sad, which then increases symptoms of depression. According to Russell (1996), the aspects of loneliness include a) personality, which means the loneliness felt by individuals can be caused by their personality; b) social desirability, which is a result of different expectations when the social life

obtained by the individual does not match the expectations of the surroundings, and c) depression loneliness, the loneliness that occurs as a result of a particular problem or disorder, such as feelings of guilt, worthlessness, sadness, and lack of enthusiasm.

Several studies have attempted to explore the causes of loneliness when social relationships do not meet expectations. The results of the study found several factors, including personality differences such as introverted and extroverted personalities, differences in social skills such as empathy, differences in demographics such as age, differences in resources such as time and money, and physical mobility (British Red Cross and Co-Op, 2016; Office for National Statistics, 2018; Pinquart & Sorensen, 2001). Other studies found that cultural differences can also be a factor in increasing loneliness, whereas in individualist cultures, feelings of loneliness will be higher (Barreto et al., 2021).

Loneliness occurs in certain age groups and is influenced by developmental tasks. When the person does not perform tasks that are in accordance with their development and normative age, the person will tend to experience loneliness (Franssen et al., 2020). Unfortunately, the phenomenon of loneliness is mostly studied among the elderly. The survey proved that Generation Z, or individuals aged 18-22 years old, have the highest average loneliness rate than the baby boomer generation (Renken, 2020). Similarly, the results of a survey conducted by Making Caring Common found that 950 respondents felt lonely, and 61% were people between the ages of 18-25 with high levels of loneliness (Walsh, 2021). Peltzer and Pengpid (2019) explained that the prevalence of loneliness in Indonesia is highest among people aged 15-24 years, followed by those aged 70-74 years. Young adults and the elderly are more vulnerable to loneliness. Graphically, the level of loneliness in both groups will form

a U-shape, indicating that the levels of loneliness increase when individuals are in early adulthood and older age.

Early adulthood is considered a vulnerable age because at this age they experience a transitional phase from adolescence to adulthood and they are considered capable of making their own choices (Batara & Kristianingsih, 2020). Santrock (2012) stated that early adulthood is a period of transition that is identical to experimentation and exploration, which starts when entering the age of 18-25 years old. During this transitional period, individuals also experience the emerging adulthood phase, which, according to Arnett (2018), is the stage for individuals to become more independent and explore the various possibilities in their lives before finally committing. The developmental tasks at this age often lead to psychological distress and poor mental health (Choo & Marszalek, 2019).

One of the normative tasks for individuals emerging adults aged 18-25 years is the obligation to pursue education in college. Individuals who have become students will experience various changes in their life experiences, such as the pressure to achieve their educational goals in college, start a career life, develop friendships with new people, and be willing to separate from their closest relatives when they have to leave home to pursue their education (Diehl et al., 2018; Franssen et al., 2020). However, on the other hand, students are also expected to be more independent and not depend on friends or family.

These changes and contradictory expectations often lead individuals to loneliness (Qualter et al., 2015). Lee and Goldstein (2016) added that during this period, individuals experience changes in the quantity and quality of their social relationships. Therefore, individuals tend to feel more lonely when they are unable to establish or maintain contact with their peers (Matthews et al., 2016). Loneliness experienced by students can interfere with their learning process and academic

success (Bek, 2017). The risk of loneliness in university students also tends to increase when students are from minority groups (Madsen et al., 2016), being in an environment with no one else from a similar background to them (Visser & El Fakiri, 2016), and students who have bad experiences in the past such as experiences of discrimination due to ethnic status or disability (Peltzer & Pengpid, 2019; Visser & El Fakiri, 2016).

The lack of an individual's ability to establish interpersonal relationships can lead to feelings of isolation, which then leads to loneliness. As described by Fauziyyah and Ampuni (2018), a lack of social skills is associated with high levels of loneliness. Through good self-adjustment skills, individuals will be adaptive to their environment and will continue to develop their potential in a healthy way to change their environment (Kimhy et al., 2012). A study by Afifah (2015) and Resmadewi (2018) shows that self-adjustment is negatively correlated with loneliness felt by university students.

Haber and Runyon (1984) explained self-adjustment as a continuum process regarding an individual's ability to deal with changing situations so that individuals feel in tune with their environment and can get relief and fulfill their needs. Haber and Runyon (1984) divided the aspects of self-adjustment into five, which are: a) accurate perception of reality, b) ability to cope with stress and anxiety, c) a positive self-image, d) ability to express feelings, and e) good interpersonal relations.

Many factors can influence self-adjustment. Maimunah (2020) stated that, psychologically, self-efficacy factors affect self-adjustment. Motivation also affects self-adjustment (Iflah & Listyasari, 2013; Oetomo et al., 2017). Other internal factors that affect self-adjustment are intellectual ability or intelligence (Oetomo et al., 2017; Sari & Jamain, 2019) which spiritual intelligence has a more significant influence (Prima & Indrawati, 2018), openness and self-confidence, as well as

self-control (Agbaria, 2020; Fitrianti & Cahyono, 2021; Oetomo et al., 2017). External factors that influence self-adjustment include social support, such as peer support and friendship factors (Agbaria, 2020; Maimunah, 2020; Oetomo et al., 2017). Other than supporting factors, some barriers that can reduce self-adjustment include academic anxiety, physical barriers and psychological barriers (Oetomo et al., 2017).

