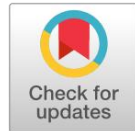


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Navigating Academic Storms: A Narrative Inquiry into Student Resilience and the Silent Power of Parental Attachment in Higher Education

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ABSTRACT

Background. The quality of parental closeness, characterized by trust, effective communication, and low levels of alienation, is considered a protective factor in fostering academic resilience

Purpose. This study aims to analyze the determination of the quality of parental closeness on students' academic resilience in an era of high academic pressure. Increasing academic demands, competition, and performance expectations require students to possess strong adaptive abilities in order to survive and achieve academic success.

Method. This study employed a quantitative approach with a sample of 140 university students. Data were collected using a parental closeness scale and an academic resilience scale, and were analyzed using descriptive and inferential statistical techniques.

Results. The results indicated that the quality of parental closeness was generally in the moderate to high category, with trust emerging as the most dominant dimension. Meanwhile, the level of students' academic resilience was predominantly in the moderate category (56.429%), followed by the high category (37.143%), suggesting that most students have a fairly good capacity to cope with academic pressure.

Conclusion. These findings indicate that the higher the quality of parental closeness, the stronger the students' academic resilience. Supportive relationships provide a sense of security, emotional support, and psychological resources that help students manage stress and academic challenges in an adaptive manner.

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INTRODUCTION

The world of higher education is currently in an increasingly complex situation. Students face academic pressure that increases from year to year a survey by the Ministry of Education, Culture, Research, and Technology (2023) shows that 64% of Indonesian students experience moderate to high academic stress, especially due to the workload, pressure to complete studies, and increasingly competitive competency demands (Rahayu, N. E., Purwohedi, U., & Zulaihati, 2025). In addition, research (Maha, S., Simangunsong, I. S., & Marniati, 2025) 1 in 3 students experience a decrease in motivation to study due to prolonged academic stress.



In the midst of increasing pressure, academic resilience, namely the ability of students to survive, recover, and adapt to academic challenges, is an important factor that determines the success of studies. However, various studies show that academic toughness is not solely shaped by internal factors, but is significantly influenced by the quality of closeness to parents and family. Supportive, open, and empathetic closeness has been proven to improve students' psychological well-being and learning motivation (Monica, F. G., & Putranto, 2025). Every individual will face problems in living life so he must be able to overcome these problems. The capacity to face and conquer these obstacles is known as resilience. As Grotberg points out, resilience varies between individuals and is influenced by factors such as age, development, ability to cope with difficulties, and social support.

The phenomenon of weak closeness to parents in Indonesia is a concern in itself. (Anggraeni, 2024) It found that 48% of teens and college students rarely have in-depth discussions with their parents, while 23% feel they lack emotional support when experiencing academic pressure. This situation is exacerbated by the increasing communication gap due to the use of gadgets and differences in mindsets across generations. Research results (Salmon, AG, & Santi, 2021) reveal that the problems faced by students that can be a source of stress (*stress*), namely high academic demands, changes in residence, from living with parents to living with others, change of friends as a result of moving residence or place of study, change in relationships from personal to more functional, change in origin culture with a new residence culture, adjustment to the chosen major, starting to think about and revealing the career you want to pursue and find a job after graduation. With the changes that occur in the learning process, a new environment, and academic pressure can cause poor mental health conditions, so that it can cause the individual to experience a state of stress. This happens because many students are still in the stage of psychological development that is vulnerable to the emotional changes they have.

Conditions in the field show several alarming cases. (Tumanggor, 2023) A student in Jammu and Kashmir was suffering from severe depression and had to take a leave of absence from college due to academic pressure and lack of emotional support from family. A similar case occurred in students in West Java who experienced burnout, then withdrew from their social environment due to prolonged conflicts with parents related to academics and career futures. Both cases show that weak family closeness can worsen students' vulnerability to academic stress. On the other hand, there are positive examples of students in Yogyakarta who received warm and effective family support from their parents who were proven to be able to maintain a high GPA despite facing heavy study loads. She stated that good communication makes her feel valued, heard, and able to manage stress more healthily (Syukur, Y., Zahri, T. N., & Putra, 2023).

