

The Relationship Between Parental Supportive Communication and Resilience in Migrant Students

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ABSTRACT

Resilience is an individual's ability to survive, bounce back, and adapt when facing difficulties, pressures, or negative experiences in life. Resilience is important for students, especially students who live away from home. This study was conducted to determine the relationship between supportive parental communication and resilience in students who live away from home. This type of research is quantitative by measuring the scale of parental communication and resilience. The population in this study were students who are active in higher education. Respondents in this study numbered 38 students who live away from home. Data analysis was carried out using normality tests and correlation tests. The results of the study indicate a relationship between supportive parental communication and resilience, where the test results show a correlation coefficient of 0.408 with a significance value of 0.011 ($p < 0.05$). These findings can be concluded that the higher the level of supportive parental communication, the greater the resilience.

INTRODUCTION

College students are individuals in the early stages of adulthood. Jeffrey Jensen Arnett (2000) states that emerging adulthood is a developmental stage that occurs between the ages of 18 and 25, characterized by the search for identity, life uncertainty, self-care, and the transition to independence. At this stage, individuals experience various important needs and transformations, both academically, socially, and emotionally. During their education at university, students face various pressures, ranging from academic burdens, developing self-identity, to adjusting to different environments and

lifestyles. This situation requires a high level of adaptability so that students can continue to operate optimally in carrying out their roles and responsibilities.

The level of stress experienced by students is evident in concerning mental health data. Setyanto (2023) found that 54.6% of students experienced depression and 86.8% experienced high levels of anxiety. These results indicate that psychological problems among students are a real phenomenon that requires serious attention. These developmental challenges are further complicated for students studying outside their hometowns, commonly referred to as out-of-town students. In addition to adjusting to high academic demands, out-of-town students must also adapt to a new social and cultural environment and live independently without the direct presence of their immediate family.

Isolation and physical distance from parents can lead to feelings of loneliness, reduced direct social support, and increased emotional distance. Furthermore, a strained relationship with parents has been shown to negatively impact students' academic achievement and social well-being (Magdol, 2002 in Kim, 2021). These findings are reinforced by research by Cahyani and Mastuti (2022), which shows that academic stress levels in students living away from home are significantly influenced by a lack of family support due to geographic barriers. However, not all students living away from home experience the negative effects of these limitations. Some individuals have been shown to be able to survive, adapt, and continue to function well when faced with various pressures. These differences in individual abilities to cope with stress reflect the nature of resilience.

Reivich and Shatté (2002) define resilience as an individual's ability to survive, bounce back, and adapt positively when faced with difficulties, stress, or negative life experiences. This ability encompasses several essential aspects, including emotional regulation, impulse control, optimism, empathy, self-efficacy, and the ability to analyze problems adaptively. In line with this, Masten (2001) calls resilience "ordinary magic," a general and dynamic process of positive adaptation that emerges through the support of a healthy social environment. Therefore, possessing resilience is a crucial protective aspect for students living away from home, enabling them to manage academic stress and optimally direct their social functioning.

As a dynamic psychological capacity, resilience does not emerge spontaneously but is built upon various internal and external factors. One crucial external element is the social support provided by parents. Even when separated by physical distance, parental support can still be effectively conveyed through the use of communication technology. Communication is not merely a mechanical process of exchanging information, but also a key tool for transferring emotional support. The quality of supportive communication from parents is a key factor in determining a child's adaptability, with the focus being on the depth of the message conveyed, not just the frequency or intensity of the interaction.

This type of interaction that can provide psychological reinforcement is called supportive communication. Burleson (2003) describes supportive communication as a type of verbal and nonverbal communication aimed at helping individuals facing emotional distress feel understood, accepted, and psychologically supported. Using the theory of individual-oriented supportive communication, Burleson states that successful supportive communication is characterized by empathy, recognition of feelings, attention, and the ability to help individuals recognize their emotions in adaptive ways.

Theoretically, when students living away from home receive messages rich in validation and empathy from their parents, their emotional regulation capacity will

strengthen, stimulating self-confidence, optimism, and self-efficacy in facing life's obstacles. This positive impact is supported by the findings of Rote et al. (2021), who showed that individuals who receive warm and supportive communication from their parents tend to have better emotional regulation skills and lower stress levels. Furthermore, Yanti et al. (2025) emphasized that supportive communication plays a crucial role in developing mental resilience.

This combination was also confirmed by Sampadha et al. (2024), who found that students who regularly communicate openly and honestly with their parents report greater composure and resilience to academic pressure. This demonstrates that the quality of supportive communication with parents can act as a key protective factor in building student resilience. However, in reality, communication between students living away from home and their parents often encounters barriers.