Individuals who live together have a 75% lower chance of feeling lonely than individuals who live alone (Bu, Steptoe, & Fancourt, 2020; Li & Wang, 2020). The social support that individuals perceive from those around them can help protect against loneliness. As stated by Lee and Goldstein (2016), a lack of social support, such as support from friends or partners, is associated with greater loneliness. Individuals need more social support because individuals still have a greater sense of dependence on relationships with their peers (Choo & Marszalek, 2019).

Individuals with high levels of social support have an 89% chance of not experiencing loneliness, and high social support can reduce loneliness levels compared to individuals with low social support (Bu et al., 2020; Labrague, De los Santos, & Falguera, 2021; Peltzer & Pengpid, 2019). Similar to previous research conducted on university students, it was found that social support is negatively related to perceived loneliness (Nurayni & Supradewi, 2017). Other studies conducted on early adults aged 18-40 years reported that increasing social support received by individuals will reduce loneliness (Batara & Kristianingsih, 2020). The availability of consistent social support can improve self-control, anger management, and strong social bonds, which can contribute to prosocial behavior and minimize mental health problems such as loneliness and criminal behavior (Kort-Butler, 2017). Examining the protective variables will make it easier to reduce the loneliness experienced by individuals.

Zimet et al. (1988) state that social

support is a form of support obtained from three sources: family, friends and significant others. Social support is a form of self-acceptance from individuals or groups to other individuals, which gives the effect that the person is loved, cared for, appreciated and supported (Sarafino, 1994). The aspects of social support, according to Zimet et al. (1988), are: a) family support, which is the support that individuals get from their families, such as in making a decision; b) support that comes from friends, and c) support from significant others, it is the support that individuals get from people who matter to them so that they feel comfortable and valued.

There are several factors, according to Stanley (2006), that can affect social support, including physical needs, psychological needs and social needs. Myers (2012) states that four factors influence social support: a) empathy, b) social norms and values that guide individuals in behaving and performing obligations, c) social or reciprocal exchanges of love, treatment, and information that make interpersonal relationships satisfying and fulfilling, and d) sociology explains that individuals provide help to others who are still related to them rather than helping strangers. This is considered more beneficial and saves time and energy. Individuals will help others because they expect reciprocity.

This study aims to obtain empirical evidence of the role of self-adjustment and social support on loneliness in university students. In previous studies, loneliness was associated with coping ability, social support, and individual resilience (Labrague et al., 2021). In their research, Nurayni and Supradewi (2017) stated that social support and a sense of belonging are related to loneliness. Loneliness is also associated with age, gender, ethnicity, education level, income, occupation, mental health, living status, place of residence, number of friends, interactions, and social support (Bu et al., 2020; Li & Wang, 2020). Afifah (2015) and

Resmadewi (2018) added that self-adjustment is related to loneliness. Based on the explanation above, it is known that there are many factors that influence loneliness. Social support is one of the protective factors often associated with loneliness. However, there are still few sources that state the role of self-adjustment in loneliness. Furthermore, few studies on loneliness use self-adjustment and social support as predictors. The hypotheses proposed include a central hypothesis, which is that self-adjustment and social support together play a role in loneliness, as well as two minor hypotheses, which are that self-adjustment plays a role in loneliness and social support plays a role in loneliness.

### **Method**

This research is a quantitative correlational type with three variables: self-adjustment, social support, and loneliness.

### **Sample**

The population in this study were students aged 18-25 years at universities in the Solo Raya area, which included the regency of Surakarta, Boyolali, Sukoharjo, Karanganyar, Wonogiri, Sragen, and Klaten. There were 200 students in the sample, which was determined using the G\*Power sample size determination criteria. The incidental sampling technique was used in this study so that anyone who happened to meet the researcher and was considered suitable as a data source was involved as a sample (Sugiyono, 2019). In this study, out of a total of 200 respondents, only 193 respondents met the criteria to continue with the data analysis.

### **Data Collection**

Data collection was conducted using a questionnaire in the format of a Google form and distributed online and offline. The instrument used has been adjusted and passed the validity and reliability test

process. Validity was tested through an assessment by the rater to determine whether items represented the indicators on each variable. The results from the rater test were then processed using Aiken's formula  $V = \sum s / [n(c-1)]$  through the Microsoft Excel program to determine the value of content validity. The limit for determining an item is considered to have good validity if the validity coefficient value obtained is more than 0.7 (Azwar, 2019). Reliability was tested using the SPSS 20 for Windows program, and then the results were seen through Cronbach's alpha value. If the Cronbach's alpha value  $> 0.60$  is obtained, it can be said that the instrument is reliable (Sujarweni, 2014).

Loneliness was measured using the UCLA Loneliness Scale Version 3, which was previously adapted and translated from English into Indonesian by Paramitha (2018). This scale consisted of 11 favorable items and nine unfavorable items and was arranged based on aspects of loneliness, according to Russell (1996). The validity coefficient value is between 0.75 - 0.83, so the scale is valid. The Cronbach's alpha value obtained is 0.884, so the scale is reliable.

