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The Relationship between Religiosity and Resilience among Thesis Program Students at Sunan Ampel State Islamic University

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Abstract: Students with low resilience in preparing a thesis are prone to stress, depression, and wanting to end their lives. This study aims to determine the relationship between religiosity and resilience in students enrolled in thesis programs. This study is a correlational quantitative study. The data collection tools used in this study were a resilience scale and a religiosity scale. The subjects in this study were 32 students selected through purposive sampling. Hypothesis testing in this study used simple linear regression analysis with the help of SPSS. The results of the study showed a significant relationship between religiosity and resilience in active students in the thesis program. In other words, the better the religiosity of students in the thesis program, the better their level of resilience, and conversely, the lower the religiosity of students in the thesis program, the lower their level of resilience.

Keywords: *Religiosity, Resilience, College Students*

INTRODUCTION

Resilience is the ability that individuals have to adapt and survive a pressure that is not easy, resilience not only makes individuals recover from a heavy thing, but resilience can also improve individual lives towards a more positive direction (Khosidah, 2021). There are two factors that shape individual resilience, the first is the internal protective factor, formed from oneself, including the ability to deal with problems, self-esteem, self-efficacy, optimism and emotional regulation. The internal factor category is divided into four subcategories, including positive things, commitment to learning, the

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ability to refrain or make wise decisions, honesty and a sense of responsibility. While the second is external protective factors, formed from outside the individual, such as the family environment, educational environment, living environment and communication with others. The external category is divided into four subcategories, including support, managing the use of time, empowerment, and expectations and limits (Khotimah, 2018).

Resilience is one of the abilities that can support individual success in dealing with difficult circumstances in life. In the context of the University, Dickinson & Dickinson; Anthoney et al (2017) stated that resilience is defined as a set of behaviors and attitudes related to an individual's ability to adapt and bounce back in the face of risk and stress. Resilience is a very important skill for students to develop. Resilience must be present in students, because resilience helps recover and overcome various kinds of stressful and difficult situations (Irianto et al., 2021). Students with high resilience in the thesis process will not give up easily when they encounter difficulties and challenges related to the preparation of their thesis (Andersen, 2020).

Based on the results of previous research shows the fact that at the end of 2022 there were several suicides including the case of a student in Yogyakarta who jumped from the 11th floor, then 3 students in Semarang committed suicide by cutting their hands and the case of hanging themselves committed by students in Makassar (Fitri, 2023).

Research conducted Wijianti & Purwaningtyas (2020) at Wijaya Putra University Surabaya resulted in many final year students being lazy to work on their thesis. This is because in the process of working on it there are many obstacles, including academic demands that are not small, ranging from the difficulty of determining the title, the difficulty of finding and determining the research subject, the limited time given in submitting proposals, and the revisions that are not once.

Research Roli (2018) on students in Korea resulted in Korean students having a low level of resilience, this is known based on the high level of depression experienced. Students with high resilience in facing problems can adapt, survive and get through well. Research Obara (2018) on university students in Japan resulted in students having high levels of depression and even some of them had suicidal ideation due to their low resilience. Research Mohan & Verma (2020) among 317 students, this resulted in students with high levels of resilience in achieving their goals being more successful than students with low levels of resilience.

This phenomenon is a picture of low student resilience. Low resilience in final year students can be the cause of students not graduating on time, therefore it is important for students to have resilience which acts as coping stress in dealing with problems. Not a few of the many students who are preparing a thesis have low resilience, this can be seen when many problems come in the process of preparing a thesis, students prefer to give up. Not only

that, some of them even choose to repeat the preparation of the thesis in the next semester (Andersen, 2020). Based on information from the parents of a student with the initials A who studied at one of the universities in Kediri, he often complained about his thesis that was not completed until he finally experienced psychological pressure, A's inability to deal with the problem ultimately made A end his life by hanging himself (Jawa Pos, 2022).