Based on data from the Indonesian Suicide Prevention Association, the main factor that causes suicide cases is family (Hasanudin, F., Yolanda, Y., & Nurhadiansyah, 2023). They are driven to commit suicide because of problems faced with their own families. Regional students face various changes such as cultural differences in distance from family, as well as the demands of adaptation in the campus environment. The inability to adapt can trigger mental health problems, including suicidal ideation. Low social support is one of the factors that play a role in the formation of the idea. A study on 239 students from the University of Indonesia region from Central Java found a meaningful relationship between the level of social support and the emergence of suicidal ideation. Students with lower social support tend to have higher suicidal ideation. The study used the MSPSS instrument to assess social support and SSI to measure suicidal ideation. Analysis shows a negative relationship with moderate power (Salsabhillah, A., & Panjaitan, 2019).

These phenomena show that the quality of parental closeness has an important role in shaping student academic resilience in an era of increasingly high academic pressure. However, there is still little research that examines this relationship in depth, especially in the context of Indonesian students facing complex social, academic, and economic challenges. Therefore, this research needs to be conducted to explore the determination and influence of parental closeness on students' academic resilience comprehensively. In the midst of academic pressure, families are often the first place for college students to seek emotional support. Quality parental closeness such as the ability to listen with empathy, provide validation of feelings, and openness have the potential to strengthen students' ability to rise from academic pressure. Students who migrate and miss their hometown, family, and friends can have symptoms of depression with prominent suicidal ideation. Suicide is the number 3 cause of death in the younger generation. The suicide rate among youth has become three times greater in the last 30 years. Indonesia ranks 8th among ASEAN countries as a country with a high suicide rate.

Changes in modern lifestyles, the busyness of parents, and the increasing use of technology have made some parents experience a decrease in the intensity of face-to-face communication. This can have an impact on the lack of emotional security in students, then affect their academic resilience. Not all students are able to maintain or overcome failures well. Students who have positive family communication patterns tend to show greater ability to manage stress, while those who come from families with less effective communication are more susceptible to academic stress.

Revealing that the problems faced by students that can be a source of stress are high academic demands, changes in residence, from living with parents to living with others, change of friends as a result of moving residence or place of study, change in relationships from personal to more functional, change in origin culture with a new place of residence, Adjustment to the chosen major, start thinking about and preparing the career you want to pursue and look for a job after graduation.

RESEARCH METHODOLOGY

This study uses a quantitative method with an explanatory approach to analyze the influence and determination of the quality of parental closeness on students' academic resilience in an era of high academic pressure. The research population is all students of the State Islamic University of North Sumatra (UIN SU), with a stratified random sampling technique so that all faculties are represented, and the number of samples is determined through the Slovin formula at an error rate of 5% so as to produce 120–200 respondents. The research instrument used a Likert scale questionnaire that adapted the Family Communication Scale (FCS) for the family communication quality variable and the Academic Resilience Scale (ARS-30) for the academic resilience variable, both of which were tested for validity and reliability before use. Data collection is carried out online and offline while still applying research ethics through informed consent and confidentiality of respondents' identities. Data were analyzed using SPSS through descriptive statistical stages, normality and linearity tests, as well as Pearson correlation analysis and linear regression to measure the strength of relationships and how much influence the quality of parental closeness on academic resilience, with the t-test and F test used to assess the statistical significance of the model.

RESULT AND DISCUSSION

This study shows that the quality of parental closeness plays a significant role in shaping student resilience, especially in the midst of increasingly high academic pressure. Based on the results of observation and data analysis, students who come from parents who are open, supportive,

and empathetic, manage failures, and maintain learning motivation. The quality of family closeness provides a safe space for students who express academic difficulties, anxiety, and emotional distress experienced during the lecture process. Emotional support, clarity of message, and mutual respect in the family help students feel understood and not alone in facing academic demands. This right strengthens their psychological resilience in responding to the burden of tasks, academic competition and achievement expectations.

This finding is consistent with previous studies indicating that effective family communication can enhance emotional regulation, self-confidence, and individuals' ability to cope with academic challenges (Sindy, Eka, & Munawaroh, 2025). Through positive communication, families serve as the primary source of support that helps students build meaning for failure and make it a learning experience. Based on the results of the initial measurement (Pre-test), influenced by the lack of closeness of parents, it shows variations in the level of academic resilience of students before being further analyzed based on the quality of family communication.