Self-adjustment was measured using Humairah's scale (2018), which refers to Haber and Runyon's (1984) aspects of self-adjustment. This scale consists of 26 favorable items and 24 unfavorable items. The validity value moves between 0.67 - 0.83, and there is 1 item with a validity coefficient value of less than 0.7, so it is declared invalid and leaves 49 valid items. The Cronbach's alpha value on this scale is 0.895, so the scale is reliable.

Social support was measured with the Multidimensional Scale of Perceived Social Support (MSPSS), which was developed by Zimet et al (1988) and translated by Juniastira (2018). This scale has 12 favorable items arranged according to aspects of social support Zimet et al (1988). The validity of the social support scale moves between 0.75-0.83, so it is declared valid, and Cronbach's alpha value is 0.856, so it is declared reliable.

**Data Analysis**

After collecting the data, an assumption test was carried out, which included a normality test, linearity test, multicollinearity test and heteroscedasticity test. Furthermore, hypotheses were tested using multiple regression analysis techniques.

**Result**

Through statistical analysis, the results were listed in the Table. 1.

Table 1. Descriptive Statistics

| Variable        | Empirical |       | Hypothetical |      |
|-----------------|-----------|-------|--------------|------|
|                 | M         | SD    | M            | SD   |
| Self-adjustment | 138,85    | 15,55 | 117,5        | 23,5 |
| Social support  | 45,18     | 7,975 | 36           | 8    |
| Loneliness      | 49,10     | 9,228 | 50           | 10   |

The empirical average of self-adjustment was 117.5, and the social support was 45.18. These results were more than their respective hypothetical averages. Loneliness obtained an empiric average of 49.10 and showed lower results than the hypothetic average. Self-adjustment data and student social support were in the high tendency category, while student loneliness was in the low tendency category.

The normality test obtained sig. 0.478 ( $p > 0.05$ ), so the data is normally distributed. The results of the linearity test of each independent variable obtained sig. 0.00 ( $p < 0.05$ ). It means the dependent variable had a linear relationship with the dependent variable. The results of the multicollinearity test showed a VIF value of  $1.323 < 10$  and a tolerance value of  $0.756 > 0.1$ , so it was stated that there was no multicollinearity in the data. The results of scatterplots showed that the data do not show symptoms of heteroscedasticity, as evidenced by the distribution of data points evenly in the area around the zero and did not have a specific pattern, as shown in Figure 1.

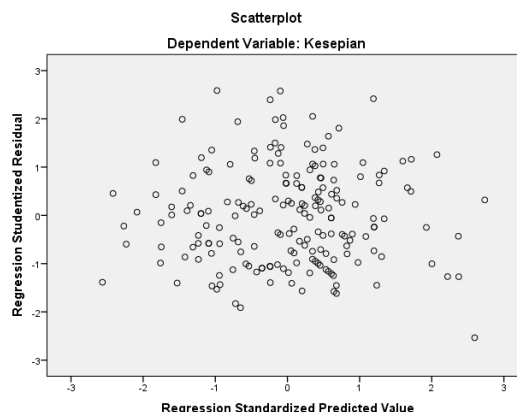


Figure 1. Scatterplots

Then, the data was tested using multiple linear regression analysis. The stepwise method shows that Model 1 has an R Square value of 0.427, indicating that the social support variable can explain 42.7% of the loneliness variable. Model 2 obtained an R Square value of 0.568, indicating that 56.8% of loneliness variables can be explained by the variables of self-adjustment and social support simultaneously. Therefore, it can also be known that the magnitude of the effect of the self-adjustment variable on loneliness if self-adjustment was added as a predictor showed 14.1%, and another 43.2% can be influenced by other variables (Table 2).

From the ANOVA test results (Table 2), it is known that F-table was 3.04 and F-statistics in Model 2 was 124.874 with sig. 0.00 ( $p < 0.05$ ). It means that F-statistics  $>$  F-table and it can be concluded that the variables of self-adjustment and social support can predict loneliness simultaneously. In other words, the variables of self-adjustment and social support simultaneously contributed to the loneliness.

Table 2. Coefficients of Regression Analysis

| Ty | Variab          | B       | $\beta$ | T      | Si   | Zer    |
|----|-----------------|---------|---------|--------|------|--------|
| pe | le              |         |         |        | g    | o-     |
|    |                 |         |         |        |      | ord    |
|    |                 |         |         |        |      | er     |
| 1  | Const           | 109,246 |         | 26,269 | 0,00 |        |
| 2  | Self-adjustment | -0,258  | 0,432   | 7,876  | 0,00 | -0,649 |

|   |      |     |      |    |     |
|---|------|-----|------|----|-----|
| Social  | -    | -   | -    | 0, | -   |
| suppor  | 0,50 | 0,4 | 8,02 | 00 | 0,6 |
| t   | 9    | 40  | 4    |    | 53  |
| R= 0,754; R <sup>2</sup> = 0,568; F= 124,874; p= 0,00<br>(p<0,05) |      |     |      |    |     |

In addition, a t-test was carried out to determine the role of each independent variable partially towards the dependent variable. The t-test results can be seen in Table 2 of the t-table value obtained at 1.972. Based on Table 2, it is known that the self-adjustment variable has a t-count of -7.876 with a significance of 0.00 (p<0.05) and  $\beta = -0.432$ , which means that t-count > t-table, so self-adjustment plays a negative and significant role in loneliness. In the social support variable, t-statistics calculated at -8.024 with a significance of 0.00 (p<0.05) and  $\beta = -0.440$ , it said that t-statistics > t-table showed a negative and significant role between social support and loneliness. Therefore, the regression equation obtained  $Y = 109.246 - 0.258 X_1 - 0.509 X_2$ .