Changes in communication methods, topics, and intensity due to academic busyness or time differences have the potential to trigger relationship gaps. When communication fails to provide a sense of understanding and acceptance, students living away from home are vulnerable to experiencing deep loneliness. Although the relationship between general social support and resilience has been extensively researched, most of the literature still positions social support as a macro concept and has not specifically examined the quality of supportive parental communication as a primary variable. Furthermore, studies that focus on the group of students living away from home, with their unique characteristics of physical separation and high adaptation demands, are still very limited. Therefore, this study was designed to fill this research gap by focusing on the quality of supportive family interactions.

Based on the background of the problem described, this study aims to determine the relationship between supportive parental communication and resilience in students living away from home. The hypothesis proposed in this study is that there is a positive relationship between supportive parental communication and resilience in students living away from home.

METHODOLOGY

This study uses a quantitative approach with a correlational research design. Correlational research aims to determine the relationship between two or more variables. According to Sugiyono (2019), correlational research is used to determine whether or not there is a relationship between the variables being studied. In this study, there are two variables: supportive parental communication as the independent variable (X) and resilience as the dependent variable (Y). This study was conducted to determine the relationship between supportive parental communication and resilience in students living away from home.

The population in this study were students from other regions who were currently studying at university. The sampling technique used purposive sampling. According to Sugiyono (2019), purposive sampling is a sampling technique based on certain considerations or characteristics that are in accordance with the research objectives. The respondent criteria in this study were active students in higher education, having the status of a student from other regions, not living with their parents during their studies, and still having a relationship with their parents either directly or through communication media. The number of respondents in this study was 38 people with an age range of 19–23 years and came from different semesters.

The research instrument used consisted of two scales. Parental supportive communication was measured using the Parental Supportive Communication Scale developed by Theresia Indira Shanti, Angela Oktavia Suryani, and Clara RP Ajisukmo (2020). The scale was developed through several stages, namely focus group discussions (FGD), validity and reliability testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). This scale consists of 38 items measuring seven dimensions, including empathy, respect, sincerity, non-judgment, empowerment, ease of understanding, and maintaining confidentiality. The results showed that the parental supportive communication instrument has good validity and reliability and consists of two main dimensions: empathy and confidentiality.

Resilience variables were measured using the Connor-Davidson Resilience Scale (CD-RISC) developed by Kathryn M. Connor and Jonathan RT Davidson (2003). This scale consists of 25 items that measure an individual's ability to face stress, adapt, and recover from difficulties. The dimensions measured in this scale include (1) Personal competence, high standards, and persistence, (2) Trust in instincts, tolerance of negative effects, and the strengthening effects of stress, (3) Positive acceptance of change and close relationships with others, (4) Control, and (5) Spiritual influence. The CD-RISC scale has been translated into Indonesian by Ratih Arruum Listiyandini and SA Akmal (2015) and used in the research of Annisa Andriani and Ratih Arruum Listiyandini (2017). The research shows that the CD-RISC has good reliability and is suitable for measuring resilience in college students.

Data collection was conducted online using Google Forms. The research scale used a Likert model with five alternative answers: Very Unsuitable, Unsuitable, Sometimes Suitable, Suitable, and Very Suitable. The data analysis technique in this study used non-parametric statistics with the Spearman correlation test. The Spearman test was used because the results of the Shapiro-Wilk normality test found that one of the research variables was not normally distributed ($p < 0.05$), so the data did not meet the parametric assumptions. The Spearman test was used to determine the relationship between supportive parental communication and resilience in students living away from home.

RESULTS AND DISCUSSION

Data processing in this study used JASP 0.18.0.0 software, beginning with a normality test using Shapiro-Wilk because the sample size was less than 50 respondents ($n < 50$). The variables tested were supportive communication and resilience. The results of the normality test can be seen in the following table:

Table 1. Normality Test Results

Variables	Shapiro-Wilk	P
Supportive Communication	0.933	0.024
Resilience	0.982	0.791

Based on the table above, it is known that the supportive communication variable has a significance value of 0.024 ($p < 0.05$), so the data is not normally distributed.

Meanwhile, the resilience variable has a significance value of 0.791 ($p > 0.05$), so the data is normally distributed. Because one of the variables does not meet the assumption of normality, the hypothesis test was conducted using non-parametric Spearman's rho analysis.

Spearman's rho correlation test was used to determine the relationship between supportive communication and resilience. The results of the correlation test can be seen in the following table.

