

FAMILY SUPPORT AS A SOURCE OF MENTAL RESILIENCE STRENGTH AMONG ISLAMIC GUIDANCE AND COUNSELING STUDENTS

Aina¹, Cut Metia²¹ Universitas Islam Negeri Sumatera Utara, Indonesia² Universitas Islam Negeri Sumatera Utara, Indonesia

Corresponding Author:

Aina,
State Islamic University of North Sumatra, Indonesia
Email: aina0102222057@uinsu.ac.id

Article Info

Received: June 14, 2026

Revised: June 29, 2026

Accepted: July 10, 2026

Online Version: July 20, 2026

Abstract

Students are a group vulnerable to academic, social, and emotional pressures during the learning process in higher education. These conditions require strong mental resilience so that students can survive, adapt, and face various challenges in academic life. This study aims to analyze family support as a source of mental resilience among students of the Islamic Guidance and Counseling Study Program at the State Islamic University of North Sumatra. This study employed a qualitative approach with a case study research design. The research informants consisted of six students selected through purposive sampling. Data were collected through in-depth interviews and analyzed using NVivo 12 Plus, with coding, categorization, and data visualization. The results showed that family support plays an important role in strengthening students' mental resilience through emotional, instrumental, informational, and appraisal support. Such support helps students remain calm, confident, motivated, and capable of handling academic pressures and various challenges during their studies. Attention, motivation, financial assistance, advice, and appreciation from family become reinforcing factors that help students survive and adapt in higher education. This study concludes that family support is a primary factor in building and strengthening the mental resilience of Islamic Guidance and Counseling students throughout their academic journey.

Keywords: family support, mental resilience, Islamic Guidance and Counseling Students



© 2026 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/wp>

How to cite:

Aina, S. A., & Metia, C. (2026). Family Support as a Source of Mental Resilience Strength Among Islamic Guidance and Counseling Students. *World Psychology*, 5(3), 68–76. <https://doi.org/10.55849/wp.v4i1.1420>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Students are a group that is vulnerable to psychological stress during the lecture process due to academic, social, and demands related to higher education attainment (Rahman & Wirtati, 2026). Continuous academic pressure can affect students' emotional state, causing anxiety, stress, and a decline in mental condition (Taşkin And Eroğlu Kolayış 2022). This condition is increasingly felt by final-year students who are facing the completion of final assignments and the demands of completing their studies on time (Djoar, R. K., Putu, A., Anggarani, M., Airlangga, U., & Fisioterapi 2024). Students of the Islamic Guidance and Counseling Study Program face their own challenges because they are not only required to understand Islamic theory and counseling but also to have emotional readiness to help others with their problems (Labiq, A., & Hulaiyah 2024). Therefore, Islamic Guidance and Counseling students need to maintain mental stability when facing academic and social demands during lectures (Hasanah, Muhimmatul 2026).

One of the factors that plays a significant role in maintaining an individual's mental health is family support, as the individual's closest environment (Fevtikasari et al., 2026). Family support is a form of attention, assistance, and care provided by the family to its member (Purnama, J., & Putri 2023). This support includes emotional, instrumental, appreciative, and informational support that helps students deal with academic pressures and personal problems during their studies (House, 1981).

The presence of a supportive family can provide students with a sense of security and comfort when facing academic pressures and personal problems (Labiq, A., & Hulaiyah 2024). Research conducted by Labiq, A., & Hulaiyah (2024) also shows that families play a crucial role in maintaining the mental health of Islamic Guidance and Counseling students. Meanwhile, research by Hasanah, Muhimmatul (2026) shows that emotional support is the most dominant form of family support in maintaining the mental health of students living away from home. These findings indicate that family support plays a role in shaping students' mental strength (Lubis, H., Ramadhani, A., & Rasyid 2021). Conversely, a lack of support and less harmonious family relationships can increase students' psychological stress (Rahman & Wirtati, 2026). Poor family communication patterns can also affect students' emotional well-being (Daulay, W., Nasution, M. L., & Marlindawani 2023). This condition indicates that family support has a significant influence on students' mental health (Hasanah, Muhimmatul 2026).