The contribution of each predictor or independent variable on the dependent variable was obtained from the effective contribution formula, namely  $\beta \times \text{zero-order} \times 100\%$ . Therefore, the effective contribution of self-adjustment was obtained by 28.03% and 28.73% by social support. The result of summing the effective contribution of each independent variable is suitable with the result of R square or the contribution obtained by the two independent variables simultaneously.

### Discussion

Respondents in this study had an age range of 18-25 years old. Most respondents came from female respondents, with 154 respondents (79.8%) as the total. The total of male respondents was 39 respondents (20.2%).

At this age, developmental tasks were about being able to live independently, such as living apart from parents, building a career, and establishing deep relationships with friends and partners.

Another important task was to take education in college. As stated by Arnett (2018), the characteristic of individuals in this phase was to explore more. By attending the lectures, individuals can try various possibilities that open up opportunities in the future, primarily related to their careers.

Individuals were no longer seen as teenagers at this time because they could already decide things independently. Based on the results of this research, 98 (50.7%) respondents came from students living in boarding houses. Individuals who live alone will have time to make decisions in life, develop their ability to achieve goals and have opportunities to try and explore new things and have privacy (Santrock, 2012). However, the difference of respondents who still lived with their parents is not much different, with the number of 88 respondents (45,6%). It did not mean those who still lived with their parents were immature. However, at this time, individuals tend to experience financial instability, so they are still dependent on their parents in residence (Arini, 2021).

The individual's inability to perform these developmental tasks can lead to loneliness (Franssen et al., 2020). *Loneliness* is a subjective feeling that individuals feel because of no closeness in relationships, so a close relationship is not achieved (Courtin & Knapp, 2017; Russell, 1996). The ability to establish social relationships by having good self-adjustment and several other social factors, such as social support, can be protective factors to reduce the level of loneliness the students feel. However, Bu et al (2020) research shows that students tend to be at risk for experiencing high levels of loneliness.

Through the results of the F test, it can be concluded that the significant hypothesis in this study was accepted. It showed that self-adjustment and social support simultaneously contributed to loneliness. In line with Resmadewi's research (2018), which showed high self-

adjustment will affect low loneliness and vice versa, as well as Batara and Kristianingsih's research (2020), which also found that the higher the social support, the lower the level of loneliness and vice versa.

The effective contribution of the self-adjustment and social support variables simultaneously amounted to  $R^2 = 0.568$  or 56.8%, and the rest of it can be influenced by other variables such as coping ability, resilience, and mental health. Through these results, it is also known that the influence of the self-adjustment and social support variables simultaneously is greater than the influence of the variables. Therefore, reducing loneliness is more effective by increasing self-adjustment and social support simultaneously than increasing the variables partially.

Partially, self-adjustment played a negative and significant role in loneliness, so the first minor hypothesis was accepted. It showed that higher self-adjustment will reduce the level of loneliness in students and vice versa. When self-adjustment is low, it will increase loneliness. Loneliness is related to the difference between expectations about the quality of social interactions and relationships that do not match reality. Therefore, the importance of good self-adjustment skills is one of the factors that can reduce loneliness. By having good self-adjustment, individuals can balance their potential, feelings, and behavior and develop them to match their environment (Kimhy et al., 2012).

According to Russell (1996), one of the aspects of loneliness is trait or personality. It had a more stable pattern of loneliness feelings that sometimes changed depending on conditions. Lonely individuals are seen as persons who have negative characteristics, such as low self-adjustment ability. Individuals with good self-adjustment should have a perspective on themselves that was not based on the others labels and how others behave towards themselves (Haber & Runyon, 1984). Buchori (2002) added that when individuals accept their strengths and

weaknesses, they will have a harmonious relationship with their environment. Good interpersonal relationships show that individuals have good self-adjustment skills. In this study, most respondents stated that they meet and gather with friends (34.1%) and almost every day, they gather or talk with family (52.3%). Individuals who can adjust themselves can achieve social relationships with a certain degree of intimacy appropriately and fulfill their developmental tasks of establishing social relationships (Arnett, 2018; Haber & Runyon, 1984). Respondents in this study also expressed pleasure in spending time with family and friends.

Social support contributed negatively and significantly to the loneliness. It means that the higher the social support an individual feels, the lower the level of loneliness, and the lower the perceived social support, the greater the loneliness. It means that the second minor hypothesis was accepted. Peplau and Perlman (1984) stated that cognitive factors became one of the factors of loneliness, where individuals felt they had no control over their social environment. Therefore, social support can help to reduce those feelings. According to Sarafino (2006), one kind of support was the emotional support that gave comfort, consideration, and love. In this study, most individuals stated that the source of the social support they obtained came from parents and friends. It was in line with the concept of social support from Zimet et al (1988) related to sources of social support such as family, friends and significant others.