Based on the explanation above, resilience can be interpreted as the success of individuals in adjusting to difficult problems, described by the ability of individuals to recover quickly from environmental stressors (Yuhanita & Indiati, 2021). But in reality not everyone has high resilience. Based on interviews conducted by researchers with respondents 3 thesis program students in the psychology study program at FPK UIN Sunan Ampel Surabaya on October 28, 2022, it shows that students still have a low level of resilience. This is known based on the results of the researcher's interview with the informant, where the informant stated that he had the desire to graduate on time but had not taken the thesis program because there were several courses that had not been passed. Other informants stated that they had taken the thesis program but had not started preparing the proposal because they were still lazy, did not have the enthusiasm to work on the thesis, and there was no intention to work on the thesis.

Resilience theory and the practice of positive psychology from individuals and to societies places resilience as the dynamic system capacity that individuals have to adapt successfully to disruptions that threaten personal development (Yates et al., 2015). Individuals with good resilience in overcoming the problems that come will not feel difficult (Zahro, 2021). Low resilience can occur due to several factors, one of which is the low level of religiosity possessed. The prevalence and scope of religion in the study of Islamic psychology, religiosity has a positive effect on how individuals overcome and solve every problem that comes to them (Raymond, 2017).

Individuals with high levels of religiosity tend to feel prosperous in their lives, because in themselves there is an attitude of diligent worship that encourages the emergence of good morals so that in facing problems they tend to be able to adapt (Indrawati, 2019). This review can be one reason that every thesis program student must be able to increase their religiosity or have religiosity at a good level in order to increase their resilience in the thesis preparation process so that in the face of pressure and difficulties students can adapt, besides that the completion of the thesis is also not hampered and completed in a timely manner.

Based on the background that has been outlined above, resilience is an interesting and useful topic to research. This is because resilience is an essential factor that can be done in helping to reduce the burden on students working on their thesis (Sekarini, 2021). Therefore, this study seeks to explore the connection between religiosity and resilience among students in the thesis

program.

Based on various previous studies, it can be concluded that student resilience, especially among final year students who are working on their thesis or dissertation, is a serious and cross-cultural issue. Findings by Roli (2018) in Korea and Obara (2018) in Japan show that low student resilience correlates with high levels of depression, even to the point of suicidal ideation. Meanwhile, research by Mohan and Verma (2020) confirms that students with high levels of resilience have greater chances of academic success and goal achievement compared to those with low resilience. These findings indicate that resilience is not merely a personal trait, but a key factor in the continuity of studies and the mental wellbeing (health) of students.

The phenomenon of low resilience is also evident among final-year students. Academic pressure, the demands of completing a thesis, time constraints, and psychological barriers often cause students to experience mental fatigue, loss of motivation, and choose to postpone or even give up on the thesis writing process (Andersen, 2020). Extreme cases reported by the media, such as student suicides due to academic pressure (Jawa Pos, 2022), reinforce the urgency of examining protective factors that can strengthen students' psychological resilience.

Theoretically, resilience is understood as an individual's systemic and dynamic capacity to successfully adapt to pressures and disturbances that threaten self-development (Yates et al., 2015). However, reality shows that not all students have an adequate level of resilience. Empirical findings from initial interviews with thesis program students at UIN Sunan Ampel Surabaya reveal symptoms of low resilience, such as delays in thesis completion, low motivation, laziness, and a lack of internal drive to complete their studies on time.

In the context of Islamic psychology and positive psychology, religiosity is seen as one of the internal factors that has the potential to strengthen resilience. Research by Raymond (2017) and Indrawati (2019) shows that religiosity plays a positive role in the process of coping, self-adjustment, and psychological well-being of individuals. Individuals with higher levels of religiosity are more likely to have a greater sense of meaning in life, better emotional regulation, and more effective adaptation skills when facing pressure and difficulties.

However, the connection between religiosity and resilience among thesis program students, especially in Islamic higher education institutions in Indonesia, has been relatively limited in empirical studies. In fact, the cultural and religious context of Indonesian students is very unique and has the potential to produce findings that differ from those in Western or East Asian contexts. Therefore, the study "The Relationship between Religiosity and Resilience among Thesis Program Students at Sunan Ampel State Islamic University" is important to fill this research gap.