Based on previous research, most studies still focus on the relationship between family support and students' general mental health, such as academic stress, anxiety, and adjustment during college (Hasanah, Muhimmatul 2026). However, research specifically examining family support as a source of mental strength for students in dealing with academic pressure remains relatively limited (Labiq, A., & Hulaiyah 2024). In fact, family support plays a crucial role in helping students build emotional resilience, maintain motivation to learn, and remain resilient in the face of the various demands of higher education.

The novelty of this study lies in its focus on family support as a source of mental strength for students in facing academic pressures and the dynamics of college life. This study not only discusses family support as a form of social assistance in general but also examines how emotional, instrumental, reward, and informational support from families help students maintain emotional stability, learning motivation, and resilience when facing various academic demands. Therefore, this study is expected to make new contributions to research on family support and student mental health, particularly in understanding the family's role as a source of psychological strength for students in higher education settings.

Based on this description, it is clear that family support plays a crucial role in shaping students' mental strength during their college education. Various academic pressures, demanding assignments, and adjustment challenges require students to have social support to help them navigate these situations more effectively. This study not only examines the

relationship between family support and students' mental health but also emphasizes the family's role in fostering emotional resilience and motivation among students facing academic pressure. In line with this, the study aims to examine the forms of family support provided to students, how this support serves as a source of mental strength, and how students interpret it when facing various challenges during their studies.

RESEARCH METHOD

Research Design

This research uses a qualitative approach with a case study design. The qualitative approach was chosen because this study aims to understand in depth the subjective experiences of students in interpreting family support as a source of mental strength. The case study method is used to examine the phenomenon more specifically and in context among students (Dematthews, D. E., Hart, T. D., Iii, L. D. J., & Casas 2026). This research was conducted in the Islamic Guidance and Counseling Study Program, the State Islamic University of North Sumatra. The research location was chosen because Islamic Guidance and Counseling students experience academic and emotional challenges during lectures, making it relevant to research on family support as a source of mental strength.

Research Target/Subject

The subjects in this study comprised six informants who were active students in the Islamic Guidance and Counseling Study Program. The selection of informants was carried out using a purposive sampling technique, based on criteria relevant to the research objectives, such as students who were actively studying and had experience with family support.

This study included six informants who were active students in the Islamic Guidance and Counseling Study Program in semesters 4, 6, and 8. The six informants were selected because they had different academic and emotional experiences during their studies, so that the data obtained could provide a more diverse picture of the phenomenon being studied. To maintain the confidentiality of identities, informants in this study were assigned codes such as ZA, DM, SBL, DW, FH, and FR. The number of six informants was considered to have reached data saturation, so the information obtained was considered sufficient to address the focus of the study (Bouncken, R. B., Czakon, W., & Schmitt 2026).

Research Procedure

The research procedure was carried out by conducting data collection through interviews with selected informants. The interview process was conducted directly using semi-structured guidelines so that researchers could explore information more flexibly and in depth according to each informant's experiences.

After the data were collected, the researchers transcribed the interview results into text and continued the analysis process through coding to identify data relevant to the research focus. The coded data were then grouped into categories based on meaning similarity to form main themes. To maintain data validity, this study employed source triangulation by comparing data from multiple informants to ensure consistency and accuracy. Thus, the research results are expected to be highly valid and credible (Ranney, Megan L. 2015).

Instruments, and Data Collection Techniques

The data collection technique in this study was in-depth interviews. Interviews were conducted directly using semi-structured guidelines so that researchers could explore information more flexibly and in depth, according to each informant's experiences. In addition, researchers used documentation as supporting data to strengthen the research results (Moleong 2017).