The majority of respondents in this study were students who lived in boarding houses (50.7%). Lee and Goldstein's research (2016) found that individuals who had sources of support at home, such as family, tended to feel lonely when they had to separate from their family, even though the goal was to study. In this situation, support from friends will help to minimize the loneliness experienced by the individual. Qualter et al (2015) stated that a lack of support from friends or partners was



associated with increased loneliness. In this study, most respondents had close friends, around 3-4 people (36.2%). Bu et al (2020) stated that having close friends could be one of the protective factors against loneliness because students were still looking for their identity, so friends had an important role in socializing and carrying out activities (Franssen et al., 2020; Tso & Park, 2020). Dagne and Dagne (2019) added that individuals who did not have romantic status tended to be lonelier. Although the majority of respondents in this study were single (77.2%), respondents stated that they often received social support from friends and parents.

The level of student loneliness is in the low category, so it is said that the students in this study do not meet the aspects of loneliness according to Russell (1996), which include personality, social desirability, and depression. It happens because individuals do activities that aim to reduce loneliness. In this study, 46.8% of respondents who feel lonely answered that they will do hobbies that they like, such as reading, cooking, watching movies, and others; 21.8% of respondents chose to play social media; 10.45% of respondents chose to stay at home; 9.5% of respondents said that they will do activities outside. Only 6.36% of respondents said that they will meet friends or other people, and 5% of respondents chose to cry when they feel lonely.

Individuals' several activities when they feel lonely clarify the results of previous research. Vaarala, Määttä, and Uusiautti (2013) explained that individuals can carry out concrete or tangible activities such as going outside or doing hobbies, seeking social support, and regulating emotions and cognition to overcome loneliness. Some studies considered that playing social media will not be able to fulfill the needs related to *closeness*, but at least individuals can share their feelings of loneliness (Lampraki et al., 2022; Vaarala et al., 2013). Some activities carried out by respondents as alternative coping to overcome loneliness, such as doing

hobbies, doing activities outside, playing social media, and meeting other people or friends.

## Conclusion

This research shows a significant role between self-adjustment and social support on loneliness among university students in Solo Raya, so it can be concluded that the significant hypothesis is accepted. The same goes for each variable's minor hypothesis, which also shows a negative and significant role, so the two minor hypotheses are also accepted. The effective contribution of self-adjustment and social support variables is 56.8%, and other variables can influence the rest. This result is higher than the effective contribution of each variable partially. In addition, it is known that the level of loneliness among students in Solo Raya is low, with a high level of self-adjustment and social support. When students feel lonely, various activities are carried out to reduce this loneliness, such as doing favorite activities or hobbies, playing social media, going out to find some atmosphere and meeting with friends. However, on the other hand, some individuals also choose to stay at home and cry.

## Recommendation

Students are expected to be more active in activities, especially group activities, such as student activity units that align with their interests. Students can also participate in volunteer activities to make friends and their spare time more joyous. Institutions are expected to provide services such as counseling centers that can be reached for students who do not have a place to share or feel unsupported by their surrounding environment. The service can be called peer counseling, so students feel more comfortable because the counselors are their peers. For future research, these results can be used as a source of reference in conducting research by paying attention to the limitations that have been described

previously, such as paying more attention and expanding the range of respondents who are in each area of Solo Raya regencies, and pay attention to the balance of respondents in terms of gender in order to compare loneliness in men and women.

### References

- Afifah, N. W. (2015). *Hubungan antara penyesuaian diri dan kesepian pada mahasiswa baru perguruan tinggi swasta di Yogyakarta* [Skripsi, Universitas Gadjah Mada]. <http://etd.repository.ugm.ac.id/penelitian/detail/79392>
- Agbaria, Q. (2020). Predictors of personal and social adjustment among Israeli-Palestinian teenagers. *Child Indicators Research*, 13(3), 917–933. <https://doi.org/10.1007/s12187-019-09661-3>
- Arini, D. P. (2021). Emerging adulthood : Pengembangan teori erikson mengenai teori psikososial pada abad 21. *Jurnal Ilmiah Psyche*, 15(1), 11–20. <https://doi.org/10.33557/jpsyche.v15i01.1377>
- Arnett, J. J. (2018). *Adolescence and emerging adulthood a cultural approach* (6th ed.). Pearson Education.
- Azwar, S. (2019). *Reliabilitas dan validitas* (4th ed.). Pustaka Pelajar.
- Barreto, M., Victor, C., Hammond, C., Eccles, A., Richins, M. T., & Qualter, P. (2021). Loneliness around the world: Age, gender, and cultural differences in loneliness. *Personality and Individual Differences*, 169(110066), 1–6. <https://doi.org/10.1016/j.paid.2020.110066>
- Batara, G. A., & Kristianingsih, S. A. (2020). Hubungan dukungan sosial dengan kesepian pada narapidana dewasa awal lajang. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(1), 187–194. <https://doi.org/10.33087/jiubj.v20i1.7>
- Bek, H. (2017). Understanding the effect of loneliness on academic participation and success among international university students. *Journal of Education and Practice*, 8(14), 46–50. <https://files.eric.ed.gov/fulltext/EJ1143922.pdf>
- Boss, L., Kang, D.-H., & Branson, S. (2015). Loneliness and cognitive function in the older adult: A systematic review. *International Psychogeriatrics*, 27(4), 541–553. <https://doi.org/10.1017/S1041610214002749>
- British R. C. and Co-Op. (2016). *Trapped in a bubble: An investigation into triggers for loneliness in the UK*. British Red Cross Society. <https://www.redcross.org.uk/-/media/documents/about-us/research-publications/health-and-social-care/co-op-trapped-in-a-bubble-report.pdf>
- Bu, F., Steptoe, A., & Fancourt, D. (2020). Loneliness during a strict lockdown: Trajectories and predictors during the covid-19 pandemic in 38,217 United Kingdom adults. *Social Science & Medicine*, 265(113521), 1–6. <https://doi.org/10.1016/j.socscimed.2020.113521>
- Buchori, B. (2002). *Penyesuaian diri dan motivasi* (Revisi). Balai Aksara.
- Cacioppo, J. T., & Cacioppo, S. (2018). Loneliness in the modern age: An evolutionary theory of loneliness (ETL). *Advance in Experimental Social Psychology*, 58, 127–197. <https://doi.org/10.1016/bs.aesp.2018.03.003>
- Choo, P. Y., & Marszalek, J. M. (2019). Self-compassion: A potential shield against extreme self-reliance? *Journal of Happiness Studies*, 20(3), 971–994. <https://doi.org/10.1007/s10902-018-9978-y>
- Courtin, E., & Knapp, M. (2017). Social isolation, loneliness and health in old age: A scoping review. *Health & Social Care in the Community*, 25(3),