Table 1. Distribution of Frequency and Percentage of Proximity in Mothers by Category (n=140)

Score Interval	Category	F	%
≥ 101	Very High	5	3.571
82 – 100	Height	61	43.571
63 – 81	Medium	61	43.571
44 – 62	Low	13	9.286
≤ 43	Very Low	0	0
Quantity		140	100%

Based on the table above regarding the distribution of frequency and percentage of attachment to mothers (n=140), the level of attachment of respondents to mothers is generally in the high and medium categories. Of the total respondents, most were in the high and medium category, as many as 61 people (43.571%) each, this shows that the majority of respondents have a strong to strong emotional connection with their mothers. High attachment describes a sense of security, emotional closeness, and good communication between the child and the mother. A total of 5 respondents (3.571%) were in the very high category, which means that only a small percentage of respondents had a very optimal level of attachment. Meanwhile, 13 respondents (9.286%) were in the low category, and there were no respondents (0%) in the very low category. This indicates that in general, attachment to mothers in this study differs at a positive level.

This is in line with the opinion (Davis, A., & Carnelley, 2023) which states that “*Attachment is a lasting psychological connection between human beings*”, which means attachment is a long-lasting psychological relationship between individuals. The high percentage in the high and medium categories indicates that most respondents have a stable psychological connection with their mothers. In addition, (Sharma, T., & Dutt, 2024) explains that “*Secure attachment is characterized by trust, effective communication, and comfort with closeness*”. When associated with the results of this study, the dominance of the high and medium categories indicates that respondents tend to have trust, effective communication, and comfort in closeness to mothers.

Overall, the level of attachment of respondents to mothers in this study was relatively good, with the largest distribution in the very low category. This shows that the emotional relationship between the respondents and the mother is relatively maintained and develops positively.

Table 2. Description of Mean and Percentage (%) of Closeness in Mother Based on Indicators

No	Indicator	Ideal score	Max scores	Min scores	S	Mean	%	Sd	Category
1	Trust	45	45	21	4665	33.32	74.05	5.62	T
2	Communication	45	43	15	3592	25.66	57.02	5.07	S
3	Seclusion	30	30	9	2926	20.90	69.67	4.25	T
	Overall	120	108	55	11183	79.88	66.57	12.06	S

Based on Table 13 regarding the description of the mean and percentage (%) of closeness in mothers based on indicators, it can be explained that the level of closeness of respondents varies in each aspect, namely trust, communication, and isolation.

In the confidence indicator, a mean value of 33.32 was obtained from an ideal score of 45, with a percentage of 74.05% and a standard deviation of 5.62, which is included in the high category (T). This shows that most respondents have a good level of trust in mothers. Trust is the main foundation in attachment, as stated by (Mikulincer, M., & Shaver, 2025) that “*Secure attachment is marked by trust*”, which confirms that trust is the main characteristic of a secure attachment relationship.

In the communication indicator, a mean of 25.66 was obtained with a percentage of 57.02% and a standard deviation of 5.07, which is in the medium category (S). These results show that although emotional relationships are relatively good, the communication aspect is still at a sufficient level and is not optimal. In fact, effective communication plays an important role in building a warm relationship between children and parents. (Bi, X., & Wang, 2023) states that “*Communication reflects the level and quality of verbal communication between adolescents and parents*”, which means the quality of communication determines the strength of those emotional connections.

Meanwhile, in the isolation indicator (*Alienation*) obtained a mean of 20.90 out of an ideal score of 30, with a percentage of 69.67% and a standard deviation of 4.25, which belongs to the high category (T). This score indicates that feelings of separation or emotional distance are relatively low (because in the concept of attachment, the lower the alienation the better the quality of attachment). (Diamond, D., & Keefe, 2024) affirms that “*The threat of separation arouses anxiety, anger, or sadness*”, which means feelings of isolation can affect an individual's emotional stability in a attachment relationship. Overall, the total score of maternal proximity showed a mean of 79.88 out of an ideal score of 120, with a percentage of 66.57% and a standard deviation of 12.06, which was in the medium category (S). This indicates that the respondents' closeness to the mother is at a fairly good level, with the main strength in the aspect of trust, while the communication aspect still needs to be improved to strengthen the overall quality of emotional relationships.

Thus, it can be concluded that the closeness with the mother in this study shows a relatively positive pattern, especially in terms of trust and low seclusion, but communication optimization remains an important aspect for the development of more harmonious relationships.