Data Analysis Technique

The data analysis technique in this study was assisted by NVivo 12 Plus software. The analysis process began with transcribing the interview results into text, then continued with coding to identify data relevant to the research focus. The coded data was then grouped into categories based on meaning similarity to form main themes.

Based on the results of this process, the data was then visualized using NVivo's features, including word clouds, word frequency tables, and hierarchy charts. These visualizations were used to assess word dominance, the frequency of data occurrences, and the relationships among concepts that emerged from the interview results. The next stage was data interpretation, which explained the meaning of the visualization results to comprehensively answer the research problem formulation. This analysis was conducted systematically to ensure that the data obtained could be interpreted in depth and appropriately within the research context.

RESULTS AND DISCUSSION

Types of Family Support

Based on interviews with six informants, the family support received by Islamic Guidance and Counseling students is multidimensional, including emotional, instrumental, informational, and appreciative support. These four forms of support do not stand alone but are interrelated and contribute to the continuity of studies and students' psychological well-being. This finding is reinforced by informant ZA's statement: "Family support is very important because it is a source of enthusiasm and strength in undergoing lectures." In addition, another informant, SBL, emphasized that: *"Family support is a major source of strength in living life, both in good times and difficult times."*

Emotional support is the most dominant form, demonstrated through attention, concern, and family involvement in students' academic lives. Informants stated that family is a place to share stories and a source of calm in the face of academic pressure. This shows that the family functions as a safe space in maintaining students' emotional stability. This is evident from the experience of informant ZA, who said: *"Usually I tell my family or relatives, after telling them I feel relieved and get a solution."* In line with that, informant DA also felt that: *"Family support makes me feel like I'm not alone in my studies."*

The results of the analysis using NVivo reinforce these findings. The following visualization shows the distribution of dominant words in the research data.



Figure 1. Word Cloud

Source: Nvivo 12 Plus data processing results

The dominance of words like “family,” “support,” and “lectures” indicates that students' experiences center on the role of family in navigating academic dynamics. The presence of words like “difficulty” and “problem” indicates that family support is present in response to academic pressure, while words like “trust,” “calm,” and “enthusiasm” reflect the positive psychological impacts they generate. To strengthen this interpretation, a word frequency analysis was conducted as follows:

Table 1. Frequency of Words from Nvivo Analysis Results

Word	Length	Count	Weighted Percentage (%)
Family	8	113	0.04
Lectures	11	47	0.01
BPI	3	44	0.01
Difficulty	9	36	0.01
Support	8	34	0.01
Help	8	32	0.01
Problem	7	22	0.01
Study	7	19	0.01
Influential	11	19	0.01
Believe	7	19	0.01
Spirit	8	16	0.01
Pressure	7	14	0.01
Calm	6	14	0.01
Certain	5	14	0.01
decision	9	13	0.01
Motivation	8	13	0.01
Endure	8	12	0.01
Support	9	12	0.01
Personal	7	12	0.01
Adapt	12	11	0.01
Trust	11	10	0.01
Counseling	9	10	0.01
Spiritual	9	10	0.01

Source: Nvivo 12 Plus data processing results

The results show that the word “family” has the highest frequency, confirming its position as a key factor in student experiences. The words “support,” “help,” and “difficulty” demonstrate the link between family roles and academic stress, while “trust,” “calm,” and “encouragement” demonstrate a positive impact on students' psychological well-being. These findings are further reinforced by the experience of informant FR, who experienced direct support from her family. She stated, “*My family always encourages me and reminds me to stay strong and never give up.*”

Furthermore, instrumental support addresses academic needs, such as funding and learning facilities, thereby providing a sense of security for students. This is in line with informant ZA's statement regarding tangible assistance from family: “The family provides financial assistance such as tuition fees and academic needs .” Informant SBL also stated that this support is very helpful for the continuation of studies: “*The family helps finance college expenses such as UKT, books, and daily needs.*”