- 799–812.  
<https://doi.org/10.1111/hsc.12311>
- Dagnew, B., & Dagne, H. (2019). Year of study as predictor of loneliness among students of University of Gondar. *BMC Research Notes*, *12*(1), 240–246. <https://doi.org/10.1186/s13104-019-4274-4>
- Diehl, K., Jansen, C., Ishchanova, K., & Hilger-Kolb, J. (2018). Loneliness at universities: Determinants of emotional and social loneliness among students. *International Journal of Environmental Research and Public Health*, *15*(9), 1–14. <https://doi.org/10.3390/ijerph15091865>
- Donovan, N. J., Wu, Q., Rentz, D. M., Sperling, R. A., Marshall, G. A., & Glymour, M. M. (2017). Loneliness, depression and cognitive function in older U.S. adults. *International Journal of Geriatric Psychiatry*, *32*(5), 564–573. <https://doi.org/10.1002/gps.4495>
- Fauziyyah, A., & Ampuni, S. (2018). Depression tendencies, social Skills, and loneliness among college students in Yogyakarta. *Jurnal Psikologi*, *45*(2), 98–106. <https://doi.org/10.22146/jpsi.36324>
- Fitrianti, L., & Cahyono, R. (2021). Pengaruh regulasi diri terhadap penyesuaian diri di perguruan tinggi mahasiswa baru selama pembelajaran jarak jauh (PJJ) di masa pandemi Covid-19. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*, *1*(2), 1180–1189. <https://doi.org/10.20473/brpkm.v1i2.28846>
- Franssen, T., Stijnen, M., Hamers, F., & Schneider, F. (2020). Age differences in demographic, social and health-related factors associated with loneliness across the adult life span (19–65 years): A cross-sectional study in the Netherlands. *BMC Public Health*, *20*(1), 1118. <https://doi.org/10.1186/s12889-020-09208-0>
- Fulton, L., & Jupp, B. (2015). *Investing to tackle loneliness: A discussion paper*. Social Finance. <https://gulbenkian.pt/uk-branch/publication/investing-to-tackle-loneliness-a-discussion-paper/>
- Haber, A., & Runyon, R. P. (1984). *Psychology of adjustment*. The Dorsey Press.
- Hawkey, L. C., & Cacioppo, J. T. (2010). Loneliness matters: A theoretical and empirical review of consequences and mechanisms. *Annals of Behavioral Medicine*, *40*(2), 218–227. <https://doi.org/10.1007/s12160-010-9210-8>
- Holwerda, T. J., Deeg, D. J. H., Beekman, A. T. F., van Tilburg, T. G., Stek, M. L., Jonker, C., & Schoevers, R. A. (2014). Feelings of loneliness, but not social isolation, predict dementia onset: Results from the amsterdam study of the elderly (AMSTEL). *Journal of Neurology, Neurosurgery & Psychiatry*, *85*(2), 135–142. <https://doi.org/10.1136/jnnp-2012-302755>
- Humairah, N. (2018). *Hubungan penyesuaian diri terhadap kepercayaan diri mahasiswa semester awal fakultas ushuluddin dan humaniora Universitas Islam Negeri Antasari Banjarmasin* [Skripsi, UIN Antasari]. <https://idr.uin-antasari.ac.id/12551/>
- Iflah, I., & Listyadari, W. D. (2013). Gambaran penyesuaian diri mahasiswa baru. *Jurnal Penelitian Dan Pengukuran Psikologi*, *2*(1), 33–36. <https://doi.org/https://doi.org/10.21009/JPPP.021.05>
- Juniastira, S. (2018). *Hubungan antara dukungan sosial dan kualitas hidup pada pasien stroke*. [Skripsi, Universitas Islam Indonesia]. <https://dspace.uui.ac.id/handle/123456789/8391>
- Killgore, W. D. S., Cloonan, S. A., Taylor, E. C., & Dailey, N. S. (2020). Loneliness: A signature mental health