Thus, this study was conducted because the low resilience of final year students has been proven to have a serious impact on mental health and academic success, and religiousness theoretically and empirically has the potential to be a protective factor that strengthens resilience. Furthermore, there has not been much research specifically examining the relationship between religiousness and resilience among students writing their final thesis at Islamic universities in Indonesia.

The findings of this study are anticipated to not only contribute to the advancement of Islamic psychology and educational psychology, but also serve as a basis for strengthening academic and psychological counseling services based on religious values for final year students.

METHOD

Based on the background and problem formulation outlined above, this study aims to assess the level of religiosity of students in the Psychology Study Program at UIN Sunan Ampel Surabaya who are currently undertaking a thesis program. To determine students' level of resilience in Psychology Study Program at UIN Sunan Ampel Surabaya in facing the pressures and challenges of writing a thesis. To analyze the relationship between religion and resilience in thesis program students, particularly to determine the extent to which religiosity plays a role in improving students' adaptability and psychological resilience. To provide an empirical basis for the development of religious value-based academic and psychological assistance interventions in supporting the academic success of final year students.

The research method used is quantitative research design with correlational methods. The research was conducted at the State Islamic University Sunan Ampel Surabaya Psychology Study Program. The population in this study consisted of all active students in the psychology program of the Faculty of Psychology and Health of UIN Sunan Ampel Surabaya class of 2019 totaling 125 students. The sample in this study amounted to 32 male and female students with sampling techniques Arikunto, (2017). The research instruments used were the resilience scale and religiosity scale. Data analysis techniques were performed using simple linear regression analysis test with the help of SPSS. Simple linear regression analysis is a parametric statistical analysis where the data used must have a measurement scale of at least interval and normally distributed (Sugiyono, 2018).

In this study, the instrument used was a scale with the aim of determining the relationship between religion and resilience in active students of the thesis program of Psychology FPK UIN Sunan Ampel Surabaya class of 2019. The scale used is the Likert scale. The Likert scale contains a number of question items that must be answered by each participant by choosing one of four alternative answers, including: SS (very correct), S

(correct), TS (incorrect), and STS (very incorrect).

In measuring the religiosity variable, researchers used a scale developed by Kendler, et al (2003) which was measured based on seven aspects, namely: General religiosity, social religiosity, forgiveness, God as judge, thankfulness, unvengefulness and involve God. The religiosity measurement instrument in the study uses the theory according to Kendler, et al (2003) which has been adapted in research (Sari, 2021) which has a reliability value of 0.954.

In measuring the resilience variable, researchers used a scale developed by Reivich & Shatte (2002) which was measured based on seven aspects, namely: emotion regulation, impulse control, causal analysis, self-efficacy, realistic optimism, empathy, and reaching out. The resilience measurement instrument in the study uses the theory according to Reivich & Shatte (2002) which has been adapted in research (Ufaira & Pratiwi, 2020) which has a reliability value of 0.937.

RESULT AND DISCUSSION

Based on data analysis, the results of research related to the level of religiosity of thesis program students, the resilience of thesis program students, and the relationship between religiosity and the resilience of thesis program students can be known

Table 1.
Level of Religiosity

Jenis Kelamin	Religiusitas		
	Mean	N	Std. Deviation
Laki-laki	46.19	16	3.487
Perempuan	44.13	16	4.272
Total	45.16	32	3.977

The table above, it results that the level of religiosity of men based on the average value is higher than that of women, 16 male students have a level of religiosity with an average value of 46.19, while 16 female students have a level of religiosity with an average value of 44.13.

Tabel 2.
Level of Resilience

Jenis Kelamin	Resiliensi		
	Mean	N	Std. Deviation
Laki-laki	43.56	16	5.549

Perempuan	39.69	16	5.212
Total	41.63	32	5.650

Based on the table above, it results that the level of resilience of men based on the average value is higher than that of women, 16 male students have a level of resilience with an average value of 43.56, while 16 female students have a level of resilience with an average value of 39.69.

Table 3.
Simple Linear Regression Analysis Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667	.446	.427	3.010
a. Predictors: (Constant), Religiusitas				

Based on the summary model table above the simple linear regression test, it can be seen that the correlation value R is 0.667 from the output, the coefficient of determination or R square is 0.446, which means that the significance of the relationship between religiosity variables and resilience is 44.6%.