Informational support is evident in guidance on decision-making, while esteem support takes the form of appreciation and trust, which boost motivation and self-confidence. To illustrate the relationship between these forms of support, the following visualization is presented:

keluarga	perkuliahan	kesulitan	membantu	berpenga	besar	tekanan	tenang	yakini	keputus
				percaya	baik	motivasi	cerita	menduk	pribadi
	bpi	dukungan	masalah			tua	menyes	konseli	memak
			belajar	bantuan	semanga	bertahan	keperca	lelah	spiritua

Figure 2. Hierarchy Chart

Source: Nvivo 12 Plus data processing results

This visualization shows that emotional, instrumental, informational, and esteem support are interrelated and form a complete support system in students' lives. This finding aligns with recent research showing that emotional support, tangible assistance, attention, and esteem from family are interrelated in helping students maintain psychological well-being and cope with academic stress (Soares et al. 2025).

The Process of Family Support in Building Mental Strength

Research shows that family support helps students maintain emotional well-being and build mental strength when facing academic pressures in higher education. This support comes not only in the form of material assistance but also attention, motivation, and emotional reinforcement, which help students maintain a more positive learning experience. Family support is evident in tangible assistance for students' academic needs. This was conveyed by informant ZA, who stated: *“My family provides financial assistance, such as tuition fees and academic needs.”* A similar statement was made by informant SBL: *“My family helps finance college expenses, such as tuition fees, books, and daily necessities.”* This assistance helps students feel calmer and more focused during their studies.

In addition to providing tangible assistance, families serve as a source of emotional support for students facing academic pressures or personal challenges. Under these circumstances, students tend to share their stories and difficulties with their families. This is evident in the following statement from informant ZA: *“When I face difficulties, I usually talk or share with my family.”* These findings indicate that the presence of family helps students feel heard, understood, and less likely to face pressure alone.

Furthermore, families provide feedback in the form of advice, motivation, and a more positive outlook on the problems students face. This support helps students maintain composure and build self-confidence when facing academic pressure. This is evident in the experience of informant DA, who stated: *“My family provides a broader perspective and makes me more positive in viewing problems.”* Furthermore, family support is also evident through the spiritual reinforcement provided to students. Families encourage students to pray and draw closer to God when facing difficulties. This helps students gain inner peace and maintain emotional stability throughout their higher education. This finding is evident in the following statement from informant FH: *“I pray and draw closer to God to be calmer in facing problems.”*

These various forms of support impact students' mental health, leading to increased self-confidence, greater calm, and more positive coping with academic pressure. This is evident in informant FR's statement, *“I feel more confident and sure about my studies.”* This finding aligns with research (Smith 2023), which shows that family support plays a crucial role in helping students maintain their psychological well-being and adapt to academic pressure. Thus, the research results show that family support serves as a source of emotional and psychological support that helps Islamic Guidance and Counseling students build mental strength during their higher education.

The Impact of Family Support on Students' Mental Health

Family support significantly impacts students' mental health, both emotionally and psychologically, as well as their adaptive behavior. This support not only provides external assistance but also helps shape students' internal well-being, enabling them to cope with academic pressures in a more stable and focused manner. This aligns with informant ZA's experience of the positive impact of family support: *"With family support, I feel calmer and more motivated in my studies."*

Emotionally, family support creates a sense of calm and security during college. Students feel they are not alone in facing pressure, which reduces the psychological burden they experience. This is reinforced by the following statement from informant DA: *"Family support makes me feel less alone and stronger in facing pressure."* Psychologically, family support increases self-confidence and strengthens motivation to learn. The appreciation and trust from family are important factors in encouraging students to persist under academic pressure. This is evident in the following experience of informant DW: *"Praise and trust from my family make me more confident and enthusiastic."*