- concern in the era of covid-19. *Psychiatry Research*, 290, 113117. <https://doi.org/10.1016/j.psychres.2020.113117>
- Kimhy, D., Vakhrusheva, J., Jobson-Ahmed, L., TARRIER, N., Malaspina, D., & Gross, J. J. (2012). Emotion awareness and regulation in individuals with schizophrenia: Implications for social functioning. *Psychiatry Research*, 200(2–3), 193–201. <https://doi.org/10.1016/j.psychres.2012.05.029>
- Kort-Butler, L. A. (2017). Social support theory. In *The Encyclopedia of Juvenile Delinquency and Justice* (pp. 1–4). Wiley. <https://doi.org/10.1002/9781118524275.ejdj0066>
- Labrague, L. J., De los Santos, J. A. A., & Falguera, C. C. (2021). Social and emotional loneliness among college students during the covid-19 pandemic: The predictive role of coping behaviors, social support, and personal resilience. *Perspectives in Psychiatric Care*, 57(4), 1578–1584. <https://doi.org/10.1111/ppc.12721>
- Lampraki, C., Hoffman, A., Roquet, A., & Jopp, D. S. (2022). Loneliness during covid-19: Development and influencing factors. *PLOS ONE*, 17(3), 1–20. <https://doi.org/10.1371/journal.pone.0265900>
- Lee, C.-Y. S., & Goldstein, S. E. (2016). Loneliness, stress, and social support in young adulthood: Does the source of support matter? *Journal of Youth and Adolescence*, 45(3), 568–580. <https://doi.org/10.1007/s10964-015-0395-9>
- Li, L. Z., & Wang, S. (2020). Prevalence and predictors of general psychiatric disorders and loneliness during covid-19 in the United Kingdom. *Psychiatry Research*, 291(113267), 1–6. <https://doi.org/10.1016/j.psychres.2020.113267>
- Lichne, V., Lovašová, S., & Vašková, A. (2018). Loneliness and its characteristics in adolescence. *Journal of Interdisciplinary Research*, 8(2), 152–157.
- Lim, M. H., Holt-Lunstad, J., & Badcock, J. C. (2020). Loneliness: Contemporary insights into causes, correlates, and consequences. *Social Psychiatry and Psychiatric Epidemiology*, 55(7), 789–791. <https://doi.org/10.1007/s00127-020-01891-z>
- Madsen, K. R., Damsgaard, M. T., Rubin, M., Jervelund, S. S., Lasgaard, M., Walsh, S., Stevens, G. G. W. J. M., & Holstein, B. E. (2016). Loneliness and ethnic composition of the school class: A nationally random sample of adolescents. *Journal of Youth and Adolescence*, 45(7), 1350–1365. <https://doi.org/10.1007/s10964-016-0432-3>
- Maimunah, S. (2020). Pengaruh dukungan sosial dan efikasi diri terhadap penyesuaian diri. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(2), 275–282. <https://doi.org/http://dx.doi.org/10.30872/psikoborneo.v8i2.4911>
- Matthews, T., Danese, A., Wertz, J., Odgers, C. L., Ambler, A., Moffitt, T. E., & Arseneault, L. (2016). Social isolation, loneliness and depression in young adulthood: A behavioural genetic analysis. *Social Psychiatry and Psychiatric Epidemiology*, 51(3), 339–348. <https://doi.org/10.1007/s00127-016-1178-7>
- Michaelson, J., Jeffrey, K., & Abdallah, S. (2017). *The cost of loneliness to UK employers*. New Economic Foundation. <https://neweconomics.org/2017/02/cost-loneliness-uk-employers>
- Myers, D. G. (2012). *Psikologi sosial* (10th ed.). Salemba Humanika.
- Nurayni, N., & Supradewi, R. (2017). Dukungan sosial dan rasa memiliki terhadap kesepian pada mahasiswa perantau semester awal di universitas diponegoro. *Proyeksi: Jurnal*