Table 2. Results of Spearman's rho Correlation Test

Variables	Spearman's rho	P
Supportive Communication with Resilience	0.408	0.011

The test results showed a correlation coefficient of 0.408 with a significance value of 0.011 ($p < 0.05$). This indicates a significant positive relationship between supportive communication and resilience. This means that the higher the level of supportive communication an individual receives, the higher the level of resilience. Conversely, the lower the level of supportive communication, the lower the individual's level of resilience. Thus, the hypothesis is accepted.

Discussion

This study aimed to determine the relationship between supportive parental communication and resilience in students living away from home. Based on the results of the hypothesis testing, it was found that there is a significant positive relationship between supportive communication and resilience. This means that supportive parental communication is correlated with or related to resilience. These findings are supported by the findings of the study. Pratiwi and Kumalasari (2021) which examined parental support and academic resilience in college students, with the findings of a significant correlation between parental support and resilience, meaning that the higher the parental support, the higher the academic resilience of college students. Another study by Sulaeman and Shaleh (2023) also explained that the closer the relationship between students and their parents, the higher the students' resilience will be.

Resilience is a process experienced by individuals that involves various factors, including individual, social, and even environmental factors. It reflects an individual's resilience and ability to recover from negative emotional experiences when facing difficult, stressful situations or when faced with various obstacles (Supriyanti, 2023). Simply put, when someone faces stress or a difficult period in their life, resilience plays a vital role in enabling the individual to recover from adversity and adapt to the situation (Supriyanti, 2023). Conceptually, there are four main functions that a person with a high level of resilience has, namely: (1) Overcoming, resilience is needed to face various challenges that arise and plays a very important role when there are bad events in the human development phase. (2) Steering Through, resilience is a crucial aspect that is needed so that individuals can overcome problems in everyday life, as well as adapt to the environment and overcome problems efficiently. (3) Bouncing Back, individuals who

have resilience will be able to get back up and find ways to overcome critical situations they face. (4) Reaching Out, shows that resilience not only functions to overcome bad experiences, stress, or healing from trauma, but also contributes to gaining life experience (Supriyanti, 2023) Based on this explanation, it is clear that strong resilience is crucial for students living away from home to successfully complete their studies. In this regard, one factor influencing resilience is family, particularly the support provided by parents (Pratiwi & Kumalasari, 2021).

Basically, parental support is very important in the lives of students, especially students who live away from home. According to Pratiwi and Kumalasari (2021). The relationship between parents and children, especially when parents provide support, can create a strong foundation for a child's personal development. The support provided by parents will have a positive impact as an effective support system in developing a child's resilience (Pratiwi & Kumalasari, 2021). One form of support that parents can implement is supportive communication According to Shanti et al., (2020). Supportive communication is a form of verbal and nonverbal communication that aims to improve an individual's psychological condition through empathy, emotional support, and openness in the parent-child relationship. Parents who are able to interact openly, empathetically, and supportively will usually shape their children into individuals with a solid emotional foundation, able to regulate emotions in a better way, and develop more positive coping mechanisms when dealing with problems outside the home environment (Gentzler et al., 2005 in Saraswati, (2025).

Based on the explanation above, it is clear that supportive communication from parents plays a significant role in supporting students studying abroad. Establishing positive, empathetic, and supportive communication with parents makes students more resilient in navigating the dynamics of life. These findings further address the urgency of parental support in the form of supportive communication as a crucial factor in fostering resilience in students studying abroad.

CONCLUSION

This study aims to determine the relationship between supportive parental communication and resilience in students living away from home. Based on the results of the study, it is known that there is a significant positive relationship between supportive parental communication and resilience in students living away from home. This means that the higher the level of supportive communication provided by parents, the greater the student's ability to face difficulties. The ability of parents to establish appropriate communication patterns will greatly determine the student's development, especially in the context of lectures. Conversely, if parents are unable to establish good communication, it can have a negative impact on students, such as causing psychological burdens, stress, and even resulting in a strained relationship between parents and students. Therefore, it is important for parents to understand the psychological needs of students in order to be able to develop supportive communication and a more positive relationship. The goal is for students to feel cared for and develop high resilience skills.

Based on this research, parents are advised to create a safe space by providing support in the form of responsive and supportive communication to meet students' psychological needs. Students are advised to build good relationships with their parents and optimize their resilience after receiving support from them. Meanwhile, future research is recommended to explore more deeply the context of supportive

parental communication on student resilience. It is also recommended to expand the distribution of the questionnaire to increase the population. This aims to provide more in-depth research analysis and produce stronger validity and reliability.

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