Table 3. Distribution of Frequency and Percentage of Proximity to Fathers by Category (n=140)

Score Interval	Category	F	%
≥ 96	Very High	6	4.286
78 – 95	Height	53	37.857
60 – 77	Medium	68	48.571
42 – 59	Low	12	8.571
≤ 41	Very Low	1	0.714
Quantity		140	100%

Of the total 140 respondents, 68 people (48.571%) were in the medium category, and 53 people (37.857%) were in the high category. This shows that most of the respondents have a fairly good to good relationship with their father, although they are not dominant in the very high category. Meanwhile, 6 respondents (4.286%) were in the very high category, 12 respondents (8.571%) in the low category, and 1 respondent (0.714%) in the very low category.

The dominance of the medium category indicates that the emotional relationship with the father tends to be quite positive, but not entirely optimal. This phenomenon is in line with the findings of global research showing that fathers' involvement in parenting is often lower than that of mothers. (Hodkinson, P., & Brooks, 2023) states that “*Paternal involvement has increased over time, but mothers still tend to shoulder primary parenting responsibilities*”, which means that paternal involvement is indeed increasing, but mothers are still more dominant in primary parenting roles.

In addition, (Permatasari, T., & Astana, 2025) shows that fathers' involvement in childcare in various developing countries still faces cultural and structural challenges, such as the demands of the role as the main breadwinner. This condition may explain why in this study the percentage of medium categories is higher than the high and very high categories.

(Izaki, A., Verbeke, WJ, Vrticka, P., & Ein-Dor, 2024) also affirms that “*attachment behavior is enabled by separation and terminated by proximity*”, which means physical and emotional closeness is an important factor in the formation of attachment. If the time of father-child interaction is relatively limited due to work factors or social roles, then the quality of attachment can be at a moderate level, not very high. Overall, the results of this study show that closeness to fathers is in the category of quite good, with the majority of respondents being at medium and high levels. However, there is still a small percentage of respondents in the low and very low categories, indicating a variation in the quality of emotional relationships between children and fathers.

Thus, it can be concluded that the relationship of attachment with the father in this study is quite positive, but there is still room for improvement, especially in strengthening the quality of interaction and emotional involvement of the father in the child's life.

Table 4. Description of Mean and Percentage (%) of Closeness to Fathers Based on Indicators

No	Indicator	Ideal score	Max scors	Min scors	S	Mean	%	Sd	Category
1	Trust	50	50	20	4987	35.62	71.24	6.31	T
2	Communication	40	37	8	3093	22.09	55.23	5.55	S
3	Seclusion	25	25	5	2405	17.18	68.71	3.82	S
	Overall	115	104	35	10485	74.89	65.12	12.71	S

Based on Table 15, the overall closeness to fathers was in the medium category (65.12%) with a mean of 74.89, which shows that the respondents' relationship with their fathers is quite good. The trust indicator was in the high category (71.24%; mean 35.62), indicating a strong sense of trust in the father, in line with the opinion (Justo-Núñez, M., Morris, L., & Berry, 2022) that “*Secure attachment is marked by trust*”. Meanwhile, communication was in the medium category (55.23%; mean 22.09), which indicates that openness and understanding in interaction with fathers is quite good but not optimal, as stated by (Astle, SM, Jankovich, MO, Vennun, A., & Rogers, 2023) that “*Communication reflects the quality of openness and understanding in the parent-child relationship*”. The indicator of isolation is also in the moderate category (68.71%; mean 17.18), which means that feelings of emotional distance are relatively controlled, given that Bowlby (1988) affirms that “*Prolonged separation can weaken the bonds of alliance*”. Thus, the main strength of

closeness with the father lies in the aspect of trust, while communication and isolation still need to be improved to strengthen the overall quality of the relationship.



Figure 1. Parent Closeness Diagram

Table 5. Distribution of Frequency and Percentage of Student Resilience by Category (n=140)

Score Interval	Category	F	%
≥127	Very High	4	2.857
103 – 126	Height	52	37.143
79 – 102	Medium	79	56.429
55 – 78	Low	5	3.572
≤ 54	Very Low	0	0
Quantity		140	100%

Based on the distribution table of frequency and percentage of student resilience (n=140), it can be seen that the majority of students are in the medium category, which is 79 people (56.429%). Furthermore, 52 students (37.143%) were in the high category, 4 students (2.857%) were in the very high category, and 5 students (3.572%) were in the low category, and there were no students in the very low category (0%).