Table 4.
Normality Test Results
One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.08378396
Most Extreme Differences	Absolute	.102
	Positive	.088
	Negative	-.102
Test Statistic		.102
Asymp. Sig. (2-tailed)		.519
a. Test distribution is Normal.		

The results of the normality test using Kolmogorov-Smirnov stated a significance value of $0.519 > 0.05$. So it can be interpreted that the distribution of data in this study is normally distributed.

Table 5.
Heteroscedasticity Test Results

	Unstandardized Coefficients		Sig
	B	T	
(Constant)	8.507	1.392	.175
Religiusitas	-.111	-1.072	.293

The results of the heteroscedasticity test state that the significance value of the correlation between religiosity and unstandardized residuals is 0.293 so that it can be said that heteroscedasticity does not occur.

Table 6.
Multicollinearity Test Results

Variabel	Collinierity Statistics		
	Tolerance	VIF	Keterangan
Religiusitas	0.931	1.075	Tidak terjadi multikolinieritas
Gender	0.931	1.075	

The results of the multicollinearity test on the independent variable, namely religiosity, do not occur symptoms of multicollinearity. This is seen through the results of the tolerance value on the variable of 0.931 which means > 0.10 and the VIF value on the variable of 1.075 which means < 10.00 . So it can be interpreted that the independent variables do not occur multicollinearity. In the prerequisite test the results show that the data is normally distributed, there is no heteroscedacity and no multicollinearity, so the hypothesis test results can be continued with a simple linear regression analysis test.

Based on the results of research that has been conducted in the study, significant results are obtained in the relationship between religiosity and resilience. Judging by the results of the coefficient of determination or R square, which is valued at 0.446, which means that the relationship between the religiosity variable and resilience is 44.6%. The results of this research are in line with previous research Zahro (2021) in his research found that there is a significant influence between religiosity on resilience. In other words, it means that higher religiosity shows a tendency for high resilience.

Supported by research Hasanah (2018) in her research it was found that at Pondok Pesantren Sunan Drajat Lamongan between religiosity and resilience had a positive significant relationship. Then research Nadhifah (2021) shows the results that religiosity is one of the factors that influence resilience, in Islam individuals with good religiosity will believe that God does

not test his servants with difficulties beyond their abilities, as long as individuals continue to try, pray, be patient and believe that every test or difficulty that comes to him afterwards there must be ease. In other words, it means that individuals with high religiosity will also have high resilience.

Another researcher, Suprpto (2020) The results of his research show that there is an influence of religiosity on resilience, where when adolescents have a high level of religiosity, their resilience is also high. Conversely, adolescents with low levels of religiosity also have low resilience. In line with research conducted by Miladiah (2022) the contribution of religiosity to student resilience during online learning. His research found that religiosity has a significant impact in determining the level of resilience in students during the online learning process.

Research Arifiana et al (2022) in their research found that there is a positive significant relationship between religiosity and resilience in male and female students. Other researchers, Evita et al (2022) in their research found that religiosity in individuals with male and female gender has a positive and significant relationship with resilience, meaning that the higher the religiosity, the higher the individual's resilience. Research by Al Eid et al (2020) found that there is a positive correlation between religiosity and resilience in breast cancer patients in Saudi Arabia.

The results of this study indicate a significant relationship between religiosity and resilience, with a coefficient of determination (R^2) of 0.446. These findings indicate that religiosity contributes 44.6% to the variation in student resilience. Psychologically, this finding can be explained through the framework of positive psychology, which views religiosity as a source of internal resources that play an important role in increasing an individual's capacity to adapt to life's pressures and difficulties (Yates et al., 2015).

The consistency of these research results with the findings of Zahro (2021), Hasanah (2018), Nadhifah (2021), Suprpto (2020), Miladiah (2022), and Arifiana et al. (2022) can be explained through the mechanism of religious coping. From a religious psychology perspective, religiosity functions as a meaning system that helps individuals interpret stressors more adaptively. The belief that difficulties are part of a test that has transcendental meaning encourages patience, optimism, and perseverance, which are the main components of resilience (Pargament, 2011). Therefore, individuals with high levels of religiosity tend to have better abilities in managing negative emotions, maintaining hope, and recovering from academic and psychological pressures.