Furthermore, family support helps students cope with academic pressure more positively. Students who receive family support tend to be calmer when dealing with problems, think more clearly when facing difficulties, and are more open in expressing their feelings and concerns. This is reflected in informant FR's experience: *"I usually calm myself down, find solutions, and share with my family."* This shows that family serves as a source of emotional reinforcement, helping students maintain psychological stability and cope better with academic pressure. To understand the patterns of student meaning, the following visualization is presented:

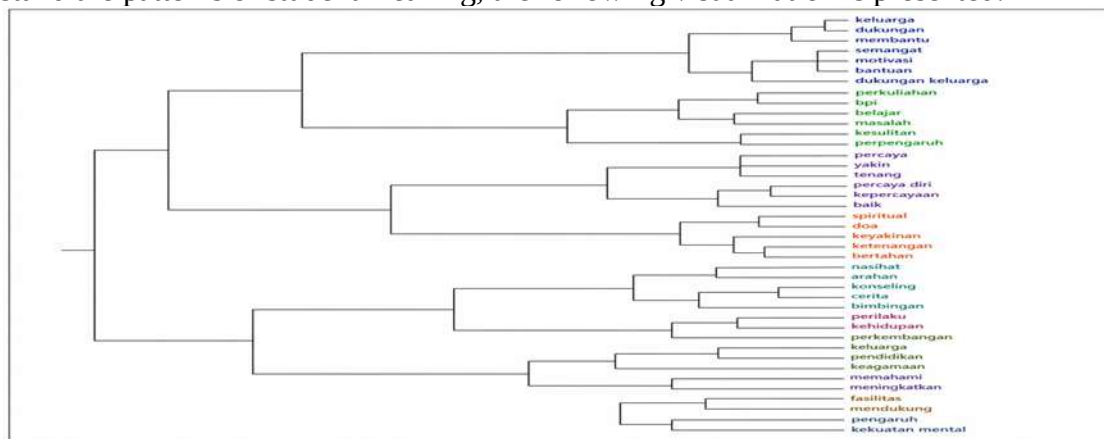


Figure 3. Family Support Word Tree

Source: Nvivo 12 Plus data processing results

The visualization shows the relationship between the words “support,” “difficulty,” and “college,” indicating that family plays a key role in helping students cope with academic pressure. Furthermore, the presence of the words “trust,” “calm,” and “spiritual” reflects the impact family support has on students' emotional and psychological well-being during higher education. Family support helps students feel calmer, more confident, and better able to face the challenges of college. In the long term, this helps students build mental preparedness and adaptability when facing academic pressure and personal challenges.

Conceptually, the research findings indicate that family support acts as a source of emotional and psychological reinforcement, helping students maintain mental stability throughout higher education. Family attention, motivation, and involvement help students feel more secure, more confident, and better able to cope positively with academic pressures. These findings align with research (Liu et al. 2010), which demonstrates that family support plays a crucial role in helping students maintain psychological well-being, improve adaptability, and cope more positively with life's pressures.

CONCLUSION

This study concludes that family support plays a crucial role as a source of mental strength for students in the Islamic Guidance and Counseling Study Program at the State Islamic University of North Sumatra in dealing with academic pressures and emotional challenges during their studies. Family support received by students includes emotional, instrumental, informational, and esteem support, with emotional support being the most dominant form through attention, motivation, advice, and family presence that provide comfort and strengthen students in facing academic and personal problems. Instrumental support through financial assistance and educational needs fulfillment helps students focus on their studies, while informational and esteem support contribute to problem-solving abilities, self-confidence, and motivation to complete their education. Therefore, family support serves as an important factor in maintaining students' mental health, strengthening resilience, and helping them overcome various challenges throughout their higher education journey.

ACKNOWLEDGMENTS

The authors would like to express their gratitude to all participants who contributed to this research by sharing their experiences and insights. The authors also would like to thank the Islamic Guidance and Counseling Study Program, State Islamic University of North Sumatra, for providing support and facilitating the research process. Appreciation is also extended to all parties who contributed to the completion of this study.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Research design; Data collection; Data analysis; Writing -original draft; Writing - review and editing.