The dominance of the medium category shows that in general students have quite good abilities in dealing with academic pressure, but are not fully optimal. This condition is relevant to the phenomenon of the era of high academic pressure, where students are required to be able to adapt to the workload, achievement demands, and academic competition (Grygorenko, Z., & Naydonova, 2023) states that “*Resilience reflects the ability to cope with stress and adversity*”, which affirms that resilience is an individual's capacity to survive and rise from stressful situations.

In addition, (Friedberg, A., & Malefakis, 2022) explains that “*Resilience is the capacity to respond productively to significant difficulties or traumas*”. This means that students who are in the high and very high categories show adaptive ability to respond to academic pressure constructively. However, the presence of students in the low category indicates that not all individuals have strong psychological resources in dealing with academic challenges.

If it is associated with the focus of research on determining the quality of parental closeness to academic resilience, this finding suggests that student resilience is at a fairly good level, but still has the potential to be improved. Theoretically, parental closeness plays a protective role in building resilience. (Rutter, 2023) mentions that “*Resilience emerges from ordinary processes, including supportive relationships*”, which means that supportive relationships, including with parents, are

one of the important foundations in building students' academic resilience in the midst of high pressure.

Thus, the results of this study show that most students have resilience at a medium to high level, which opens up space for further analysis of the extent to which the quality of closeness to parents contributes to strengthening academic resilience.

Table 6. Results of the Double Regression Coefficient Test Mother's Closeness, Father's Closeness to Student Academic Resiliency

Variabel	R	R Square
X1 X2 –Y	0.476	0.226

Based on Table 31. The results of the Double Regression Coefficient Test obtained $R = 0.476$ and $R \text{ Square} = 0.226$ on the variables of maternal proximity (X_1) and father's proximity (X_2) to *student academic resilience* (Y). An R value of 0.476 indicates that there is a moderate relationship between the quality of parental closeness and *Academic resilience* Students. This is in line with the opinion (Sugiono, 2017) which states that the correlation coefficient in the range of 0.40–0.599 is included in the category of medium relationships. Thus, the closeness of parents has a significant contribution to students' ability to deal with academic pressure.

Meanwhile, an R Square value of 0.226 indicates that 22.6% of the variation in students' *academic resilience* can be explained by the quality of closeness to parents, while the remaining 77.4% is influenced by other factors that were not studied in this study, such as internal factors (motivation, self-efficacy, emotion regulation) and external factors (social environment, peer support, academic culture). The determination coefficient shows how much the ability of independent variables to explain dependent variables, while the rest is explained by other variables outside the model.

These findings reinforce the assertions of academic resilience put forward (Ardi, Z., Putra, A. H., & Mulia, 2024) that family support, especially warm and supportive relationships, plays a protective factor in helping students survive in the face of academic demands. Emotional closeness with parents can increase students' sense of security, confidence, and coping skills in dealing with high academic pressure. Thus, it can be concluded that the quality of parental closeness has a significant and positive contribution to *student academic resilience* in an era of high academic pressure, although it is not the only determining factor. The practical implications of this study show the importance of building warm and supportive communication between parents and students, even if the child is already at the level of higher education.

CONCLUSION

Based on the results of the study on *the Determination of the Quality of Parental Closeness to Student Academic Resilience in the Era of High Academic Pressure*, it can be concluded that in general, the quality of students' closeness to parents is in the **medium to high category**, both in mothers and fathers. Closeness to the mother tends to be more dominant in the high and medium categories, while the closeness with the father is mostly in the medium category. The aspect of trust is the strongest indicator in shaping the quality of closeness, while communication is still at a moderate level and needs to be improved.

On the other hand, the majority of **students' academic resilience** levels are in the medium category (**56.429%**), followed by the high category (37.143%). This shows that most students have good enough skills to deal with academic pressure, but are not fully optimal. *Resilience reflects the ability to cope with stress and adversity*, as well as affirming that “*resilience arises from supportive relationships*”, where supportive relationships, including with parents, play a protective role in building individual resilience.

Thus, it can be concluded that the quality of closeness with parents is one of the important factors that contribute to the formation of student academic resilience. The better the quality of emotional relationships, trust, and communication between students and parents, the greater the potential for students to be able to survive, adapt, and rise in the face of high academic pressure. This research emphasizes the importance of the role of the family as the main support system in supporting academic success and psychological resilience of students.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used ChatGPT in order to help improve the grammar of the article.. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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