These findings are also consistent with Lazarus and Folkman's stress and coping theory, which states that cognitive appraisal of stressors greatly determines an individual's response. Religiosity plays a role in forming a more positive appraisal, for example, by viewing problems as challenges that can be overcome with God's help, rather than as debilitating threats. This explains

why in various contexts among college students, adolescents, and patients with chronic illnesses, as in the study by Al Eid et al., (2020) religiosity is consistently positively correlated with resilience.

However, differences in results with some other studies that did not find a significant relationship or found a lower contribution can be explained by differences in psychosocial context and subject characteristics. Factors such as age, education level, type of stressors faced, religious culture of the environment, and the form of religiosity measured (intrinsic vs. extrinsic) can influence the strength or weakness of the relationship between religiosity and resilience. For example, ritualistic religiosity without psychological internalization tends to be less effective in increasing resilience than intrinsic religiosity rooted in personal beliefs and meaning (Allport & Ross, 1967).

In addition, it is scientifically necessary to understand that resilience is a multidimensional construct that is not only influenced by religiosity, but also by other factors such as social support, emotional regulation, self-efficacy, and personality. The R^2 value of 44.6% indicates that there is still 55.4% of resilience variance explained by factors other than religiosity. This is in line with developmental psychology and positive psychology, which emphasize that resilience is the result of a dynamic interaction between internal and external factors (Masten, 2014).

Thus, the similarity of this study's results with most previous studies reinforces the position of religiosity as a significant psychological protective factor in increasing resilience. Meanwhile, the differences in results with other studies do not negate the role of religiosity, but rather confirm that the influence of religiosity on resilience is contextual, depending on the quality of internalization of religious values, individual characteristics, and the social environment in which individuals develop.

CONCLUSION

This study aims to determine and analyze the relationship between religiosity and resilience in active students who are currently working on their theses. Specifically, this study is directed at examining the extent to which students' level of religiosity contributes to their resilience in facing academic, psychological, and emotional pressures during the thesis writing process. Through a quantitative approach using correlational methods, this study is expected to provide an empirical description of the role of religiosity as one of the psychological factors that influence the resilience of final-year students.

In this study, it was found that there is a significant relationship between religiosity and resilience in active thesis program students. In other words, it means that the better the religiosity of thesis program students, the better the resilience they have, and conversely, the lower religiosity of thesis program students, the lower the resilience they have. Students with low resilience in preparing a thesis are prone to stress, depression, and wanting to end their

lives. It is important for students to increase their resilience. Resilience can be improved by increasing religiosity. Therefore, it is important for students to increase their religiosity where with this the level of resilience they have can also increase. The results of this study can be a reference for many people, especially students who are in the preparation of a thesis can increase their religiosity so that their resilience is good in the process of preparing and completing a thesis. This study still has many limitations; therefore, future researchers can add more research subjects and more related variables so that it can be a novelty in this study.

Research Limitations

Although this study provides meaningful findings, there are several limitations that need to be considered. First, the number of research subjects was relatively limited and only involved students from one study program and one batch, so the generalization of the research results is still limited. Second, this study only focused on one predictor variable, namely religiosity, while resilience is influenced by various other factors such as social support, personality, self-confidence, and coping strategies that were not examined in this study. Third, the use of quantitative methods with a cross-sectional design was unable to capture the dynamics of changes in religiosity and resilience longitudinally.

Recommendations for Future Researchers

Based on these limitations, it is recommended that future researchers expand the number and characteristics of research subjects so that the results of the study can be generalized more broadly. Future researchers are also advised to add other relevant variables, like social support, academic stress, self-efficacy, or adjustment strategy, in order to be able to gain a more comprehensive understanding of factors that influence student resilience. In addition, the use of mixed methods or longitudinal designs is highly recommended to explore in greater depth the dynamics of the relationship between resilience and religiosity over time, thereby contributing to novelty in the study of educational psychology and religious psychology.

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