- Psikologi*, 12(2), 35–42.  
<https://doi.org/http://dx.doi.org/10.30659/jp.12.2.35-42>
- Oetomo, P. F., Yuwanto, L., & Rahaju, S. (2017). Faktor penentu penyesuaian diri pada mahasiswa baru emerging adulthood tahun pertama dan tahun kedua. *Jurnal Ilmiah Psikologi MIND SET*, 8(2), 67–77.  
<https://doi.org/10.35814/mindset.v8i02.325>
- Office for National Statistics. (2018, April). *Loneliness - What characteristics and circumstances are associated with feeling lonely?* Office for National Statistics.  
<https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/lonelinesswhatcharacteristicsandcircumstancesareassociatedwithfeelinglonely/2018-04-10>
- Paramitha, R. (2018). *Hubungan kesejahteraan psikologis dengan kesepian pada mahasiswa yang merantau di Yogyakarta* [Skripsi, Universitas Islam Indonesia].  
[https://dspace.uui.ac.id/bitstream/handle/123456789/13606/SKRIPSI\\_RAISSA\\_14320236.pdf?sequence=2&isAllowed=y](https://dspace.uui.ac.id/bitstream/handle/123456789/13606/SKRIPSI_RAISSA_14320236.pdf?sequence=2&isAllowed=y)
- Peltzer, K., & Pengpid, S. (2019). Loneliness correlates and associations with health variables in the general population in Indonesia. *International Journal of Mental Health Systems*, 13(24), 2–11.  
<https://doi.org/10.1186/s13033-019-0281-z>
- Peplau, L. A., & Perlman, D. (1984). Loneliness research: A survey of empirical findings. In L. A. Peplau & S. Goldston (Eds.), *Preventing the Harmful Consequences of Severe and Loneliness* (pp. 13–46). U.S. Government Printing Office.  
<https://peplau.psych.ucla.edu/wp-content/uploads/sites/141/2017/07/Perlman-Peplau-84.pdf>
- Pinquart, M., & Sorensen, S. (2001). Influences on loneliness in older adults: A meta-analysis. *Basic and Applied Social Psychology*, 23(4), 245–266.  
<https://doi.org/10.1207/153248301753225702>
- Prima, N. R., & Indrawati, E. S. (2018). Hubungan antara kecerdasan spiritual dengan penyesuaian diri pada mahasiswa tahun pertama di fakultas sains dan matematika UNDIP. *Jurnal Empati*, 7(3), 259–264.  
<https://ejournal3.undip.ac.id/index.php/empati/article/view/21860>
- Qualter, P., Vanhalst, J., Harris, R., Van Roekel, E., Lodder, G., Bangee, M., Maes, M., & Verhagen, M. (2015). Loneliness across the life span. *Perspectives on Psychological Science*, 10(2), 250–264.  
<https://doi.org/10.1177/1745691615568999>
- Renken, E. (2020). Most americans are lonely, and our workplace culture may not be helping. *NPR*.  
<https://www.npr.org/sections/healthshots/2020/01/23/798676465/most-americans-are-lonely-and-our-workplace-culture-may-not-be-helping>
- Resmadewi, R. (2018). Hubungan antara penyesuaian diri dengan kesepian pada mahasiswi prodi kebidanan poltekkes surabaya yang tinggal di asrama. *PSIKOSAINS (Jurnal Penelitian Dan Pemikiran Psikologi)*, 13(1), 122–135.  
<https://doi.org/10.30587/psikosains.v13i2.764>
- Russell, D. W. (1996). UCLA loneliness scale (version 3): Reliability, validity, and factor structure. *Journal of Personality Assessment*, 66(1), 20–40.  
[https://doi.org/10.1207/s15327752jpa6601\\_2](https://doi.org/10.1207/s15327752jpa6601_2)
- Santrock, J. W. (2012). *Life-span development (Perkembangan masa hidup)*. Erlangga.
- Sarafino, E. P. (1994). *Health psychology: Biopsychosocial interactions* (2nd ed.). PT. Cakra Indah Pustaka.
- Sarafino, E. P. (2006). *Health Psychology, Biopsychosocial Interaction, Fifth*

- Edition*. John Wiley & Son, INC.
- Sari, N. P., & Jamain, R. R. (2019). Pengaruh kecerdasan dan minat pribadi sosial terhadap penyesuaian diri mahasiswa bimbingan dan konseling. *Jurnal Kajian Bimbingan Dan Konseling*, 4(2), 75–80. <https://doi.org/10.17977/um001v4i22019p075>
- Stanley, M. (2006). *Buku ajar keperawatan gerontik*. EGC.
- Sugiyono, S. (2019). *Metode penelitian kuantitatif*. Alfabeta.
- Sujarweni, V. W. (2014). *SPSS untuk penelitian*. Pustaka Baru Press.
- Tabue T. M., Simo-Tabue, N., Stoykova, R., Meillon, C., Cogne, M., Amiéva, H., & Dartigues, J.-F. (2016). Feelings of loneliness and living alone as predictors of mortality in the elderly: The PAQUID study. *Psychosomatic Medicine*, 78(8), 904–909. <https://doi.org/10.1097/PSY.0000000000000386>
- Tso, I. F., & Park, S. (2020). Alarming levels of psychiatric symptoms and the role of loneliness during the COVID-19 epidemic: A case study of Hong Kong. *Psychiatry Research*, 293(113423), 1–8. <https://doi.org/10.1016/j.psychres.2020.113423>
- Vaarala, M., Määttä, K., & Uusiautti, S. (2013). College students' experiences of and coping with loneliness - possibilities of peer support. *International Journal of Research Studies in Education*, 2(4), 13–28. <https://doi.org/10.5861/ijrse.2013.510>
- Valtorta, N. K., Kanaan, M., Gilbody, S., Ronzi, S., & Hanratty, B. (2016). Loneliness and social isolation as risk factors for coronary heart disease and stroke: Systematic review and meta-analysis of longitudinal observational studies. *Heart*, 102(13), 1009–1016. <https://doi.org/10.1136/heartjnl-2015-308790>
- Visser, M. A., & El Fakiri, F. (2016). The prevalence and impact of risk factors for ethnic differences in loneliness. *The European Journal of Public Health*, 26(6), 977–983. <https://doi.org/10.1093/eurpub/ckw115>
- Walsh, C. (2021). Young adults hardest hit by loneliness during pandemic. *The Harvard Gazette*. <https://news.harvard.edu/gazette/story/2021/02/young-adults-teens-loneliness-mental-health-coronavirus-covid-pandemic/>
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30–41. [https://doi.org/10.1207/s15327752jpa5201\\_2](https://doi.org/10.1207/s15327752jpa5201_2)