Author 2: Supervision; Validation; Critical review; Writing - review and editing; Guidance and improvement of the manuscript content.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

REFERENCES

- Bouncken, R. B., Czakon, W., & Schmitt, F. 2026. "Purposeful Sampling and Saturation in Qualitative Research."
- Daulay, W., Nasution, M. L., & Marlindawani, J. 2023. "Pola Komunikasi Keluarga : Studi Kasus Pada Remaja Dengan Kategori Resiko Dan Gangguan Masalah Kesehatan Jiwa." 1(1): 34–41.
- Dematthews, D. E., Hart, T. D., Iii, L. D. J., & Casas, E. 2026. "Qualitative Case Study Design : Recommendations for Doctoral Students in Educational Leadership Programs." <https://doi.org/10.1177/19427751251411499>.
- Djoar, R. K., Putu, A., Anggarani, M., Airlangga, U., & Fisioterapi, P. S. 2024. "FAKTOR - FAKTOR YANG MEMPENGARUHI STRESS AKADEMIK." 6(1): 52–59.
- Hasanah, Muhimmatul, and Amanina Mohd Asri. 2026. "Exploring the Meaning of Spirituality in Islamic Guidance and Counseling for Enhancing Students' Subjective Well-Being: A Phenomenological Study." *Istisyarah: Jurnal Bimbingan Konseling Islam* 2(1): 1–13.
- Labiq, A., & Hulaiyah, S. 2024. "Pentingnya Dukungan Keluarga Dalam Meningkatkan Kesehatan Mental Mahasiswa Prodi Bimbingan Penyuluhan Islam." 2(1).

- Liu, Guangquan, Gan Huang, Jianjun Meng, and Xiangyang Zhu. 2010. "A Frequency-Weighted Method Combined with Common Spatial Patterns for Electroencephalogram Classification in Brain-Computer Interface." *Biomedical Signal Processing and Control* 5(2): 174–80. doi:10.1016/j.bspc.2010.02.004.
- Lubis, H., Ramadhani, A., & Rasyid, M. 2021. "Stres Akademik Mahasiswa Dalam Melaksanakan Kuliah Daring Selama Masa Pandemi Covid 19." 10(1): 31–39. doi: <https://doi.org/10.30872/psikostudia>.
- Moleong, Lexi J. 2017. *Metodologi Penelitian Kualitatif/Lexy J. Moleong*.
- Purnama, J., & Putri, W. 2023. "Hubungan Dukungan Keluarga Dengan Tingkat Kecemasan Puskesmas Manisa Kabupaten Sidrap." 12(1): 364–275.
- Ranney, Megan L., et al. 2015. "Interview-based Qualitative Research in Emergency Care Part II: Data Collection, Analysis and Results Reporting." *Academic Emergency Medicine* 22(9): 1103–12.
- Smith, L. N. 2023. "Family Functioning And Mobile Phone Addiction In University Students : Mediating Effect Of Loneliness And Moderating Effect Of Capacity To Be Alone." December 2: 1–10.
- Soares, Luis Americo, Zulfa Putri Az-Zahra, Miswanto, Frasto Biyanto, Baldric Siregar, and Antonio Ximenes. 2025. "Work-Life Balance and Time Management on Academic Achievement of Part-Time Students in Yogyakarta: Testing Social Support as a Moderator." *Dinasti International Journal of Digital Business Management* 6(4): 1057–69. doi:10.38035/dijdbm.v6i4.
- TAŞKIN, Aykut, and İpek EROĞLU KOLAYIŞ. 2022. "Relationship with Physical Activity Habits, Quality of Life and Sleep Quality in Different Exercise Types." *International Journal of Recreation and Sports Science*. doi:10.46463/ijrss.1083923.

Copyright Holder :

© Aina et.al (2026).

First Publication Right :

© World Psychology

This article is under:

